

Creativity is  
contagious,  
pass it on  
Albert Einstein

ART

EVERY  
CHILD  
IS AN  
ARTIST  
-PICASSO

# Art Department

High Level Planning 2021

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# ART

- The Aim of the Art curriculum at Willenhall is, to challenge motivate, engage, inspire and encourage creativity in our students.
- Whilst preparing and equipping students with Art knowledge and skills to allow them to be able to explore, create and not be scared to experiment with new materials techniques and processes across a wide range of Art, Craft and Design.
- The Art curriculum will develop students' knowledge and understanding of artists and designers and how they can be inspired by a style, a technique or material to inform their next steps.

## Art Vision

- Art encourages all students to become inquisitive, imaginative and innovative and share responsibility for their own learning.  
Art allows creative thinking and it's often a risky process and that students learn from their mistakes as well as their successes.  
Art students should have opportunities to learn in a variety of ways and recognise that celebrating their successes will inspire them to think creatively in other areas.

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**A02** EXPERIMENT WITH A RANGE OF MEDIA  
LINKING TECHNIQUES TO ARTISTS AND THEMES  
TEXTILES WATERCOLOUR CLAY MIXED MEDIA PHOTOGRAPHY PEN AND INK

2  
Artist Links =  
Researching  
and being INSPIRED

1  
Observing  
= Drawings/  
Photography



3  
Making =  
Investigating and  
exploring materials,  
techniques and processes

4  
Final Outcome  
Presentation of Sketchbooks  
Annotating your ideas

**A01** EXPLORE ANNOTATE  
BEGIN TO LINK A THEME IMAGES  
TO ARTISTS  
WRITTEN ANALYSIS  
LINK ARTISTS WORK TO IDEAS AND ARTWORK RESEARCH

**A03** IDEAS  
IDEAS LINKING TO ARTISTS WORK  
OBSERVATIONAL DRAWINGS  
ALL ARTWORK LINKING TOGETHER  
PLANS, DESIGNS IN A RANGE OF EXPLANATIONS  
DIFFERENT MEDIA ANNOTATION

**A04** FINAL  
MEANINGFUL PIECE OF WORK  
INFORMED SHOW UNDERSTANDING  
RESPONSE LINKS  
LINK BETWEEN VISUALS AND ARTISTS TO ARTISTS WORK  
PRESENTATION RELEVANT

# Core principles of the Art Curriculum

## Developing schema for knowledge connections and retrieval

- All MTP's suggest how new knowledge links to old skills and knowledge
  - DO NOW offers retrieval practice of skills and knowledge
- Skills and knowledge re-visited at regular intervals - increasing level of difficulty.

## Teacher led knowledge delivery

- Teachers are the experts in the classroom- teachers model practical skills and safe working practices.
  - Deliver core knowledge and enrich knowledge with hinterland knowledge
- Students will be able to make links with their projects to artists, designers and crafts people .
- Show and Tells – support students in understanding and teacher to share best practise examples.

## Closing gaps- Assessment

- Exit tickets
  - Component assessments, feedback given and misconceptions addressed.
    - Feedback - Re-teach lessons to plug gaps using QLA
  - Students split in to 3 groups RED, Amber and Green as part of the feedback system in ART
    - Knowledge organisers provided
- WAGOLL's displayed in ART rooms for students and teachers to refer to

# ART

## KEY STAGE 3

- The KS3 curriculum is delivered over three-year programme that builds on the requirements of the National Curriculum. Year 7 **Foundation Year** -Basic skills and knowledge, Year 8 **Extending** skills and knowledge and Year 9 **Developing** skills and knowledge.

- The curriculum links to the National Curriculum as the aims and criteria flow in to the Assessment Objectives for GCSE so Key Stage 3 so it is important for students to understand the important assessment points

- The National Curriculum for Art aims to ensure that all pupils:

Produce creative work, exploring their ideas and recording their experiences (Making and Creating)

Become proficient in drawing, painting, sculpture and other art, craft and design techniques (observing and viewing)

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms and evaluate and analyse creative works using the language of art, craft and design (Artist links)

# Long term plan - KS3 Y7

- As each step in our learning journey develops, it incorporates a deeper understanding of prior learning, knowledge and skills.

## Unit 1 The Elements of Art

Starts by building on what students will have briefly learnt in primary school . The Art department has successful links with many of the feeder schools. Primary schools and they have advised they don't have time to do Art in as much details as they'd like and they don't have specialist teachers. During Elements of Art specialist vocabulary (see MTP's) is looked at and the basics for each element this helps students with no Art knowledge gain some understanding straight away and will also develop students will some basic Art knowledge to make sure they use the correct language right from the start of time at Willenhall.

Some students arrive from primary with a little knowledge of Art, but most don't know how to create or make Art correctly as primary schools have limited time and students aren't taught by specialist Art teachers.

The curriculum aims to get the students to understand the correct terminology from the start and the students use what they have learnt as a support. The curriculum starts with the Elements of Art as a starting point so students will be introduced to the basic skills and knowledge right at the start before the curriculum goes in to theme based unit's this is very important as students require this information to be successful in their creative journey in the subject.

## Unit 2 Cells – Inside the Body

Introduces students to new techniques, exploring mixed media, collage and surface design (see below for a break down) and ways of working, as well as show cross curricular links with Science.

Cells focuses on the retrieval of knowledge and skill pupils have acquired in Unit 1 and develop further in Unit 2 and allows for students to expand understanding by further developing the Formal Elements of Art.

## YEAR 7 - Foundation Year

Autumn Term and Spring 1 Unit 1

An Introduction to the **Formal Elements of Art**. Create a page for each element in sketchbooks covering each element.

What is Tone? - Shading chart / How to hold a pencil/ How to make an object look 3D using Tone.

What is Line? - Explain that a line is a dot that went for a walk that is happens once and it is not repeated.

What is Pattern? - Explain patterns are a series of repetitive Lines.

What is Texture/ Mark Making?- Explain it is making marks using a pencil or pen to make your drawing look rough or smooth.

What are Shape/ Form? - Explain 2 Dimensional is a flat shape. - 3 Dimensional is a shape that has height, width and length.

What is Colour? - Explain to pupils the difference between primary, secondary and tertiary colours. - How to mix primary colours to create secondary colours

Unit 2 Spring 2

### **Cells – Inside the Body (Link to Science)**

How has ARTIST used the ‘elements of art’?

#### **KS3 AO1 Observing**

- Tone – Exploring Pencil, Pen and Crayon in order to create tonal drawing of cells that show dark, mid and light tones.
- Line – Exploring different lines, dots, dashes, zig zag etc. to create observational drawings of cells.
- Pattern – Using repetitive lines and shapes into their drawings and transcriptions of cells.
- Texture / Mark Making – Discover a range of textures using pencil and pen to create dark, mid and light cells.

Summer 1 and 2

#### **KS3 AO 2 Making**

- Shape/ Form – Working with PVA Glue and Ink to create Cells inspired by Klari Reis.
- Colour – Working with sharpies, crayons, Water colours, card and tissue paper to create Andy Mercer inspired transcriptions.

#### **KS3 AO-3 Artist Links**

- Klari Reis.
- Andy Mercer.
- Artist research pages- name, image, facts and transcription of a half section of the artists’ work.

- Year 8

- Autumn Term and Spring 1

- Unit 1\_

- **Day of the Dead** Focuses on exploring the Formal Elements of Art and embedding the knowledge and skill pupils have acquired from Year 7. This Unit aims to get pupils to start to think critically about the artist's work and how they can use it as inspiration to develop their work from. Day of the Dead was chosen as students are interested in the theme after a pupil voice vote and it allows them to link to a current film Coco students' can visually see in a modern way what the theme is about. Day of the Dead introduces pupils to British Values by exploring mutual respect and tolerance by learning about the festival that celebrates lost loved ones in Mexico. Students look at Day of the Dead in RE in Year 7 and have some basic knowledge of the subject.

- **Tone**

- Creating observational drawings of skulls using different medias and techniques that show a range of tones

- **Line**

- Creating a set of designs for clay skull that begin to incorporate Zentangles.

- **Pattern**

- Be inspired by the artist and Zentangles to create Day of the Dead Skulls / Creating transcriptions that are inspired by the work of Thaneeya McArdle.

- **Texture/ Mark Making**

- Create textures using a range of mark Making techniques. Using Clay to create a skull and using a range of tools to apply different textures to the surface.

- **Shape/ Form**

- Pupils to use Stoneware Clay to create their own Day of the Dead inspired skulls.

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- **Colour**

- Exploring the different techniques used to apply colour using Inks, Crayons, Sharpies, and Paints. Difference between Primary, Secondary and Tertiary colours. By mixing a Primary and a Secondary colour together to make a Tertiary colour.

- Spring 2 and Summer Term
- Unit 2\_
- **At the Zoo** The curriculum focusses on Animals that refines the Basic Elements skills and techniques pupils have acquired further so that they are better prepared for Year 9 Developing year which expands the students personal ideas. At the Zoo was chosen so students could have a first-hand experience visiting a Zoo.
- **Tone**
- Creating observational drawings of Tigers and Owls using different medias, techniques and processes that show a wide range of tone.
- **Line**
- Explore the work of Si Scot by applying a range of lines.
- **Pattern**
- Create a personal response (Final Outcome) that can explore a wide range of patterns including Zentangles.
- **Texture/ Mark Making**
- Explore various tools and paints to create transcriptions inspired by Vincent Scarpace.
- **Shape/ Form**
- Pupils to create a personal final outcome inspired by the artists and techniques they have learned about in this project and the previous ones.
- **Colour**
- Understanding and applying a wide range of techniques used to apply colour using Inks (Jamie Taylor), Crayons, Sharpies, and Paints.

## YEAR 9 Developing Year

- Fantastic beasts (Bees, Bugs and Butterflies) Autumn Term and Spring 1

- Unit 1 develops the students' skills and knowledge of the Elements of art based on a theme with the same layout and organisation of a GCSE project. Allowing students, the opportunity to progress in an artistic way meeting the Assessment Objectives. With a focus on observational drawing skills, presentation skills and experimenting with a wide range of media. Allowing students to be think more creatively and independent as the layout or what they draw doesn't have to be the same as everyone in the class. It needs to be more personal utilising the skills and knowledge from 7 and 8.

- KS3 Observing

Tone - Creating accurate observational drawings of Insects using different medias, techniques and processes that show a wide range of tones applied confidently.

- KS3 Artist Links

Line - Understanding and being inspired by the work of Rosalind Monks by applying a range of lines.

Pattern - Creating intricate transcriptions that are inspired by the work of Rosalind Monks.

- KS3 Making

Texture/ Mark Making - Using a range of tools and medias to create confident drawings and paintings of Insects.

Shape/ Form - Creating 3D cardboard bee hives that will include a wide range of medias, techniques and processes.

Colour - Using various brush techniques when using Acrylics and Watercolours to create a Bee Page.

- Who inspires you? (Portraits) Spring 2 and Summer Term
- Unit 2 further develops the students' skills and knowledge of the Elements of Art based on a theme with the same layout and organisation of a GCSE project. Allowing students, the opportunity to progress in an artistic way meeting the Assessment Objectives.
- The Portraits Unit will further embed the students' skills and knowledge by refining the techniques they have learnt so far in Art. It develops the students' skills and knowledge of the Elements of art based on a theme with the same layout and organisation of a GCSE project. Allowing students, the opportunity to progress in an artistic way meeting the Assessment Objectives. With a focus on observational drawing skills, presentation skills and experimenting with a wide range of media. Allowing students to be think more creatively and independent as the layout or what they draw doesn't have to be the same as everyone in the class. It needs to be more personal utilising the skills and knowledge from 7 and 8.

- KS3 Observing

Tone - Creating accurate and proportional observational drawings of portraits of people who inspire the students showing a wide range of tones using a range of shading pencils

Line - Creating pen drawings that investigate a wide range of lines and mark making techniques.

Shape/ Form - Drawing and painting faces – using proportion to make sure they are measured correctly.

- KS3 Artist Links

Texture/ Mark Making - Looking at mixed media techniques linked to a range of Artists

- KS3 Making

Pattern - Looking at weaving and creating patterns with the art and images.

Colour - Using and investigating a wide range of techniques used to apply colour using Pencil Crayon, Inks, Watercolours, Acrylics, Sharpies, Posca Pens.

# KS4- ART

## KEY STAGE 4

- KS4 curriculum is GCSE in Art Craft and Design
- Embedding Year 10
- Refining and Excelling Year 11

### GCSE - Art, Craft and Design

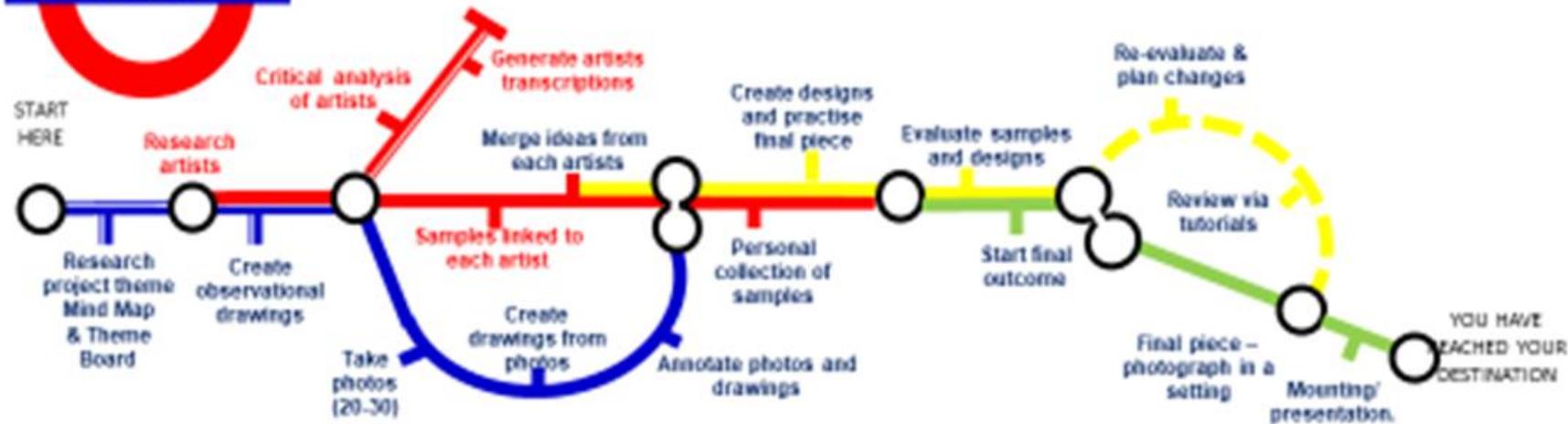
GCSE Art at Willenhall develops pupils' independence and creativity by enabling students to explore the projects we have given them in their own way.

Students will be required to meet the 4 Assessment Objectives set out by AQA. These will focus on research (AO1), experimenting with a range of media, techniques and processes (AO2), ability to record ideas and thoughts via drawing, writing and photography (AO3) and finally come to a personal and meaningful response (AO4).

GCSE Art in Year 10 aims to embed the skills pupils have obtained in KS3 further by revisiting the Formal Elements of Art in lessons.

Tone will be explored through shading, Line will be looked at when students create line drawings of an image, Pattern will be explored when pupils are experimenting with their work, Texture/Mark Making will be looked at through drawing, Shape/Form will be explored through sculptural works and Colour will be looked at using a wide range of equipment including Paints, Crayons, Pens, Sharpies and Posca Pens.

Year 11 aims refines the skills pupils have obtained since Year 7 and enables them to gain autonomy and begin a journey with their individual projects. Pupils will grow in confidence and skill and begin to develop their own styles and processes when working with a wide range of medias.

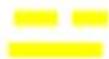


## GCSE Art Learning Journey COURSEWORK

### Key to lines (We Are Learning To...)



Develop ideas  
Research/ Analysis  
of artists (A01)



Develop ideas (Media  
experiments) (A02)



Recording (drawing &  
photos) (A03)



Personal response &  
Final outcome (A04)

A01

A02

A03

A04

# KS4- Year 10 ART

## Year 10 Embedding

### Abstract Nature Unit and Personal Unit –

Students will be investigating the theme of Abstract Nature and Portraits for their GCSE coursework portfolio. They will be working towards meeting all four Assessment Objectives investigating various artists, craftspeople, designers, medias and techniques.

GCSE Art enables pupils to gain more autonomy within their work so that they are able to come to a personalised outcome which will be their interpretation of the overall theme.

The 2 Units aim to refine and embed the skills and techniques they have learnt during KS3 and in the Induction Unit about when using a range of medias during their time at the Academy.

Throughout this Units students will be reflecting on their work through annotations and one to one's with staff in the Art department so that they are able to show a journey of how certain techniques and skills have impacted and developed their work.

AO1 – Mind maps, Theme boards, Artist Research.

Abstract Nature = Rex Ray, Peter Randall Page and Kathy Klein Portraits = Marion Bolognesi & Chuck Close

AO2 – Experimenting with a wide range of medias, digital and manual (Sharpies, Crayons, Marbling Inks, Brusho, Collage, Mixed Media effects, Posca Pens, Felts, Fine liners, Pencil, Pen, Collage, Treated Pages, Apps on Computers, Use of Acetate).

AO3 – Drawings, Photography, Annotations.

AO4 – Designs, Merges and Final Piece(s).

#### Supporting Evidence

#### Artist in a Box

This Mini unit enables pupils to fully grasp the idea of what constitutes artist research. Student will be expected to present their findings of an artist in the form of a box. Students will have the opportunity to research and find an artist of their own choice. This Unit is to open students' eyes about a range of different ways of presenting their work and that it doesn't always need to be in a book.

# KS4- Year 11 ART

- Year 11 **Refining and Excelling**
- Abstract Nature Unit and Our World linked to 2020/21
- Students will be investigating the theme of Nature and Portraits for their GCSE coursework portfolio. They will be working towards meeting all four Assessment Objectives investigating various artists, craftspeople, designers, medias and techniques.
- GCSE Art enables pupils to gain more autonomy within their work so that they are able to come to a personalised outcome which will be their interpretation of the overall theme.
- The 2 Units aim to refine and embed the skills and techniques they have learnt during KS3 and in the Induction Unit about when using a range of medias during their time at the Academy.
- Throughout this Units students will be reflecting on their work through annotations and one to one's with staff in the Art department so that they are able to show a journey of how certain techniques and skills have impacted and developed their work.
- AO1 – Mind maps, Theme boards, Artist Research including Transcriptions and samples
- AO2 – Experimenting with a wide range of medias, digital and manual (Sharpies, Crayons, Maberbelling Inks, Brusho, Collage, Mixed Media effects, Posca Pens, Felts, Fine liners, Pencil, Pen, Collage, Treated Pages, Apps on Computers, Use of Acetate).
- AO3 – Drawings, Photography, Annotations.
- AO4 – Designs, Merges and Final Piece(s).
- Students are due to start a 12-week project in January of year 11 where the exam board will set the theme. Students will work towards the AO's and sit a 10-hour exam.
  
- **Supporting Evidence** for Year 10 and 11
- Artist in a Box

This Mini unit enables pupils to fully grasp the idea of what constitutes artist research. Student will be expected to present their findings of an artist in the form of a box. Students will have the opportunity to research and find an artist of their own choice. This is to open students' eyes about a range of different ways of presenting their work.

- AO1 – Artist Research – Name, Images, Critical Analysis and Transcription(s).
- AO2 – Backgrounds, Transcription(s).
- AO3 – Drawing, Photography, Annotations.
- AO4 – The Box will be the Final Piece.

Possible Gallery Visit and or Artist workshops