

Curriculum Progression Pathway for Art

Subject Intent:

- *produce creative work, exploring their ideas and recording their experiences*
- *build technical skills and knowledge in recording, (drawing/painting), sculpture, print and other art, craft and design techniques*
- *evaluate and analyse creative works using the language of art, craft and design*
- *know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms*

Specifically at KS4

AQA GCSE Art and Design (Fine Art) will prepare students to participate confidently and successfully in an increasingly design and Art world. Students will gain awareness and learn from wider influences on Art, craft and Design including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work independently, creatively when designing and making and apply technical and practical expertise. Fine art practice allows the opportunity to explore an idea, convey an experience or respond to a theme or issue of personal significance.

Why is the study of Art important?

Arts and cultural learning is more important than ever for the health of our communities and our society

Creativity is essential in a global economy that needs a workforce that is knowledgeable, imaginative and innovative. Studying arts subjects also increases social mobility – encouraging and motivating students from low-income families to go into higher education. Studying the arts can also help with understanding, interpreting and negotiating the complexities and diversity of society

- Students from low-income families who take part in arts activities at school are three times more likely to take a degree
- By making art a part of the national curriculum, we give the next generation of artists, designers, engineers, creators and cultural leaders the opportunity to develop the imagination and skills that are vital to our future
- Engagement with the arts helps young people develop a sense of their own identity and value. This in turn develops personal responsibility within their school and wider community

- Arts and cultural learning encourages awareness, empathy and appreciation of difference and diversity and the views of others

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

What skills will the study of Art teach you?

You will develop problem solving, creative thinking, investigation, research, communication and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all of these highly.

Studying Art will teach you:

- *to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas to use a range of techniques and media, including painting*
- *increase their proficiency in the handling of different materials*
- *analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.*
- *present personal responses to a starting point*

Specifically at KS4

- *develop their ideas through investigations informed by selecting and critically analysing sources*
- *apply an understanding of relevant practices in the creative and cultural industries to their work*
- *refine their ideas as work progresses through experimenting with media, materials, techniques and processes*
- *record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses*
- *use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:*
 - *Media*
 - *Materials*
 - *Techniques*

- *Processes*
- *Technologies*
- *use drawing skills for different needs and purposes, appropriate to context*
- *realise personal intentions through sustained application of the creative process*
- *Independent learning skills*
- *Problem solving*

Skills developed through participation in the arts are increasingly important in the workplace and therefore, key to a successful career.

- CREATIVITY
- PROBLEM SOLVING
- PERSEVERANCE
- FOCUS
- NON-VERBAL communication
- RECEIVING constructive feedback
- COLLABORATION skills
- DEDICATION
- ACCOUNTABILITY

How can you deepen your understanding of Art?

- identify prior knowledge and design teaching plan around the student
- build on the students wider interests and encourage them to work independently, widely outside of the lesson times providing suitable materials, exhibitions, Gallery visits, web site and literature
- set deeper challenges-more conceptual based projects breaking off into multiple lines of enquiry
- use critiques and skillful questioning techniques to boost deeper thinking e.g socratic, probing and funnelling questions
- set projects that are based on emotional responses requiring higher level thinking, rather than decorative responses
- Use a curriculum that spirals upwards in terms of knowledge, skills, understanding, materials and techniques

How can Art support your future?

*Alevel Art, Btec Art, Studying art and design **helps to create a broad and balanced curriculum**, which is an excellent foundation for whatever you want to do afterwards. The transferable skills you'll gain, such as creativity, analysis and problem solving, complement a range of other subjects and careers.*

Did you know more people work in the creative industries than the finance industry! The creative industries generate £84.1 billion to the United Kingdom (UK) economy each year and employ over 2.8 million people. Unlike many industries, the creative industries have continued to grow, despite the recent financial crisis. (Source: thecreativeindustries.co.uk)

Exam board used in Y10 & Y11

AQA

CURRICULUM PROGRESSION PATHWAY

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p>Formal Elements Mixed media Introduction of the fundamental formal elements of art, including line, shape, space, form, tone, texture, pattern and colour,</p>	<p>African Inspired Masks Cultural craft, Drawing, painting, printmaking African Art inspired masks. Artist links: African Tribe masks</p>	<p>Pop Art Food Drawing, Mixed Media. Artist links: Ron Magnes, Claes Oldenburg, Wayne Thiebaud Analysing Pop Art Culture Working in a wide</p>	<p>Unit 1: Portfolio project 1 Portraits AO1/AO3</p>	<p>Unit 1: Portfolio Extended project AO1/AO3 Students develop/extend one of their projects from year 10</p>

		<p>Analysis of artwork and building on understanding of Formal Elements</p> <p>Understanding the function of masks and traditions behind them</p>	<p>variety of media to build on skills with a focus on Formal Elements, and creative presentation</p> <p>Students will complete a series of workshops using a wide range of media</p>		
Autumn 2	<p>Formal Elements <u>Mixed media</u> Introduction of the fundamental formal elements of art, including line, shape, space, form, tone, texture, pattern and colour,</p>	<p>African Inspired Masks <u>Cultural craft, Clay</u> Artist links: Kimmy Cantrell and Picasso</p> <p>Clay mask making Analysis of artwork and building on understanding of Formal Elements when using clay</p>	<p>Pop Art Food <u>Mixed Media, 3D Sculpture, clay</u> Artist links: Claes Oldenburg, Analysing Pop Art Sculpture A focus on Formal Elements, 3D making skills</p> <p>Students will research the work of Claes Oldenburg and produce a clay food sculpture in response</p>	<p>Unit 1: Portfolio project 1 PortraitsAO1/AO2/AO3</p>	<p>Unit 1: Portfolio Extended project AO2/AO4</p> <p>Students develop/extend one of their projects from year 10 towards unit 1</p>
Spring 1	<p>Landscape Painting/mixed media Artist link:</p>	<p>Still Life Painting, pattern, observational drawing Artist links-Picasso,</p>	<p>Pop Art-Objects <u>Drawing, printmaking, colour markers</u> Artist link: Michael Craig</p>	<p>Unit 1: Portfolio project 1 Portraits AO1/AO2/AO3/AO4</p>	<p>Unit 2 : Externally Set Assignment AO1/AO3</p>

	<p>Hundertwasser</p> <p>Art Elements: Colour mixing secondary, tertiary, tints, tones, complementary colour theory mixing Pattern and symbols in Art</p> <p>Students will research the work of the artist Hundertwasser and create an outcome using local landmarks and characteristics from the artist.</p>	<p>Juan Gris, Georges Braque</p> <p>Observational drawing, pattern and composition.</p> <p>Students will study the work of abstract artists and draw from observation to then create painted outcomes on the theme Still Life.</p>	<p>Martin</p> <p>Observational drawing, composition, colour theory</p> <p>Students will research the work of Michael Craig Martin and produce a response using objects that interest them in his style.</p>	<p>Visiting Graffiti Artist Workshop-2 hours</p>	
<p>Spring 2</p>	<p>Group outcome <u>Mixed media</u> Formal elements of art, including line, shape, space, form, tone, texture, pattern and colour</p> <p>Students will work in small groups to create mixed media portraits of recognisable famous artists</p>	<p>Cubist Portraits <u>Painting/oil</u> <u>pastel,card relief</u> Artist link:Picasso</p> <p>Students will research the work of Picasso and produce a card relief portrait in response to his work.</p>	<p>Pop Art Onomatopoeia words <u>Paint/composition,</u> <u>card relief</u> Artist link:Roy Lichtenstein</p> <p>Composition, colour theory</p>	<p>Unit 1: Portfolio-PPE Project 2 AO1 & AO3 Students given a past paper and choose a theme to base their project on</p>	<p>Unit 2 : Externally Set Assignment AO1, AO2, AO3 (10 hour exam)</p>

	<p>portraits Students will then create a larger piece as a class</p>				
Summer 1	<p>Matisse Cut Outs Collage Artist link: Matisse</p> <p>Art Elements: Colour complementary colour, shape, composition</p> <p>Students will research the work of Henri Matisse and produce a response to his 'cut outs'.</p>	<p>Animals Drawing, Ink, watercolour, poster paint Artist link: Zentangle, Macro photography</p> <p>Students will work in a range of media, refine use of pattern and finally create a painted macro animal eye outcome</p>	<p>Mixed Media Portraits Drawing (grid method) Mixed Media Artist link: Chuck Close</p> <p>Students will create a mixed media gridded portrait. This project is designed to prepare students who are taking Art at GCSE</p>	<p>Unit 1: Portfolio-PPE Project 2 AO1/AO2 & AO3</p>	<p>Unit 2 : Externally Set Assignment AO4 (10 hour exam)</p> <p>Following the exam, students have an opportunity to improve Unit 1 until May deadline</p>
Summer 2	<p>Clay bowls Artist link: Pueblo Pottery</p> <p>Students will research Pueblo Pottery and create a response using clay, similar patterns and techniques</p> <p>House Postcard</p>	<p>Animals Poster paint, collage Artist link: Michel Keck, Carolee Clark</p> <p>Students will create an animal portrait in the style of Michel Keck</p>	<p>Neurographic portraits Sharpie, watercolour Artist link: Zentangle, Inventor of Neurographical Art-Pavel Piskarev</p> <p>Students will produce a portrait outcome using Neurographical techniques and refine use of pattern and</p>	<p>Unit 1: Portfolio-PPE Project 2 AO2 & AO4 (Inc: PPE 5 hours)</p>	

	<p>Competition Students across all year groups will create a Scarborough postcard design-to win house points</p>		<p>colour Mixed Media Portraits <u>Drawing (grid method)</u> <u>Mixed Media</u> Artist link:Chuck Close</p> <p>Students will create a mixed media gridded portrait. This project is designed to prepare students who are taking Art at GCSE</p>		
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