

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	Formal Elements <u>Mixed media</u> This scheme of work is designed to introduce students to the fundamental formal elements of art, including line, shape, space, form, tone, texture, pattern and	African Inspired Masks <u>Cultural craft,</u> <u>Drawing, painting,</u> <u>printmaking</u> African Art inspired masks. Artist links: African Tribe masks, Kimmy Cantrell	Pop Art Food <u>Drawing, Mixed Media,</u> Artist links: Ron Magnes, Claes Oldenburg, Wayne Thiebaud, Andy Warhol Students will learn about the Pop Art	Unit 1: Portfolio project 1 Portraits AO1/AO2/AO3	Unit 1: Portfolio Sustained project AO1/AO2/AO3 Students develop/improve a project of their choice and produce an outcome

	colour, through a series of engaging and creative lessons	Students will explore the rich cultural traditions of African masks, focusing on their symbolic meanings and the materials used in their creation. They will design their own clay mask inspired by African art and the artist Kimmy Cantrell.	movement with a particular focus on food. They will develop their skills in a wide range of media and techniques including drawing, composition and printing.		
Autumn 2	<p>Formal Elements <u>Mixed media</u> This scheme of work is designed to introduce students to the fundamental formal elements of art, including line, shape, space, form, tone, texture, pattern and colour, through a series of engaging and creative lessons</p>	<p>African Inspired Masks <u>Cultural craft, Clay</u> Artist links: Kimmy Cantrell and Picasso</p> <p>Students will continue to explore artists inspired by African art. They will be introduced to ceramics and will create their masks using a range of techniques and processes</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 respond to the work of Claes Oldenburg and his work based on food. They will develop their skills in the use of clay and produce a clay pizza which will</p>	<p>Unit 1: Portfolio project 1 Portraits AO1/AO2/AO3</p>	<p>Unit 1: Portfolio Sustained project AO1/AO2/AO4</p> <p>Students develop/improve a project of their choice and produce an outcome</p>

			be finished in acrylic paint		
Spring 1	<p><u>Landscape Painting/mixed media</u> Artist link: 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 Hundertwasser and work in a variety of media. They will develop and produce a landscape painting based on Scarborough using Hundertwasser as inspiration</p>	<p><u>Still Life Painting, pattern, observational drawing</u> Artist links-Picasso, Juan Gris, Georges Braque</p> <p>Observational drawing, pattern and composition.</p> <p>This project will introduce students to the concept of Cubism, focusing on still life painting. Students will explore the techniques and principles of Cubism, learn about key artists, and create their own Cubist still life painting</p>	<p><u>Pop Art-Objects Drawing, printmaking, colour markers</u> Artist link: Michael Craig Martin</p> <p>Observational drawing, composition, colour theory</p> <p>Students will research the work of Michael Craig-Martin and explore his use of everyday objects, bold colours, and line work. They will plan and create their own outcome inspired by his style.</p>	<p>Unit 1: Portfolio project 1 Portraits AO1/AO2/AO3</p> <p>Visiting Graffiti Artist Workshop-2 hours</p>	<p>Unit 2 : Externally Set Assignment preparations AO1/AO2/AO3</p>
Spring 2	Group outcome	Cubist Portraits	Pop Art Onomatopoeia	Unit 1: Portfolio-	Unit 2 : Externally Set

	<p><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 produce a collaborative art outcome based on the work of famous artists. Students are given more freedom with their choice of media and can play to their strengths.</p>	<p><u>Drawing and painting</u> Artist link: Picasso and Georges Braque</p> <p>Students continue to explore of Cubism. They further learn about the principles of Cubism, particularly the deconstruction and reconstruction of forms, and apply these concepts to create their own Cubist portraits.</p>	<p><u>words</u> <u>Paint/composition,</u> <u>card relief</u> Artist link: Roy Lichtenstein</p> <p>Composition, colour theory</p> <p>Students will research the work of Roy Lichtenstein and his use of onomatopoeia and create a 3D relief response</p>	<p>PPE Project 2 AO1/AO2/AO3</p>	<p>Assignment AO1/AO2/AO3 preparations</p>
Summer 1	<p><u>Matisse Cut Outs</u> <u>Collage</u> 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</p>	<p><u>Animals</u> <u>Drawing, Ink,</u> <u>watercolour, poster</u> <u>paint</u> Artist link: Ben Jeffrey</p> <p>Students will work in a range of media, develop skills and use of new media and techniques to produce work based</p>	<p><u>Neurographic portraits</u> <u>Sharpie, watercolour,</u> <u>colouring pencil</u> Artist link: Zentangle, Inventor of Neurographical Art- Pavel Piskarev</p> <p>Students will develop their understanding of neurographic</p>	<p>Unit 1: Portfolio- PPE Project 2 AO1/AO2/AO3</p>	<p>Unit 2 : Externally Set Assignment AO1/AO2/AO3/AO4 (10 hour exam)</p>

	response to his 'cut outs'.	on animals	art,develop skills in portrait drawing and abstraction and explore the connection between art and emotions.		
Summer 2	<p>Clay bowls <u>Ceramics and acrylic paint finishing techniques</u> Artist link:Pueblo pottery</p> <p>Students will research pueblo bowls and ceramics to then develop their own idea for a 3D ceramic bowl outcome.</p>	<p>Animals <u>Poster paint,collage</u> Artist link: Michel Keck</p> <p>Students will learn about Keck's style, experiment with various collage techniques, and create a final piece based on an animal which reflects their interpretation of abstract expressionism</p>	<p>Gridded Portraits <u>Drawing (grid method)</u> <u>Mixed Media</u> Artist link:Chuck Close</p> <p>This project encourages the development of drawing skills, the exploration of various materials, and the understanding of how different media can be combined to create expressive portrait.</p> <p>This project is designed to prepare students who are taking Art at GCSE whilst being inclusive of those who have not</p>	<p>Unit 1: Portfolio-PPE Project 2 AO2/AO4 (Inc: PPE 5 hours)</p>	