

Disciplinary Knowledge in Art

	Year 7	Year 8	Year 9	Year 10			Year 11		
<p>Disciplinary knowledge -Master techniques: developing a skill set to communicate ideas</p>	<p>3D - cardboard strips/paper mache Aboriginal sea life sculpture. Card relief on sculpture.</p> <p>Printing Press print - extension task for Aboriginal</p> <p>Painting Poster paints – more straight forward to use</p> <p>Drawing Observational drawing using a variety of dry media – colouring pencils, oil pastels, 2B pencil, mark making: fine liners/black pens.</p>	<p>3D – clay tile/jewellery for Voyages of Discovery – more complex than Y7 and a new skill. Card relief – Maori faces, building on Quink ink/bleach faces. Building on from Y7 sculpture card relief. Relief then used on clay – building on Y7 skills and card relief Maori faces.</p> <p>Printing Mono printing coins new skill.</p> <p>Painting Watercolour paints building on poster paint skills in Y7, more challenging to use. Quink ink/bleach.</p> <p>Drawing Observational drawing using a variety of dry media – colouring pencils, 2B pencil, mark making: fine liners/black pens. Perspective/ellipse drawings,</p>	<p>3D Paper mache bird mask. Card relief from Y7/8 – more advanced with other materials available for decoration.</p> <p>Printing Mono printed Hokusai wave etc – building on from Y8 mono printed coins.</p> <p>Painting Watercolour – refined from Y8. Brusho: new skill.</p> <p>Photography – new skills Beach waste objects.</p> <p>Adobe Photoshop – new skills Some students – take photos of beach waste objects using the DSLR cameras – editing and layering. All pupils self- portraits using photoshop eg Julian Opie style.</p> <p>Drawing Observational drawing using a variety of dry media – colouring pencils, oil pastels, 2B pencil, mark making: fine liners/black pens. Ellipse drawing</p>	<p>Art & Design: Discovery or Evolution</p> <p>3D Wire sculptures – more advanced from KS3. Building on form/3D skills from KS3. Printing Mono printing – building on KS3 skills/refining. Painting Building on KS3 skills but now being introduced to acrylic paint. Watercolour – building on Y8/9 skills/refining. Using palette inks and brusho – new skills. Photography Black and white photography using DSLR camera – studio shoot – new skills. Adobe Photoshop Editing photography. Building on editing skills from Y9. Textiles Black and white free machine embroidery – new skill. Drawing Using same dry media from KS3 – refining and developing observational drawings using different media.</p>	<p>Photography: Environment</p> <p>Photography Some students will have used the DSLR camera when taking photos of beach waste. Printing Own photograph mono printed. Building on KS3. Adobe Photoshop Building on skills from Julian Opie edit in Y9. Drawing Drawing with the camera – using viewpoint and composition to record from observations.</p>	<p>Textiles: Under the microscope</p> <p>Printing Lino printing – building on skills from press printing in Y7. Mono printing from KS3. Introduce to new printing methods – screen printing, stencils Dying fabric knowledge from KS3 textiles technology is built upon to provide a base for prints. Painting Building on KS3 skills but now being introduced to acrylic paint. Watercolour – building on Y8/9 skills. Using palette inks and brusho. Embroidery & Applique Hand embroidery building on basic embroidery stitches in Y7 textiles technology into applique before being introduced to using the machine to record subject matter in Y9 DT. Drawing Using same dry media from KS3 art and textile technology – refining and developing observational drawings using different media.</p>	<p>Art & Design:</p> <p>Adobe Photoshop Extend knowledge of designing and photoshop by doing photoshop design ideas. Mastering presentation skills as they develop their portfolio in their sketchbooks. Mastering techniques from Y10.</p>	<p>Photography:</p> <p>Adobe Photoshop Extend knowledge of designing and photoshop by doing photoshop design ideas. Photography Mastering techniques from Y10. Extending knowledge of editing techniques and using the DSLR camera. Dark Room – mono printing experiments – new skills. Mastering presentation skills as they develop their portfolio in their sketchbooks.</p>	<p>Textiles:</p> <p>Adobe Photoshop Extend knowledge of designing and photoshop by doing photoshop design ideas. Mastering presentation skills as they develop their portfolio in their sketchbooks. Mastering techniques from Y10.</p>

<p>-Take inspiration from artists/think like an artist: Learning from artistic processes, techniques of great artists throughout history</p>	<p>Artists Karl Blossfeldt – do a drawing or photo of his work to understand the skills we use in class for tone. Only do a copy with no analysis.</p> <p>Researching 4 natural artists in class- learning to analyse and have an opinion – apply to homework task of a copy and this time a written analysis part. Ernst Haeckel – classwork and homework response – analysis.</p> <p>Metamorphabets - Victor Koen graphic illustrator – copy in class to understand how to create their own morphed letter.</p> <p>Cultures Aboriginal culture analyse in class, further research for homework. Building understanding of different art from times and places.</p>	<p>Artists Reptile artists homework – a wider range of artists to choose from using a variety of different media.</p> <p>Botanical art - Sydney Parkinson, Joseph Banks – copy and analysis in response to watercolour flower in class.</p> <p>Gaudi, Hundertwasser – classwork and homework – copy and research/analysis – more in-depth than Y7.</p> <p>Cultures Maori/Tahiti tattooed faces/gods. Religious cultures – architecture styles/churches, mosques, temples etc.</p>	<p>Artists Pollution artist homework – a wide range of artists to choose from – more developed use of analysis.</p> <p>Great artist project – portraiture based. Explore 4 artists – in-depth lessons, questioning over 2 lessons. More developed than Y7,8. Helps inform homework task.</p> <p>Cultures Mask research class work and homework on a variety of different cultures exploring how masks are made, why and what they are used for.</p> <p>Designers Poster research – advertisements, graphic design.</p>	<p>Artists Explore natural and man-made artists they have already looked at in KS3 as well as introduced to new ones. Use ‘writing about others’ sheet to create more in-depth analysis than KS3.</p> <p>A wider variety of artists for students to choose from than in KS3.</p> <p>Cultures Developed from KS3 however they compare 2 cultures.</p>	<p>Photographers Exploring Natural and man-made environmental photographers – modern and traditional.</p> <p>Planning photoshoots Completing photographer research/trip plans help students to understand what angles, viewpoints etc they need to do before doing the photoshoot.</p>	<p>Artists/Textiles/Fashion designers</p> <p>Explore artists and designers they have already looked at in KS3 art/textile technology as well as introduced to new ones. Use ‘writing about others’ sheet to create more in-depth analysis than KS3. Exploration of print & pattern in the Y9 DT projects creates an understanding of how to create repeat patterns which is built upon.</p> <p>A wider variety of artists/designers for students to choose from than in KS3.</p>	<p>Exam unit Using Pinterest as well as a wide variety of artists from the past and present. Personalised learning for individual themes.</p>	<p>Exam unit Using Pinterest for a variety of artists/personalised learning for individual themes.</p>	<p>Exam unit Using Pinterest as well as a wide variety of artists from the past and present. Personalised learning for individual themes</p>
<p>-Following the design process: understanding how ideas develop through an artistic process</p>	<p>Autumn project they create group designs, Aboriginal project they create 1 design for their 3D sculpture. Metamorphabets they create 2 designs for their letter which are more complex designs than Aboriginal as they have to piece together man-made objects/imagination to create a letter. Sketchbooks – focus on presentation, flow to show steps of the design process.</p>	<p>In Y8 pupils design a variety and more complex designs than in Y7 building on their skills. In Voyages of Discovery they design 4 clay designs. Terrific towers - they design 2-4 ideas for their tower. More complex designs than Y7, piecing together different forms of architecture as well as their imagination. They put themselves in an architect’s role.</p>	<p>In Y9 pupils build on their Y8 skills of design and create a variety of ideas. They also analyse their more in-depth. In the Bird mask project – they create 4 designs– greater depth/analysis of each design, Carelessness has consequences – they create either a drawn hexagon designs - 2/3 - more individual, freedom of ideas. Other students do sculpture designs to create photographs from plastic waste objects. Others create a sculpture by gluing plastic waste onto card hexagons.</p>	<p>Y10 use their knowledge of KS3 designing to complete more complicated ideas that focus on balanced composition. Initial drawn ideas x 4. In Y11 they refine them for adding into portfolio book.</p>	<p>Y10 photographers create a wide variety of initial ideas for final sets. Different from everything they have done at KS3.</p>	<p>Y10 use their knowledge of KS3 designing to complete more complicated ideas that focus on balanced composition. Initial drawn ideas x 4. In Y11 they refine them for adding into portfolio book.</p>	<p>Adobe photoshop designs after initial ideas – use their knowledge from drawn initial ideas to create digital ones. Refining designs again, more developed from initial ideas. Exam unit understand more about designing when doing initial drawn ones and Adobe Photoshop.</p>	<p>Developing from initial sets to create a wider range for final set designs. Understanding more about designing for exam unit.</p>	<p>Adobe photoshop designs after initial ideas. Refining designs again, more developed from initial ideas. Exam unit understand more about designing when doing initial drawn ones and Adobe Photoshop.</p>

	Y7 follow the basic design process – Mind map, studies, artist research, ideas, final piece and evaluation.	Y8 follow the basic design process – mind map, studies, artist research, a range of ideas, final piece and evaluation.	Y9 follow the design process like in Y7,8 but also add mood boards for both projects– mind map, mood board, studies, artist research, wider range of ideas, final piece and evaluation.	Y10 follow a more in-depth design process that evolves from KS3. They are familiar with starting with black and white studies like at KS3, a black and white artist then developing into colour etc. They develop more designs by doing initial ideas, further photoshop designs in Y11 and a final practise which lead to a final response in a 10 hour mock exam.			Y11 refine their portfolio sketchbooks following the same design process. During their exam unit they understand how to make their book flow and follow the design process.		
<p>How we develop the use of the formal elements</p> <ul style="list-style-type: none"> • Line • Tone • Shape • Form • Colour • Texture • Pattern 	<p>Every year group we explore the formal elements and begin with line and develop into tone using black and white media. We model how to draw everything, planning out shape. We then build on this knowledge to introduce colour, texture and pattern. In Y7 we begin with a formal elements-based project about Autumn.</p> <p>For example, we start with line and black and white media as it's more simple. Start with line/shape as it is easier than adding tone: Continuous line drawing. Mark making – line and tone Tonal study of conker. Use shape, form, texture Build up to colour – colouring pencils first as easier than paints. Introduce poster paints/colour theory doing colour wheel. Then apply this knowledge to a painted leaf – mixing more colours than on the colour wheel such as different shades of brown.</p>	<p>The formal elements are explored through both projects, Voyages of Discovery and Terrific Towers. We build on their knowledge from Y7 and work in the same way – black and white studies first and build into colour.</p>	<p>In Y9 we continue to explore the formal elements and re-enforce them as we go through both projects of Carelessness has consequences and Heroes and Villains bird masks.</p>	<p>Like KS3, we begin with line, shape, form and tone with a wider range of black and white media. Using all of their knowledge and understanding from KS3 we explore colour, texture, pattern using a variety of media they have used already and introduce new media and techniques.</p>	<p>Photographers explore the formal elements through their project, Environment – leading lines, flowing lines, perspective lines etc, Tone through black and white photography. Through exploring natural and man-made subject matter they can explore colour, texture and pattern.</p>	<p>Like KS3, we begin with line, shape, form and tone with a wider range of black and white art and textiles media. Using all of their knowledge and understanding from KS3 we explore colour, texture, pattern using a variety of media they have used already and introduce new art and textiles media and techniques.</p>	As in Y10	As in Y10	As in Y10