**ART CURRICULUM PLAN**

**KEY STAGE 3**

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1 & 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 1****Scheme of Work** | Optical Art  | Self-Image | Aboriginal Art | 2D & 3D Insects | Recreating Landscapes |
| **Example of Tasks** | * explore Optical Art and Futurism
* explore the relationships between shape, colour and pattern
* research optical artists, their unique techniques and processes
* experiment with and use their knowledge materials and processes to communicate ideas and meanings
* comment on similarities and differences between their own and others’ work
* adapt and improve their own work, according to its purpose
 | * analyse and comment on portraits and other ideas and approaches to representing the human face
* comment on similarities and differences between their own and others’ work
* compare portraits and self-portrait ideas and approaches with their own work
* make drawings of faces recording different light, shadow, tone space and shape
* experiment with ways of representing facial proportions
* develop their ideas;
* combine and manipulate painting techniques to make a self-portrait drawing/ painting
* adapt and refine their work to realise their own ideas and intentions.
 | * explore the art and craft of the Aboriginal peoples of Australia
* explore ideas about journeys and creation stories in Aboriginal Art and culture
* collect information about Aboriginal signs and symbols for their work
* investigate lines, shapes, colours and textures to produce work on the theme of Aboriginal Art
* combine a variety of painting, print-making and collage techniques to enhance their work
 | * produce a personal response to the theme of insects
* exploring shape, line, pattern, colour and symmetry
* explore ideas and information they have researched or been presented with
* respond by experimenting appropriately to develop their work
* experiment with and combine materials and techniques effectively to communicate their ideas
* produce a personal response to the theme of insects
* exploring shape, line, pattern, colour and symmetry; compare
* comment on ideas, methods and approaches in their own and others’ work
* adapt and improve their own work, according to its purpose
 | * Arrange a visit to explore the local landscape. Ask the pupils to record their impressions in their sketchbooks
* Show examples of landscape art that demonstrate distinctively different interpretations,
* Explore how the artists interpreted the theme of landscape and the reasons why they chose different approaches. Discuss how landscape artists have expressed moods and feelings
* how to use a framing device to isolate areas of the images they have recorded during their visit. Ask them to select interesting sections of images, considering the foreground and background and the focal point.
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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1 & 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 2&3****Scheme of Work** | Objects & Viewpoints | Animating Art | Exploring Formal Elements | Sweet Tooth | Portraits |
| **Example of Tasks** | * describe familiar objects with their eyes closed and to record their sensations, feelings and thoughts. List and discuss their findings.
* Compare examples of a range of paintings of objects and ask pupils to comment on similarities and differences.
* Ask the pupils to select and record interesting features of different artists’ work in their sketchbooks.
* Focus on representing shape, form and space, and incorporating ideas
* Design and make individual pencil case using different materials.
* Use sewing machine, fabric glue and hand stitching
 | * Introduce the unit by discussing images that represent a variety of moods, emotions or feelings, *eg panic, happiness, anger, anxiety.*
* Make a sequence of drawings based on one particular image to show how it might be adapted and developed to convey the idea of change over time or to communicate the idea of movement.
* Develop a series of drawings using line and colour to convey a particular mood, emotion or feeling. Encourage pupils to work on a variety of scales and seek out unusual interpretations
* Demonstrate the use of tools and processes and ask pupils to explore these, *eg building a simple optical toy with drawn moving images*

 | * investigating the formal elements of art to develop their skill base
* explore shape, form, space and decoration, through the formal elements, line, shape, colour, light shadow, shading and tone
* work from source material to help them with their work
* create their individual responses through experimentation and combine materials and processes
* research the artist Frank Stella and create a collage influenced on his work
* compare and discuss ideas, methods and ways of working in others' work
* relating methods to their own idea, adapt and improve their work as it progresses
 | * investigating Pop Art through the theme of “Sweet Tooth”
* analyse and comment on pop art sculptures and paintings
* research the Pop art movement, different artists, their unique techniques and processes
* comment on similarities and differences between their own and others’ work
* experiment with ways of representing familiar objects through experimentation with painting techniques to make a still-life painting and a 3D sculpture
* adapt and refine their work to realise their own ideas and intentions.
 | * analyse and comment on portraits and other ideas and approaches to representing the human face
* comment on similarities and differences between their own and others’ work
* compare portraits and self-portrait ideas and approaches with their own
* make drawings of faces recording different light, shadow, tone space and shape
* experiment with ways of representing facial proportions, and develop their ideas
* combine and manipulate painting techniques to make a self-portrait drawing and painting
* adapt and refine their work to realise their own ideas and intentions.
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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1 & 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 4&5****Scheme of Work** | Print Making | Life Events | Change your style | Exploring Formal Elements | Decorative Tiles |
| **Example of Tasks** | Ask the pupils to develop their own ideas for design that stem from their research. Record and combine visual, tactile and other characteristics of the work that interest them, including:– lines, colours, patterns, motifs– organic and geometric shapes and patterns– simplified shapes based on natural or made form Explain that working designers have a clear brief that specifies the needs and the requirements of a client. Show pupils how a design brief might be written. Provide a brief or briefs for developing a design for a pattern that will guide pupils in the decisions they make. | * Show images that evoke strong reactions, *eg powerful photographic images*. Ask for a response to the visual qualities of these images and to highlight key features, *eg close-up views, acute angles, dramatic use of light, gesture, movement, diagonal lines of composition, expression.*
* Explore ideas for symbols to use in a design for a small-scale three-dimensional construction or maquette.
* Annotate designs, making proposals for the use of materials and noting symbolic references. Discuss the viability of their proposals in relation to practical constraints.
* Discuss the materials available and share ideas about using materials.
 | * introduced to working with clay
* explore shape, form, space and decoration
* work from source material to help them with their work.
* experiment with and combine materials and processes of design and make a three-dimensional
* exploring forms which consist of a container which is personal to them
* compare and discuss ideas, methods and ways of working in others' work
* relating methods to their own ideas
* adapt and improve their work as it progresses
 | * investigating the formal elements of art to develop their skill base
* explore shape, form, space and decoration, through the formal elements, line, shape, colour, light shadow, shading and tone
* work from source material to help them with their work
* create their individual responses through experimentation and combine materials and processes
* research the artist Frank Stella and create a collage influenced on his work
* compare and discuss ideas, methods and ways of working in others' work
* relating methods to their own idea, adapt and improve their work as it progresses
 | * to collect visual and other information to help them develop their ideas about the roles and purposes of artists, craftspeople and designers working in different cultures
* to record from first-hand observation
* to explore ideas for decorative tiles
* to investigate and combine visual and tactile qualities of materials and processes
* apply experience of materials and processes,
* explore different ways of elaborating on the basic form by adding materials
* build a clay tile form using a combination of methods
* control and create a visually interesting form that has meaning and is unique
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**Art and Design at Key Stage 4**

The GCSE course encourages students to develop:

* creative and imaginative powers, and practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design;
* investigate, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills;
* understanding of codes and conventions of art, craft and design and awareness of contexts in which they operate;
* knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

As part of the course pupils are expected to develop two, three or four units of coursework. A coursework unit should include preparatory work, sketch books, logs or journals related to the final piece(s) in the chosen area(s) of study. All assessment objectives must be met in the Coursework as a whole.

**Assessment Objectives**

Students will be required to demonstrate their ability to:

**AO1** record observations, experiences and ideas in forms that are appropriate to intentions;

**AO2** analyse and evaluate images, objects and artefacts showing understanding of context;

**AO3** develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses;

**AO4** present a personal response, realising intentions and making informed connections with the work of others

At the end of year 11 the GCSE Students take part in a examination where Students will be required to respond to **one** starting point in their chose option. A response to all assessment objectives is required. Starting points will be set by AQA. Students are provided with a preparatory period of 4 weeks, followed by 10 hours of supervised time. Students will be expected to develop their own work to resolve their investigations, producing a final piece or pieces based upon preparatory studies and research