

# Art and Design: Art

**Subject Leader:** Mrs K Pilarek

**Email:** [kpilarek@taptonschoool.co.uk](mailto:kpilarek@taptonschoool.co.uk)

**Key Stage Three Leader:** Mr J Fogg

**Email:** [jfogg@taptonschoool.co.uk](mailto:jfogg@taptonschoool.co.uk)

**Curriculum Intent:** Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation, and self-critique along with contextual writing in reference to artists and designers. We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

|        | Core Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Procedural Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn | <p><b>Topics:</b><br/>The formal elements: line, tone, form, shape, colour, texture and pattern through the observation of primary source objects associated with Abstract Modern Art.</p> <p>Mechanical Objects project:</p> <p>Contextual links between the local Steel Industry and Industrial heritage and artist Jim Dine.</p> <p>Colour theory - Complementary pairs and secondary colours. Warm and cool colours.</p> <p>Development of repeat pattern design to create a lino print response informed by research into Jim Dine, Eduardo Paolozzi and mechanical object recording.</p> | <p><b>Students will:</b><br/>Develop pattern and planning and design a three-layered lino print design.</p> <p>Apply purposeful use of colour, including complementary pairs and highlights and lowlights.</p> <p>Learn about safe use of lino tools and equipment to produce an accurate, well registered lino print design with up to 4 layers.</p>                                                                                                                                                 |
| Spring | <p><b>Topics:</b><br/>Portrait project: Contextual exploration into portraiture, including artists Modigliani, Picasso, Matisse, Kahlo, DaVinci, Rembrandt, Hambling and Warhol and many more.</p> <p>Composition, mark making, and use of colour are explored and analysed in relation to the purpose, time and context of the artwork.</p>                                                                                                                                                                                                                                                   | <p><b>Students will:</b><br/>Learn about the proportion of the face, composition and how to portray a character through a portrait.</p> <p>Develop mark making techniques to develop understanding of proportion and dynamic use of light and shadow.</p> <p>Develop proportion and accuracy, using the gridding technique.</p> <p>Practise watercolour painting, colour mixing and layering is taught during the process of portrait painting.</p> <p>Produce a final watercolour self-portrait.</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Summer</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Topics:</b></p> <p>Organic Form project: Exploration into the 2D and sculptural work of Yorkshire and British artists, with a focus on sculpture inspired by natural form and displayed within nature of the outdoors.</p> <p>Comparing and analysing the work of artists, designers and architects such as Hepworth, Randall-Page, Cragg, Cassell, Heatherwick.</p> <p>Design processes, how designers and artists work in 2D form producing artwork which informs sculpture, design and architecture.</p> | <p><b>Students will:</b></p> <p>Develop observational recording skill in a variety of media, focusing of natural form, organic pattern and surface texture.</p> <p>Thumbnail ideas and development through the synthesis of a range of artists work and observational recording.</p> <p>Complete large scale watercolour recording.</p> <p>Use Chalk and charcoal.</p> <p>Complete large scale ink drawing.</p> <p>Practise model making and sculptural design/ architecture informed by research, development, and recording.</p> |
| <p><b>Homework:</b></p> <p>Homework in Art will be set three times per project; it will be explained in lesson and set online. The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons, or support upcoming lessons.</p> <p>The content will either focus on research, development, recording, personally responding or annotating work.</p> <p>Homework should be completed to a high standard, mirroring the standard of work in lessons.</p> <p>During the Portrait project students will be asked to take a photo of their face to be used in their watercolour self-portrait, this can be printed in the art department at breaktimes, lunchtimes or afterschool</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Assessment:</b></p> <p>AO1: Research<br/>AO2: Development<br/>AO3: Recording<br/>AO4: Final piece<br/>AO5: Annotation</p> <p>Work is assessed for each assessment objective and students are given an overall percentage, relating to their learning, development, and skill for each individual project.</p> <p>During the Autumn term students will be assessed on the work that they produce during their Mechanical Objects project. In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required. During the Spring term students will be assessed on the work that they produce during their Portraiture project. In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required. During the Summer term students will be assessed on the work that they produce during their Organic Form project. In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Links to Personal Development:</b></p> <p>Character<br/>British Values<br/>Cultural Development<br/>Social Skills, Confidence, Resilience and Knowledge<br/>Future success in education</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>How is my knowledge further developed in Year 9?</b></p> <p>In Year 9 students will continue to expand their learning of the formal elements: line, tone, form, shape, colour, texture and pattern through the observation of primary and secondary source objects in a variety of projects. Students will broaden their technical knowledge and understanding of artistic mediums with the introduction of photography, mixed media projects and through the use of acrylic paint, ceramics and model making.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |