

Curriculum Policy:

# Art & Design



# Intent

## Art is one of the highest forms of human creativity.

Art Education can enrich pupils' lives in many ways. We want pupils to learn how to enjoy & engage with Artist's work, acquire cultural capital, become visually literate, creative, experimental, and expressive individuals. The art curriculum enables pupils to gain a range of technical making skills, become problem solvers and critical thinkers.

In 2019 there were **2.1 million** jobs in the **UK Creative Industries** sector with an annual value to the economy of **£115.9bn**. (**Source: Department for Culture, Media & Sport**)

The UK Creative Sector (Film, Theatre, TV, Fashion, Opera, Dance, TV, Visual Arts, Classical & Popular Music and Design) is one of our most successful industries, not to mention a world leader. Our economy needs a new generation of creative, confident arts professionals to maintain and build on this success; it is our job, as arts educators, to nurture them.

In 2020 the **World Economic Forum** identified 'Critical Thinking' and 'Creativity' as number 2 & 3 in their **Top 10 Skills** for employees to 'thrive in the fourth Industrial Revolution'.

In an increasingly automated economy, where mass unemployment is a real threat to future generations, Art Education develops creativity, empathy and problem solving skills. Jobs requiring these skills are considered to be more future proof (ie less likely to be overtaken by robots/computer systems.)

Art & Design has 6 Universal Themes: People, Natural World, Man-Made, Events & Culture, Fantastic & Strange, Abstraction. These themes are the starting points for our curriculum plans; they offer a limitless range of possibilities for art work.

The Art Curriculum is project based; Art Staff create, prepare and plan original art projects as individuals and as teams. Both KS3 and KS4 Art curricula change, evolve and develop each year, following department discussion. Projects are planned to meet the specifications of AQA GCSE Art & Design Assessment Objectives and the KS3 National Curriculum ([see Appendix](#)). Pleasingly, neither document is overly prescriptive regarding 'content' to be 'learned'; thus leaving space for innovative and creative project planning by Art Staff.

KS3 Art projects build in difficulty and challenge as time progresses. By the end of Y9 pupils should have completed approximately 8 extended and diverse art projects. They should have a repertoire of art making skills, be able to research and analyse Artists' work, have an understanding of how to investigate and explore visual sources and identify and reflect on the strengths and weaknesses of their artwork.

The Art Department has developed 2 x KS3 Art & Design Assessment grids which summarise desired outcomes at 5 levels across the 4 'C's: Creativity, Competence, Cultural & Critical Understanding and illustrate expected progress across the 3 academic years ([see Appendix](#)).

GCSE Art Projects build in complexity across the 2 year course; we aim for pupils to be able to function as (almost) independent Artists by the end of Y11.

# Implementation

Art & Design is a discrete subject. KS3 pupils have a one hour lesson per week in each academic year. KS4 pupils who have opted for GCSE Art & Design spend 2 or 3 hours per week in Art lessons.

GCSE pupils make especially good progress in years when 3 hours is allocated. KS3 pupils make especially good progress in Y8 due to smaller class sizes of 23/24 allowing for more challenging creative activities eg printmaking, sculpture. Y7 pupils are taught in tutor groups of 30-32 which makes complex or larger scale practical work more difficult.

Art is taught to mixed ability groups throughout both key stages; this is the preferred option for Art Staff. The rationale being that academic ability is not a predetermining indicator of high level creative or visual skill and testing or predicting such abilities is problematic. Key pedagogical features of Art lessons at Broughton would include: exposition, demonstration, modelling of critical & creative thinking, live & pre-recorded modelling of artistic practice using visualisers and criterion-based assessment and feedback.

In Summer term, Broughton Art & Drama departments collaborate to deliver the Y9 M.A.D. Project. This is an opportunity for pupils to experience the power of multi-disciplinary arts work. We co-operatively plan visual and performing arts work around a shared theme eg The Lancashire Witches. This project is sequenced to build towards a 3 hour workshop which incorporates a 40mins theatrical performance in the Drama Studio. The Music department will collaborate with us on this project from 2022 onwards.

All Art lessons are taught by subjects specialists with good honours degrees in visual arts & design subjects. Staff regularly attend AQA GCSE Art & Design Standardisation. The subject Leader has 'Qualified Mentor Status' through University of Cumbria and also is Specialist Leader of Education (SLE) with the Preston Teaching School Alliance. Art Staff are regular gallery attenders and engage with Artists' work and subject developments in the media and online.

The Art Curriculum is project based. Projects build in complexity and challenge from Y7 Artist's Basic Training to Y11 GCSE Art & Design 'Externally Set Task' (art exam); which is almost fully independent. Art projects have a similar 'shape' irrespective of the academic level: key Artist investigation & analysis, visual resource collection, skills building, development & production of end product/s and assessment & evaluation.

The Subject Leader uses AQA as the exam board for GCSE Art & Design because she deems it to be the best fit in terms of ethos, vision, adaptability, materials & support and has historical links with the organisation and the chief architect of this specification: Keith Walker. (see Appendix) The GCSE Art Curriculum is planned so that each project fulfils all the assessment objectives, varies in focus and range so that a breadth of content is delivered and increases in difficulty throughout the 2 year course; culminating in the Externally Set Task.

The Subject Leader does not prescribe all the projects to be delivered preferring art staff to have some creative autonomy to develop & deliver unique art projects. Some projects are co-operatively planned and prepared; the Subject Leader reviews the planning of art staff and may make suggestions for refinements where required.

The Art & Design Curriculum Plan (see Appendix) summarises the themes and projects for each year group. Each project has a printed outline (see Appendix). and lessons are carefully sequenced in classwork/homework stages between the introduction and the conclusion. These stages are communicated through detailed, visual powerpoint presentations and teacher/pupil made exemplar materials.

Art staff liaise with each other regarding key Artist choices to avoid repetition. Art projects are so idiosyncratic it is almost impossible that a pupil has prior experience of its content but checking prior knowledge, linking back to and building on it are essential for excellent pupil progress; this is one of the reasons why sketchbooks are kept throughout KS3/4.

Art Staff use questioning throughout project delivery eg Who made this artwork? What does it remind you of? Why? How do you think it was made? How does it make you feel? What is this material called? How do we use it? How could this artwork be improved? etc

Art staff use 'Success Criteria Checklists' (see Appendix). to communicate and quantify notions of visual quality and therefore what features teachers are looking for in order to assign high grades. This system can be used for self evaluation, peer feedback and D.I.R.T., Teacher formative and summative assessment.

The Art Curriculum is focussed on encouraging pupils to engage with visual culture, build a repertoire of making skills and improve their visual literacy and communication.

Art staff use academic language consistently and liberally in their exposition and learning conversations. Pupils are encouraged to use tier 2 & 3 language in lessons both verbally and in written annotation and evaluations. Academic Language is 'celebrated' with a bunting display in art rooms.

# Impact

Broughton pupils can produce artwork of a very high quality. This is evident in classroom displays and in pupil sketchbooks. Art staff express & transmit passion & enthusiasm for the subject both verbally and through the sharing of creative practice (live demonstration and teacher artwork exemplars).

The vast majority of pupils enjoy art lessons this is evident in parental and pupil verbal feedback and behaviour/engagement of pupils in Art lessons. Y11 Artists' pupil voice questionnaires are extremely complimentary about the work of the Art department as is feedback from visitors from institutions such as Preston Teaching School Alliance, University of Cumbria and AQA.

Excellent pupil progress in Art & Design is evident in displays of artwork, KS3 & 4 pupil sketchbooks and teacher assessment records. Art staff regularly discuss project outcomes during work scrutiny sessions, department meetings and co-operative planning.

Current uptake for GCSE Art & Design is approximately 10% of the year group and has remained at around this level since the national commencement of the EBACC measure. Prior to EBACC the percentage uptake had been around 19%; this decline reflects national trends. GCSE Art & Design results, consistently for the past 5 years, have seen between a third and a half of Broughton Artists achieving a top grade (7-9/A\*-A); this is well above average compared to national standards.

## Covid Curriculum

### KS4

Y11 Artists' Spring term would normally be assigned to Unit 2: Externally Set Task (Exam Project). This was cut from the syllabus which meant we could use this time (remotely) to catch up on the missed Unit 1: Portfolio time from 2019/20. Y10 Art curriculum (***M.A.P.S. Book***) was continued remotely as far as possible then paused and picked up on return to school after Spring Term Lockdown. Three remote learning Portfolio projects: ***30 Day Photo Challenge, David Hockney Digital Landscapes & Everyday Objects*** were created & delivered at various points to GCSE Artists during the two lockdown disruptions.

### KS3

During both Lockdowns, a range of purpose built KS3 remote learning tasks/mini projects developing a range of skills & knowledge were created & delivered (eg photography, art history learn it challenge, scrap sculpture, digital imaging, drawing etc). These remote learning activities did not require specialist art equipment/resources and linked to our curriculum plans, themes and Artists where possible. On return to school we picked up current projects from where we left off and we intend to progress through as much of the remaining curriculum as we can in the remaining academic year. Covid classroom layout in Art does impact negatively on some practical activities eg group critique, access to electrical points, group work, shared resources, still-life work, movement around the classroom etc



# Appendix

# Art and Design Curriculum Plan 2019/20

KS4 Projects	
10	Ordinary / Extraordinary M.A.P.S. Book
11	Art & Words Part 2 Exam Project

+

KS3 Themes & Projects	
7	<p><b>The Abstract</b> Basic Training Mondrian Zips Architectural Abstraction Tile White Texture Wall</p> <p><b>Man-made</b> Junkboots Caulfield Vessels Cubist Still-Life Craig-Martin Collage</p>
8	<p><b>People</b> Human Figure &amp; Movement Warhol Self-Portraits Great British Banknote Modigliani Portraits</p> <p><b>Natural World</b> Clarice Cliff Cup &amp; Saucer Insect or Landscape Mixed Media Under the Sea Cut Outs Thiebaud Landscapes</p>
9	<p><b>Fantastic &amp; Strange</b> Distorted Self-Portraits Gaudi Architecture</p> <p><b>Events &amp; Culture</b> Pop Art Food &amp; drink Sculptures M.A.D. Herecleia 2.0/Lancashire Witches</p>

## National Curriculum for Art & Design from 2014

### Purpose of study

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.

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture 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.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Subject Content

### Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

### Key stage 3

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques 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
- to increase their proficiency in the handling of different materials
- to 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.

KS3 ART & DESIGN ASSESSMENT GRID	Creativity	Competence	Cultural	Critical
				
Beginner	I can respond to ideas & use resources with staff direction	I can use a range of techniques to make artwork. I understand what the art elements are.	I can comment on aspects of Artist's work.	I can comment on success & improvement in my own work. I can respond to staff improvement targets
Intermediate	I can generate some ideas, experiment with and select from resources.	I can use a range of art techniques with some control. I can use the art elements appropriately.	I can discuss the visual language, ideas, purpose and context behind Artist's work.	I can evaluate my own work. I can identify where I need to improve my own work.
Proficient	I can explore & experiment with ideas and resources to develop my artwork.	I demonstrate good technical art skills. I can use the art elements effectively.	I can interpret and explain how ideas are visually communicated by artists and recognise different contexts.	I can evaluate my work thoughtfully and thoroughly. I use my critical understanding to adapt & refine my work.
Advanced	I can explore & experiment with ideas and resources independently to create imaginative and original artwork.	I am confident and skilful in my use of art techniques. My visual communication skills are excellent.	I can analyse Artist's work with a deep appreciation of its visual language, style and context.	I can analyse and evaluate my work confidently and maturely. I use my critical understanding to independently develop the effectiveness of my work.
Excelling	I can generate original ideas and have a confident understanding of a range of creative processes.	I can maturely and independently exploit the qualities of art materials & processes. My visual communication skills are outstanding.	I can confidently analyse Artist's work, question it critically and identify how meanings are interpreted by viewers.	I can conduct a critical analysis of my work. I use my understanding to extend my ideas & independently sustain investigation.



# KS3 Art & Design ASSESSMENT

Artistic Level	Y7	Y8	Y9
Entry	Below Average	Well Below Average	
Beginner	Average	Below Average	Well Below Average
Intermediate	Above Average	Average	Below Average
Proficient	Well Above Average	Above Average	Average
Advanced	Outstanding	Well Above Average	Above Average
Excelling		Outstanding	Well Above Average

Colour coding for Whole School

KS3 TARGET LEARNER LEVELS : Foundation Intermediate Higher Advanced

## Y7 MONDRIAN ZIPS ABSTRACT PAINTING

### Success Criteria CHECKLIST

Name: \_\_\_\_\_

Interesting <b>composition</b> (Positioning of shapes)		
Recognisable & consistent colour scheme		
Opaque paint (not transpar- ent)		
Smooth paint (no texture)		
Crisp edges on shapes		
Use of Tints, tones & shades		
Use of Hues (pure colour from 3 colour scheme)		
Use of Black, Grey & White		

## 3.4 Art, craft and design

This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles.

The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a student's work can be described as art-based, craft-based and/or design-based.

### Knowledge, understanding and skills

Students must explore and create work associated with areas of study from **at least two** titles listed below.

- **Fine art:** for example drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.
- **Graphic communication:** for example communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage and exhibition graphics.
- **Textile design:** for example art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.
- **Three-dimensional design:** for example architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, exhibition design, three-dimensional digital design and designs for theatre, film and television.
- **Photography:** for example portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

**Component 1:** must show evidence of working in areas of study drawn from **two or more** of the titles taking into account the distinguishing characteristics of art, craft and design.

**Component 2:** must show evidence of areas of study drawn from **one or more** of the titles.

The areas of study selected for Component 1 can be the same as, or different from, those selected for Component 2.

Students must explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work.

<p>AQA GCSE ART &amp; DESIGN ASSESSMENT OBJECTIVES 2016+</p>	<p><b>WHAT DOES THAT ACTUALLY MEAN???????</b></p>
<p><b>AO1</b> Develop ideas through investigations, demonstrating critical understanding of sources.</p>	<ul style="list-style-type: none"> <li>• <i>Collect &amp; use visual resources to inspire ideas</i></li> <li>• <i>Show how you've been influenced by an artist's work.</i></li> <li>• <i>Create visually interesting &amp; thorough sketch-book research.</i></li> <li>• <i>Come up with more than one idea.</i></li> <li>• <i>Show how you can analyse &amp; be inspired by artists work</i></li> </ul>
<p><b>AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<ul style="list-style-type: none"> <li>• <i>Be creative &amp; experimental with art materials.</i></li> <li>• <i>Comment on &amp; analyse the experiments.</i></li> <li>• <i>Show control and skill in your use of art materials.</i></li> <li>• <i>Choose the best technique/tool/material for the job.</i></li> <li>• <i>Identify improvement targets for your work and act on them.</i></li> </ul>
<p><b>AO3</b> Record ideas, observations and insights relevant to intentions as work progresses.</p>	<ul style="list-style-type: none"> <li>• <i>Produce good quality photos.</i></li> <li>• <i>Make successful observational drawings.</i></li> <li>• <i>Use precise and subject specific language in your written annotations &amp; evaluations.</i></li> <li>• <i>Write clearly with good spelling &amp; grammar.</i></li> </ul>
<p><b>AO4</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<ul style="list-style-type: none"> <li>• <i>Be original; reflect your individuality in your work.</i></li> <li>• <i>Finish all pieces of work within a project, as well as you can.</i></li> <li>• <i>Meet deadlines.</i></li> <li>• <i>Demonstrate that you understand how the project stages link.</i></li> <li>• <i>Produce thorough evaluations of your projects.</i></li> <li>• <i>Demonstrate strong visual communication skill.</i></li> </ul>

# ASSESSMENT

*Assessment can take many forms in Art & Design:*

## **Formative & Diagnostic Assessment**

- Sketchbook improvement codes
- Written teacher comments
- Informal discussions, guidance, verbal improvement targets in lessons
- Whole class critique
- Progress grades
- Peer Feedback (Success Criteria Checklists)

## **Pupil Self-Assessment**

- Comparing own artwork to others
- Success Criteria Checklists
- Critique of own artwork.
- Formal written evaluation at the end of the project

## **Summative Assessment**

- Homework grades
- Progress review grades
- End of project level/grade given by the teacher
- End of year report comments
- GCSE candidate assessment record form

### KS3 pupils should expect:

- Sketchbook feedback with improvement codes at least once per term
- Regular D.I.R.T. in lessons
- Art homework to be marked & returned within one week
- A KS3 level for end products/final pieces; minimum once per project.

### GCSE students should expect:

- Verbal feedback & improvement targets
- Regular D.I.R.T. in lessons
- Guide grades for homework, project stages and final pieces

## KS3 Art & Design Project Outline: Day of the Dead

### Teaching & Learning Activities:-

1. Introduce & discuss the Day of the Dead Festival (place, time, key features, spiritual & cultural beliefs, key features etc.)
2. Produce 'pop out' factual sugar skull pieces for skbks to evidence understanding of above.
3. Investigate Human Skulls; discuss distinctive visual characteristics; name parts with scientific terms; collect images & produce observational drawings.
4. Teacher demos how to use source images to create a dense & recognisable 3D skull form with newspaper & cardboard.
5. Pupils use source images to create a dense & recognisable 3D skull form with newspaper & cardboard which stands unaided.
6. Teacher demos how to apply a smooth papier-mâché surface onto the skull form.
7. Pupils apply a smooth papier-mâché surface onto the skull form.
8. Teacher demos sketching then building out relief features and pattern & textural qualities.
9. Pupils sketch then build out relief features and textural qualities.
10. Teacher demos using visual sources for pattern & colour scheme inspiration; painting base colour and believable tone first then mapping out and painting skilful patterns on 3D skull.
11. Pupils use visual sources for pattern & colour inspiration; paint base colour and tones first then map out and paint patterns on 3D skull.
12. Peer Feedback & DIRT.
13. Teacher assessment & evaluation.
14. Extension: Hwk- bring relevant materials & objects for an Ofrenda. Clwkw- make papel picado and paper marigolds; present the 3D skulls as part of collaborative Ofrendas; table competition; record with photos; print photos for display/skbks.

Universal Theme	
People	Events & Culture
Natural World	Fantastic & Strange
Animals	Objects



### Learning Objectives:

*(Pupils will know/understand)*

- The key features of the Mexican Day of the Dead festival & its cultural/spiritual significance
- The distinctive visual features of a human skull
- How to collect & use visual source material to improve the quality of their work
- How to recognize some artwork by 3 x major Mexican artists: Posada, Rivera, Kahlo
- Some Spanish keywords e.g. Día de los Muertos, Calavera, Ofrendas, papel picado
- How to use & combine a variety of making skills including drawing, sculpture and painting

### Assessment Evidence: *(Pupils will produce)*

- Supporting sketchbook research work
- A 3D papier-mâché skull sculpture
- A selection of homework pieces
- A collaborative 'Ofrenda'
- Verbal & written critical analysis & self-evaluation

### Resources: *(Pupils will need)*

Day of the Dead resources sheets, pencils, pencil crayons, felt tips, scissors, newspaper, cardboard, sellotape, newsprint, glue brushes, papier-mâché pulp, air dry clay, acrylic paint, paintbrushes, palettes, coloured tissue paper, stapler & staples, selection of fabrics, candles, strings, picture frames, candles etc.

### Health & Safety Implications:

Scissors - demonstrate usage

### Media

Drawing	Printmaking
Painting	Digital
Collage	Sculpture
Textiles	Ceramics

## M.A.P.S. (Map Art with Personal Significance)



1. Investigate and analyse the work of Artist Grayson Perry that was inspired by *Mappa Mundi*.
2. Brainstorm ideas for places with personal significance to you e.g. place of birth, first school, grandma's house etc
3. Find digital (or printed) maps which show the local areas around those places. Streets should be visible and no thinner than 3mm. *Print/copy a selection of maps A5-A4 size.*
4. Make one black and one white 'Map Cut' on A5 card inspired by *Karen O'Leary*.
5. Use your 'Map Cuts' and map collection to make a sequence of Map-inspired Artwork using a range of techniques (try to keep them as clean as possible).
6. Produce an A5 map collage (in your monochromatic colour scheme) inspired by *Jazzberry Blue*. Use a range of materials (chosen for their colour, texture, pattern) including found papers and cards.
7. Make an A5 book cover. Cover and line it with a suitable material (eg map artwork/photocopy/image transfer on fabric).
8. Transform a piece of A2 cartridge paper or thin black card into 8 'concertina pages' joined in the centre.
9. Present colour copies of your artwork, thoughtfully and skilfully, across the 16 x A5 pages (some pages might be replaced with map cuts or made into frames to contain transparent artwork eg sellotape prints).
10. Make a suitable label for your M.A.P.S. book.
11. Extension tasks: Present your original artwork scraps in your sketchbook. Write an Artist's Statement about your M.A.P.S. book. Make a pouch, bag or wallet for your M.A.P.S. book.
12. Get your work assessed and write a thorough evaluation of your project.



KS5



# ART & DESIGN LEARNING JOURNEY



BROUGHTON HIGH SCHOOL

Y11

PORTFOLIO COMPLETION, IMPROVEMENT & SUBMISSION

10 HOUR ART EXAM

<b>A01</b> Develop ideas through investigations, demonstrating critical understanding of sources	<b>A02</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	<b>A03</b> Record ideas, observations and insights relevant to intentions as work progresses	<b>A04</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language
<b>DEVELOP</b> INVESTIGATE	<b>REFINE</b> EXPERIMENT	<b>RECORD</b> INTENTIONS	<b>RESPONSE</b> MEANINGFUL
EXPLAIN ARTISTS IDEAS ANNOTATE	EXPLORE TECHNIQUES AND SKILLS SELECT EXPLAIN	LINK OBSERVATION IDEAS PLANNING	VISUAL LANGUAGE DEMONSTRATE
contextual research EXPLORE	PHOTOGRAPHS IDEAS	PRIMARY RESEARCH RELEVANT	UNDERSTANDING MAKE CONNECTIONS CONCLUSION

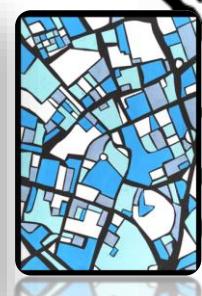
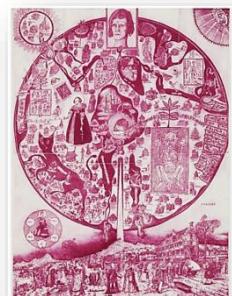


INDEPENDENT ART EXAM RESEARCH & DEVELOPMENT

CONTEMPORARY LANDSCAPE PROJECT

Acrylic painting on canvas, photography, photomontage, digital imaging, Tracy Levine, David Hockney, Liz Orton

Gallery Visit



Y10

M.A.P.S. BOOK PROJECT

GCSE ART & DESIGN

Options choices

Gallery Visit

ORDINARY/ EXTRAORDINARY PROJECT

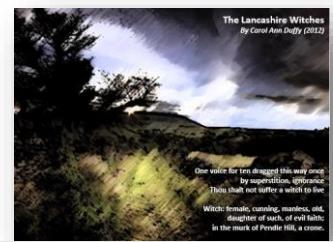
Self-portraiture, sculpture, photography, drawing, mixed media, Noble & Webster, anthropomorphic photomontage, Miguel Vallinas, Daniel Lee.

Abstraction, mixed media experimentation, book making, graphic design, paper engineering, Grayson Perry, Karen O'Leary, Jazzberry Blue, Emily Garfield.

Y9

Lancashire Witches

M.A.D.: Multi-Disciplinary Arts



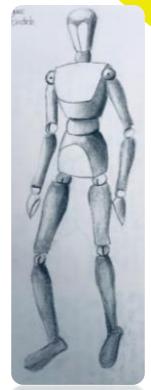
Meeting success criteria - Peer feedback- DIRT – Assessment - Evaluation

EVENTS & CULTURE

Making skills consolidation & expansion: drawing, painting, digital, collage, mixed-media & sculpture

Day of the Dead Distorted portraiture Ugly/beautiful; who decides?

FANTASTIC & STRANGE



Creativity, Competence, Cultural & Critical Understanding



Y8

Flora & Fauna Landscape Natural Forms Under the Sea

PEOPLE

Portraiture & Self-Portraiture Human Figure & Movement

Making skills expansion & development: drawing, painting, digital, printmaking, collage, mixed-media & relief

NATURAL WORLD

Y7

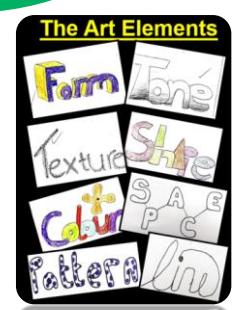
Still life Man-made objects Interiors Architecture

MAN-MADE



Analysing Artists' work: content, form, process, mood & context

Collecting & using visual sources



Making skills building: drawing, painting, digital, land art, assemblage, collage & mixed media.

ABSTRACTION

Art Elements Universal Themes Colour Wheel Observational Drawing Analysing Artist's Work

Y7 ARTIST'S BASIC TRAINING

WELCOME