

Long Term Plan & Curriculum Intent: Art and Design 2021 2022

SUBJECT: Art and Design – North Durham Academy

Subject Mission Statement

The subject of Art provides students the opportunity to explore, engage and to be inspired by the world of Art, Craft and Design from a range of times and cultures including the past and present. It encourages exploration and creativity through the introduction of different materials, developing and mastering skills and techniques, naturally building their confidence and knowledge year on year. It provides a rich and varied learning experience, whereby students have opportunities to work individually and as a group, promoting resilience, respect and appreciation for varying viewpoints, opinions and preferences. Evaluation and self-evaluation is a natural part of the process and spoken and written dialogue are all a key part of the course.

Art and Design focuses around 4 main skills throughout KS3 and GCSE.

One of these areas is research and analysis, whereby research and investigations into inspirational artists, craftspeople and designers, inspire ideas, thoughts, skills and techniques as well as highlighting considerations for their own artwork. It focuses on culture and context looking at a range of artists from past and present, traditional and contemporary artists to build a repertoire of knowledge that can influence their own work.

The second area focuses on exploration and experimentation often inspired by the investigative nature of AO1. It encourages experimentation into a wide range of materials, media and techniques and processes including painting, printing, model making and animation to name just a few. It relies heavily on self-motivation by students to identify strengths areas to develop and their own personal interests within art. Mistakes are a key part of the process and lead to development and selection, which is a vital skill as a designer.

The third area is the quality to be able to record their own ideas thoughts and feeling creatively. This encompasses mark making, drawing, painting, printing and textile work, written annotation and explanation and capturing an image through photography.

Finally, students learn how to select and identify strengths within their project and produce outcomes which demonstrates the skills learnt throughout the project.

Key Stage 3

Related Documents

- [National Curriculum KS3](#)
- [NDA Art Program of Study](#)
- [Visual Curriculum Maps](#)
- [NDA Departmental Handbook](#)

Aims – National Curriculum

- Develop skills Knowledge and understanding of historical and contemporary Art, Craft and Design and develop a Historical and Cultural understanding to help contextualise their learning and develop a deeper understanding of the Arts place in society.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Produce creative work, exploring a range of themes and developing ideas while recording their experiences
- Evaluate and analyse creative works using the language of art, craft and design.

Overview	Curriculum Intent	Curriculum Implement	Curriculum Impact
	<p>To develop students cultural, contextual and historical understanding of art, craft and design as a subject area, while learning to appreciate work of others and develop their own creative artistic skills, knowledge and understanding to become proficient skilled artists across multiple art disciplines.</p>	<ul style="list-style-type: none"> • Build theoretical and practical knowledge through a rich and diverse program of study focussed a range of techniques associated with art disciplines to prepare for KS4 and beyond. • Build confidence and appreciation of creativity, by developing and building upon prior knowledge and experience which inspires curiosity and leads to a lifelong love of art, craft and design and its place in society. • Reflect on and evaluate their own theoretical and practical performance in order to improve themselves and others. 	<p>Students will have gained a richer understanding of Art, Craft and Designs place in society through the experience they have gained and skills learned during the program of study;</p> <p>All Students will have experienced;</p> <ul style="list-style-type: none"> • A broad range of disciplines and learned about Artists and Crafts people and designers and techniques associated with Art from other times and cultures. • Learned. developed and mastered specific artistic skills to allow them to creatively communicate effectively their own Ideas, thoughts and feelings in a visually stimulating way. • Developed a deeper cultural understanding of the subject and its place in history and in modern society.

Year 7	Fruit (Introduction to Mark Making/Colour)	Pop art vessels (Colour/3D)	Aboriginal Art (Colour/Pattern/technique)
	<p>Observation work based on studies of fruit looking at colour and shading techniques. Students build confidence when <u>experimenting and developing new techniques</u> contextually looking at 19th/20th Century Still Life of Paul Cezanne.</p>	<p>Looking at the 3D form from a functional angle. Getting pupils to look at vessels and their uses to combine them with 20th century Pop artist or the movement. Students study <u>reflection and repeat pattern</u> and produce a vessel at the end that reflects the artist or movement they have explored.</p>	<p>Pupils are to develop an understanding of work from another <u>culture</u>, exploring pattern and decoration associated with the aboriginal art of Australia. Students learn symbolism in the spiritual and <u>cultural</u> aspects of aboriginal culture.</p>
	<p>Big Questions:</p> <ul style="list-style-type: none"> • What is “art, craft and design” • How do artists create an illusion of 3D space in 2D? • What are the formal elements? How do artists use the formal elements? • How can I record what I see in art? • Why and why are primary colours important? • Which artists are associated with fruit still-lives and why? What is recognisable about their work? <p>Assessment Task: KT1 student monogram study KT2 Mark making exercise pen study KT3 Colour study exercise</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understanding of the principles of creating the illusion of depth using 2D Mark making and layering techniques. • Recognise and use effective techniques associated with artists and art (craft and design) types, styles and media. <p>Skills:</p> <ul style="list-style-type: none"> • Mark-Making • Measuring/proportion • Expression • Observation • Problem solving • Use of tone (depth, form and contrast) • Use of colour blending/layering 	<p>Big Questions:</p> <ul style="list-style-type: none"> • Use of the formal elements in art? Art Movement • What is the Colour Wheel? • How do Pop artists use colour to make their work? • How can artists use different techniques including over-layering and multiple images and repeat to create their work? <p>Assessment Task: KT1 Roy Lichtenstein’s Critical study KT2 Andy Warhol Critical study KT3 Pop Art repeat composite design KT4 Pop Art Vessel</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Artists: a range of Pop artists who focus on colour and imagery including Warhol and Lichtenstein. • The Formal Elements include colour and pattern • Primary, secondary, tertiary, complementary, analogous • Warm and cool colours • Using colour for meaning and expression. <p>Skills:</p> <ul style="list-style-type: none"> • How to blend and mix colour in a range of materials. • How to apply the knowledge of the colour wheel. • Layering shapes and colours to create a Pop Art style composite picture used as a repeat pattern. • Simplification of shapes to create a repeat pattern used to decorate a 3D Vessel, 3D model making 	<p>Big Questions:</p> <ul style="list-style-type: none"> • How different styles, techniques and cultures explore the use of Colour? • How to create a design using different media, techniques and imagery associated with work from another culture? • What effects can I create using different materials? • What am I most confident at in Art? Can I get better at my weakest skills? <p>Assessment Task: KT1 Sketchbook development/cultural understanding presentation. KT2 Pattern and decoration exploration KT3 An Aboriginal door hanger design.</p> <p>Knowledge: Observation based exercises based on the formal elements- Line, Shape, pattern, Colour, Texture. Leading into work based and developed from another culture – Aboriginal Art. Pupils are to develop an understanding of work from another culture exploring pattern and decoration associated with the aboriginal art of Australia</p> <p>Skills:</p> <ul style="list-style-type: none"> • A range of materials processes and techniques are explored including colour, paint and pattern and print. • Students are encouraged to select, refine and develop work using different material and techniques, giving them a flavour of AO2 in the GCSE Assessment Criteria and creating work in the style of another culture.
Year 8	Beautiful Creatures (Insect project)	Fauvism local landscape	The figure
	<p>A drawing based project looking at insect forms and the environment in</p>	<p>Students produce work based on the Fauvist landscape. Students develop an understanding of the</p>	<p>Students gain a greater understanding of the human figure by studies that lead to</p>

which they live. Students continue to develop and refine their observational drawing techniques by building up studies that overlay images to create a final outcome.

use of bright and bold colours in the style of the Fauvist Art movement of Europe.

experimenting with 3D materials. Students create a human sculpture referencing the work of Henry Moore, Alberto Giacometti, Lynn Chadwick.

Big Questions:

- How can I re-create a drawing accurately?
- How can I use the same marks and tonal range in biro pen as I can pencil?
- What is texture? How can we describe texture using a range of materials and techniques?
- How can I use measuring techniques to improve accuracy of my work.
- How do I design an original Composite design using Biro/fine liner pen?
- How do artists expand and develop ideas from starting points?

- How can different materials help me to develop my ideas to a range of outcomes?

Assessment Task:

KT1 Dissected Insect study
 KT2 Symmetry studies of Insects exploring pattern and tone
 KT3 A3 Illustrated Composition combining Insects with man-made objects.

Skills:

- Mark making (refine and master year 7 mark-making skills)
- Tonal drawing techniques (pencil and biro artist)
- The use of shading to create texture and tone
- Collage/Composite/Imagination
- Generating new ideas
- Illustration techniques
- Responding to constructive criticism to improve

Big Questions:

- How do artists use colour to describe mood and feelings in their work?
- Do artists have to use realistic colours in their work?
- Why did the Fauves use heightened colour in their Landscape paintings?
- Does art have to be limited to just painting and drawing?

Assessment Task:

AW2:

- Research Fauve Art Movement and appropriate textile Artists to gain an understanding of broader art techniques/styles of work.

Knowledge:

- Students explore different art disciplines, look at the how varied the arts can be within the arts industry.
- Discover cultural understanding and information about a cultural period of late 19th- early 20th century Art.

Skills:

- Researching
- Investigating
- Copying/identifying
- Building skills, knowledge and understanding of textile techniques, fabric painting and stitch adorning.

Big Questions:

- What is proportion and how can we use it to make our drawings accurate?
- What is the difference between a realistic and stylized?
- What is identity?
- Does a figure need to be recognisable?
- How and why have sculptures changed through time? What was their purpose (past and present)?
- How do artists use form to describe their subject?

Assessment Task:

AW3:

- KT1 drawing and design appreciation of Contrasting artistic styles and techniques
- KT2 design of their own Wire/clay figurative sculpture
- KT3 Figurative Sculpture and Self Assessment

Knowledge:

- Proportion/scale
- Shading/tonal/texture work with a pencil
- Familiarity with a range of artists' styles (both representational and abstract), including Henry Moore, Alberto Giacometti and Lynn Chadwick.
- Colour theory when applied to colour mixing and range of illustrative techniques.
- Shape, scale, proportion, structure and form of the figure.
- The visual appearance of figurative sculpture from different times and cultures – identification.

Skills:

- Using mark making techniques to accurately copy the drawing style of 3 contrasting sculptors
- Art appreciation and making reasoned judgements within context.
- Imagination in design process
- Practical modelling skills when working in either Clay or Wire.

Key Stage 4

GCSE Fine Art provides an opportunity for students to explore, engage and be inspired by the world of Art. It allows students to investigate and explore different forms of Art, naturally building their confidence year on year. There are 2 components to the course; The coursework unit (60%) and the Exam unit (40%). Both follow a similar project structure and end in a final outcome. Students develop knowledge, skills and confidence using a variety of media, materials, techniques and processes, explored through project work on given themes. All work, in both components is assessed. Drawing ability and a willingness to explore is vital to a student's success when taking GCSE Fine Art. Written communication is also a requirement of the course, throughout the 3 years, and therefore should be taken into account when considering this option. It provides students with a strong foundation for further progression to Art and Design related courses such as A-level Art and Design and enhanced vocational and career pathways.

Related Documents

- [Subject Content Art and Design DFE](#)
- [GCSE Fine Art AQA Assessment Criteria and Guidelines](#)
- [NDA Art Program of Study](#)
- [Visual Curriculum Maps](#)
- [NDA Departmental Handbook](#)

<p>Curriculum Intent – Key Stage 4 All students are to engage with GCSE art and design specifications and must demonstrate the ability to:</p> <ul style="list-style-type: none"> • develop their own 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: <ul style="list-style-type: none"> • media • materials • techniques • processes • technologies • use drawing skills for different needs and purposes, appropriate to the context² • realise personal intentions through the sustained application of the creative process 	<p>Implement The National Curriculum/Core Competencies Knowledge and understanding GCSE specifications in art and design require students to demonstrate the knowledge and understanding listed below through practical application of skills to realise personal intentions relevant to their chosen title(s) and related area(s) of study. GCSE specifications in art and design require students to know and understand how sources inspire the development of ideas. For example, drawing on:</p> <ul style="list-style-type: none"> • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues • other relevant sources researched by the student in the chosen qualification title and area(s) of study • the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: <ul style="list-style-type: none"> • colour • line • form • tone • texture • the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study • the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work 	<p>Impact Students will have gained a rich understanding of Art, Craft and Design, its cultural place in society and history and will have developed a deeper understanding through the experience they have gained and skills learned during the program of study; All Students will have continued to experience;</p> <ul style="list-style-type: none"> • A broad range of disciplines and learned about Artists and Crafts people, designers and techniques associated with Art from other times and cultures. • Learned, developed and mastered specific artistic skills to allow them to creatively communicate effectively their own Ideas, thoughts and feelings in a visually stimulating ways. • Developed a deeper cultural understanding of the subject and its place in history and in modern society. • It will have provided students with a strong foundation for further progression to Art and Design related courses such as A-level Art and Design and enhanced vocational and career pathways.
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Year 9	Term 1:	Term 2:	Term 3:
	<p>Illustration (Mail Me Art) This is a cross curricular theme where the project can link with graphics and packaging design in DT. Initially pupils look at different contemporary <u>20/21 Century illustration techniques and styles</u>. These influences are then brought into packaging design of a box file or envelope. Text and illustration wrap around the design form pupils final outcomes.</p>	<p>Natural Form This is an observation based project that looks at natural form, that <u>explores a range of media, techniques and processes</u>. Students confidently <u>experiment</u>, demonstrate understanding of <u>mastered techniques</u> learned throughout the Course. They produce a portfolio of work that celebrates contextual understanding of the theme techniques and processes.</p>	

Foundations: AO3 (Collections)

Big Questions:

- Introduction in to how is the GCSE course assessed?
- How does presentation differ from other subjects?
- What is the difference between primary and secondary sources?
- What is a "Collection" and how can it be useful in art to look at objects in different ways?
- How do photographers record a set of objects? Do they all approach it the same?
- How can I use photography to bring focus and attention to a part of a photo?
- What techniques can I use to edit a photo using Photoshop?
- Why is drawing important?
- How artists approach their work (starting point)?

Assessment:

- Focus on AOs 1 & 3

Knowledge:

- Associated Artists relating to projects covered during year 9, 10 and 11.

Skills:

- Annotation
- Observational drawing – primary and secondary source
- Narrative of an idea
- Photoshop
- Photography
- Layout, pattern, design, composition

Exploration/Artist

Inspiration: AO1/2

(Collections)

Big Questions:

- How can I develop my images into ideas?
- How can I use different materials to record an image?
- How do artist approaches differ?
- How can I develop my ideas to tell a narrative of my journey?
- What is the best way for me to present my work?
- Have I linked all the assessment objectives together?
- Have I produced an outcome which meets the requirements of the brief?
- What are my strengths?

Assessment:

- Portfolio of work: AOs 1, 2 & 3

Knowledge:

- Artists technique and analysis
- Develop and Refine, practical skills
- Selection
- Combining/using appropriate media a work progresses

Skills:

- Mind-mapping (in art)
- Artist analysis
- Artist comparison
- Mark making and media (mono-printing, lino printing, ink and wash, batik, acrylic, inks, poly-

Development/Final Piece : AO4 (Collections)

Big Questions:

- Does my work tell a narrative about the development of ideas?
- Does my work meet the 4 Assessment Objectives?
- Have I linked my work with my chosen artists?
- What could my outcomes look like?
- What materials should/could I use?
- What do I need to experiment with?
- Could a change to the composition make my piece stronger?
- Do I have primary source images wherever possible?

Assessment:

- Entire project final mark- All AOs

Knowledge:

- Appropriate materials
- Planning an outcome

Skills:

- Selection
- Development
- Time Management
- Chosen skill methods
- Recording accurately
- Selecting appropriate sections
- Refinement
- Combining appropriate materials
- Comparing and contrasting artists' work.

		block and lino printing (including multi layering)		
	Assessment Tasks KT1- Portfolio of work: drawings/illustration/painting (mostly artist homage tasks), exploring and experimenting with a range of styles and materials. KT2 – Design idea development KT3 - Selection and refinement of the Idea KT4 – Personal		Assessment Tasks KT1- Portfolio of work: drawings/illustration/painting/printing (artist homage and original work based upon experimentation and technique exploration tasks), students explore and experiment with a range of styles, materials tools and processes. KT2 - Design ideas development KT3 - Selection and refinement of the Idea KT4 – Artistic Outcome	
Year 10	Japanese Edo Kite Project 1 All pupils explore different approaches to Japanese Art. They develop skills and knowledge of Japanese design and research how their art style has developed from the East and West. Students produce a series of paintings influenced by Japanese Edo Kite designs.		Natural Form Project 2 Artists use natural forms as a source of inspiration for their work. Students develop their observational drawing skills from secondary and primary sources. Students explore media and materials whilst continuing to experiment, learning to master colour, texture, composition and scale.	
	Big Questions 1: <ul style="list-style-type: none"> How can I record my ideas most effectively? How can I record what I can see? Is their only one way to draw? What other linear methods of recording are there? Which is my favourite and why? How can I develop my images into ideas? How do artists differ in technique and what are the effects? Assessment Task: <ul style="list-style-type: none"> AOs 1, 2, 3 Knowledge: <ul style="list-style-type: none"> Different methods of using line, colour and shape, effectively to record something Recording my ideas Skills: <ul style="list-style-type: none"> Recording accurately Using colour and pattern Photoshop Comparing and contrasting Eastern and Western artists work 	Big Questions 2: <ul style="list-style-type: none"> How can I use materials to record an image? How do artists recreate a feeling or mood in their work? Would the effect of a technique differ if done in another way? Would the piece be improved by combining with another material/technique? Have I linked my work with the cultural theme and all the assessment objectives together? What is the best way for me to present my work? Assessment Task: <ul style="list-style-type: none"> Portfolio of work: AOs 1, 2, 3 Knowledge: <ul style="list-style-type: none"> Artists technique and analysis Selecting appropriate materials Skills: <ul style="list-style-type: none"> Artist analysis Recording accurately Selecting appropriate sections 	Big Questions 1: <ul style="list-style-type: none"> How do I choose a starting point? Which artists should I select? What could a final piece look like? What materials should I use? What can I experiment with? Could a change to the composition make my piece stronger? Have I used a combination of primary and secondary source images wherever possible? Would the piece be improved by combining with another material/technique? Assessment Task: <ul style="list-style-type: none"> Coursework mark - All AOs marked (AO1, 2, 3, 4) for Project 1 and 2 Knowledge: <ul style="list-style-type: none"> Selecting appropriate materials Planning an outcome Skills: <ul style="list-style-type: none"> Selection and refinement Development Time Management Chosen skill methods 	Big Questions 2: <ul style="list-style-type: none"> Does my work tell a story about the development of my ideas? How do I self-direct my work? What do I need to know? How can I record ideas through photography? If I changed the colour/technique would it improve the design? Have I linked my work with my chosen artists? Does my work meet the 4 Assessment Objectives? Assessment Task: <ul style="list-style-type: none"> Coursework mark - All AOs marked (AO1, 2, 3, 4) for Project 1 and 2 Knowledge: <ul style="list-style-type: none"> Artists - their chosen technique and analysis Selecting appropriate materials Planning an outcome Skills: <ul style="list-style-type: none"> Artist analysis Recording accurately Comparing and contrasting artists work Experimenting with a range of media

to create a series of traditional composite designs

Year 11	Term 1:	Term 2:	Term 3:	
	<p>Portrait Identity Project</p> <p>Project 3- Personal</p> <p><u>Exploration/Artist Inspiration:</u></p> <p><u>AO1/2/4 (Student Choice)</u></p> <p>Big Questions:</p> <ul style="list-style-type: none"> • How can I develop my images into ideas? • How can I use materials to record an image? • How do artists recreate a feeling or mood in their work? • How can I develop my ideas to tell a story? • Where are my strengths? • What is the best way for me to present my work? • Have I linked all the assessment objectives together? <p>Assessment Task:</p> <ul style="list-style-type: none"> • AOs 1, 2 & 3 <p>Knowledge:</p> <ul style="list-style-type: none"> • Artists of their choosing – technique and analysis • Selecting appropriate materials <p>Skills:</p> <ul style="list-style-type: none"> • Artist analysis • Recording accurately • Selecting appropriate sections 	<p><u>AQA EXTERNALLY SET ASSIGNMENT (02/01/20)-AO1, 2, 3 and 4</u></p> <p>Big Questions:</p> <ul style="list-style-type: none"> • How do I self-direct my work? • What do I need to know? • How do I choose a starting point? • Which artists should I select? • How can my project include primary source? • How can I record my initial ideas? • What images do I need to collect to start my project off? • What artists inspire ideas matching my intentions? • Could altering the colours used affect the mood and effect of the piece? • Could I change the composition to improve the overall effect/message? • Could I layer and combine materials to create a more effective result? • How have my own ideas developed throughout the project? <p>Assessment Task:</p> <ul style="list-style-type: none"> • AOs 1, 2 & 3 <p>Knowledge:</p> <ul style="list-style-type: none"> • Artists of their choosing – technique and analysis • Selecting appropriate materials • Recording in a number of ways <p>Skills:</p> <ul style="list-style-type: none"> • Artist analysis • Recording accurately • Comparing and contrasting artists work • Experimenting with a range of media • Selection and refinement • Development of materials through method, technique, composition and colour 	<p><u>EXTERNALLY SET ASSIGNMENT (10 hours)-AO4</u></p> <p>Date to be confirmed in School Calendar.</p> <p>Big Questions:</p> <ul style="list-style-type: none"> • Which artists inspire me? • What is the best solution for me? • How will I fulfil all 4 Assessment Objectives? <p>Assessment Task:</p> <ul style="list-style-type: none"> • Produce a final outcome following research and experimentation (10 hours)-AO4 <p>AW3 Assessment Task:</p> <ul style="list-style-type: none"> • OVERALL Coursework AO1, 2, 3, 4 • OVERALL Exam AO1, 2, 3, 4 <p>Knowledge:</p> <ul style="list-style-type: none"> • Appropriate materials • Planning an outcome • Best use of my time <p>Skills:</p> <ul style="list-style-type: none"> • Ensure that the solution fills the time allowance. 	