

Department Name: Art & Design

Department's vision: In Art and Design pupils will develop and then demonstrate an appropriate grasp and use of the formal elements: Shape / Colour /Line / Texture / Tone/ Pattern/ Composition and how they are applied and used successfully within Art, Craft and Design. Pupils will also develop and demonstrate their ability to write fluently about the work of others giving informed judgements about the work, with an ability to make deep connections to the artist's work and use it to develop their own ideas and practice. Pupils creativity and independence is evident in their ability to generate exciting ideas for pieces of work. Pupils are encouraged to build up their use of different materials and equipment with skill and fluency.

Year Group	Topic One—Term 1a	Topic Two—Term 1b	Topic Three—Term 2a	Topic Four - Term 2b	Topic Five—Term 3a	Topic Six—Term 3b
Year 7	The Formal Elements—Part 1.	The Formal Elements—Part 2.	Leonardo De Vinci Shaded Shells.	Lui Freya Pencil Crayon Shells.	Anotel Knotek Ink Shells.	Francoise Nielly Painted Shells
What will students know by the end of the topic...	How to observe and draw with accuracy. Understanding how to break an object down. How to shade with a pencil and create a range of tone. How to blend tones. How to identify an objects shadows and highlights.	How different materials have different mark making qualities e.g. texture. Understanding of colour wheel and its use in art. How to compose a piece of work effectively.	How to observe and draw what you see with accuracy using the grid method. How to accurately trace and transfer an image. How to shade with a pencil and create a range of tone. How to blend tones. How to identify an objects shadows and highlights. The difference between 2D and 3D. To be able to identify the style and characteristics of the artist Leonardo De Vinci and form opinions about his work, style and techniques.	How to shade with a pencil crayons and create a range of tone. To be able to identify the style and characteristics of the artist Lui Freeya and form opinions about his work , style and techniques.	How to use ink. How to use felt tips. How to use biro/pens. How to use dip pens. How to use water to create different depths of tone. How to build up a piece of work in layers. How to add texture accurately. How to add detail accurately. How to cross hatch to show three dimensionality. To be able to identify the style and characteristics of the artist Anotel Knotek and form opinions about his work, style and techniques.	Colour theory and its application. How to use acrylic paints. How different painting tools and techniques effect application and the appearance of a mark. To be able to identify the style and characteristics of the artist Francoise Nielly and form opinions about her work , style and techniques.
Year 8	The Formal Elements—Part 1.	The Formal Elements—Part 2.	Marlene Dumas Shaded Skulls.	Sarah Hope Pencil Crayon Skulls.	Gabriel Moreno Ink Skulls.	David Walker Painted Skulls.
What will students know by the end of the topic...	Cutting and collaging skills and techniques. How to observe and draw – copy with accuracy. How to create a range of tone using a pencil and pencil crayons. Demonstrate the ability to make informed judgements and connections to the different Pop Art Artists looked at in lessons, taking inspiration and starting points form their work.	How different materials have different qualities eg texture. How to create and use pattern effectively. Colour theory and its application. Painting skills and techniques. Demonstrate the ability to make informed judgements and connections to the different Pop Art Artists looked at in lessons, taking inspiration and starting points form their work.	Demonstrate the ability to produce a sustained and focussed piece of work which shows knowledge, understanding and the practical application in using a pencil effectively to add tone to show three dimensionality , texture and detail. Demonstrate the ability to make informed judgements and connections to Marlene Dumas by taking inspiration form her work, style and technique's used.	Demonstrate the ability to produce a sustained and focussed piece of work which shows knowledge, understanding and the practical application in using a pencil crayons effectively to add tone to show three dimensionality , texture and detail. Demonstrate the ability to make informed judgements and connections to Sarah Hope by taking inspiration form her work, style and technique's used.	Demonstrate the ability to produce a sustained and focussed piece of work which shows knowledge, understanding and the practical application in using a variety of ink based materials to add tone to show three dimensionality , texture and detail. Demonstrate the ability to make informed judgements and connections to Gabriel Moreno by taking inspiration form his work, style and mark making technique's used.	Demonstrate the ability to produce a sustained and focussed piece of work which shows knowledge, understanding and the practical application in using a variety of painting materials to add tone to show three dimensionality , texture and detail. Demonstrate the ability to make informed judgements and connections to David Walker by taking inspiration form his work, style and mark making technique's used.
Year 9	Stephanie Ledoux— Collage.	Paul Jackson— Ink Animals.	Lorraine Shemesh— Photorealism Frogs.	Patricia Ariel—Fantasy Portraits.	Georgia O' Keffee—Painted Still Life.	Andrew Salado— Painting.
What will students know by the end of the topic...	How to produce an artist research page. How to produce a focussed piece of writing about a piece of art work. Produce a focussed piece of practical work which emulates that artists style and approach demonstrating and developing their own practical skills, knowledge and application of the formal elements. How to annotate their own work in detail using key terminology correctly. The particular skills focus for this half term is shading and pencil work.	How to produce an artist research page. How to produce a focussed piece of writing about a piece of art work. Produce a focussed piece of practical work which emulates that artists style and approach demonstrating and developing their own practical skills, knowledge and application of the formal elements. How to annotate their own work in detail using key terminology correctly. The particular skills focus for this half term is tone, layering, mark making , detail and texture.	How to produce an artist research page. How to produce a focussed piece of writing about a piece of art work. Produce a focussed piece of practical work which emulates that artists style and approach demonstrating and developing their own practical skills, knowledge and application of the formal elements. How to annotate their own work in detail using key terminology correctly. The particular skills focus for this half term colour, tone and pencil crayon application.	How to produce an artist research page. How to produce a focussed piece of writing about a piece of art work. Produce a focussed piece of practical work which emulates that artists style and approach demonstrating and developing their own practical skills, knowledge and application of the formal elements. How to annotate their own work in detail using key terminology correctly. The particular skills focus for this half term is how to mix and combine different art materials and techniques effectively.	How to produce an artist research page. How to produce a focussed piece of writing about a piece of art work. Produce a focussed piece of practical work which emulates that artists style and approach demonstrating and developing their own practical skills, knowledge and application of the formal elements. How to annotate their own work in detail using key terminology correctly. The particular skills focus for this half term colour theory and painting.	How to produce an artist research page. How to produce a focussed piece of writing about a piece of art work. Produce a focussed piece of practical work which emulates that artists style and approach demonstrating and developing their own practical skills, knowledge and application of the formal elements. How to annotate their own work in detail using key terminology correctly. The particular skills focus for this half term painting, mark making and experimentation.
Year 10	Mary O'Malley—Research & Idea development.	Kate Malone—Research & Idea development.	Gabrielle Bacile—Research & Idea development.	Ewa Kwong = Research * Idea Development.	Clay Maquette Making.	Clay Final Piece Making.
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Year 11	"Best Of British" Graphics Project.	Coursework Completion.	Exam Unit Topic To Be Set By Exam Board January 2020.	Exam Unit Topic To Be Set By Exam Board January 2020.	Study Leave	Study Leave
What will students know by the end of the topic...	How to produce a body of work in order to met a design brief. How to ensure they are meeting assessment objective criteria.	Pupils will need to apply all their subject skills and knowledge to ensure they action teacher feedback and complete their coursework unit (60% of final grade).	Once the exam theme is released pupils must produce a body of work in order to met a design brief and ensure they are meeting the four assessment objective criteria. Pupils will need to apply all their subject skills and knowledge to ensure they action teacher feedback and complete their exam unit (40% of final grade).	Once the exam theme is released pupils must produce a body of work in order to met a design brief and ensure they are meeting the four assessment objective criteria. Pupils will need to apply all their subject skills and knowledge to ensure they action teacher feedback and complete their exam unit (40% of final grade).		
Year 12	Drawing & Observation Techniques.	2D Piece Research & Idea Development.	2D—Making Final Piece	3D Piece Research & Idea Development.	3D—Making Final Piece.	Personal Study Essay.
Year 13	Final Coursework Piece Research & Idea Development.	Making Final Coursework Piece.	Exam Unit Topic To Be Set By Exam Board Febuary2020.	Exam Unit Topic To Be Set By Exam Board Febuary2020.	Study Leave	Study Leave

Key Stage Four Specification Link

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

Key Stage Five Specification Link

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html>

What will students see in their books or folders?

KS3: Each pupil has an A4 sketchbook where pupils will keep evidence of homework (Youtube video's and quiz's) as well sustained practical outcomes for each artist per half term.

KS4: Each pupil have an A3 plastic wallet to keep all their coursework in work. Lessons are spent building up a portfolio of work. On each page of work in the folder pupils will have a post it note containing feedback and an actionable target for them to complete in order to progress and move their work forward.

Assessment Objective 1 is about developing ideas from a starting point to a final piece. This is done through mind mapping, sketches and studies related to the work of other artists, designers and craftspeople. Pupils need to analyse and understand these contextual sources, and develop ideas in a personal way.

Assessment Objective 2 is about refining ideas through selecting and experimenting with appropriate resources, media, materials, techniques and processes. Experiments, practical samples and studies in different media demonstrate that pupils have developed and communicated ideas through practical investigation. This will equip pupils with a working vocabulary of resources, practical knowledge and technical skills and enable you to make an informed choice when selecting materials

Assessment Objective 3 is about recording ideas, observations and insights, which can be in visual, written and other forms. Pupils should work from a range of experiences and stimulus materials, as each of these could lead you to different ways of developing ideas. Pupils should reflect upon their work, and consider what they have achieved at each stage and what they will do next.

Assessment Objective 4 is about presenting a personal, informed and meaningful response, from initial research through to the final piece. Pupils need to demonstrate analytical and critical understanding as they respond to a theme.

Pupils also have an A4 marking and assessment book which contains all teacher feedback and marking for their coursework project, this is kept in the back pocket of their A3 coursework folder.

Pupils have a pink slim "vocab book" this is used to draft annotations for their work, these tasks are often set for homework. This too is kept in the back pocket of their A3 coursework folder.

KS5: As with GCSE.

This subject supports students' reading and writing through...

KS3: Pupils are encouraged to research and read about the different artists. They are also set homework's where they will need to find out the definition for a set of specific key terms that will be used within the following lesson. Pupils are also asked to write about the work of others giving their own thoughts and opinions about that artists style, techniques or theme.

KS4: As well as researching and reading about artists pupils need to be able to write about the work of others in depth showing deep connections and skilful analysis of concepts and ideas. Pupils also need to annotate their own work in detail as means of documenting their learning journey and creative processes. Pupils have a pink "Vocab book" where they keep a record of key terms used within lessons and draft any annotation work.

KS5: As with GCSE but pupils must also submit a 3500 word essay as part of their coursework unit.

This subject supports students' numeracy through...

Symmetry e.g. Tracing and transferring images.

Tessellation e.g. Pattern making.

Ration & Proportion e.g. Observational drawing.

Perspective e.g. Vanishing points.

Size/Scale e.g. Grid Method.

Composition e.g. Rule of thirds.

Construction e.g. Taking measurements using a ruler making calculations when building three dimensional forms.

This subject promotes the following revision strategies as the most effective means of retaining content...

Each year group has an **All Saints Art and Design abso-lute** these include suggested Youtube videos for pupils to watch. The videos run along side their lesson theme or focus and are designed to help pupils to hone or practice a particular art skill or technique, or help them to learn about a specific art movement, style or artist.

Opportunities for exploring this subject further are available through ...

KS3: Each term the department runs the "Culture Vulture" competition. Pupils are encouraged to visit and experience as many different cultural events as possible during the Christmas and Easter holiday's. A Cultural experience could include for example attending Mass, to going to a Christmas craft fare or trying a new cuisine/dish at a restaurant. Pupils who collect and experiment the most are rewarded with prizes given out during assemblies.

KS4 & KS5: Pupils are often informed through their teachers of up and coming local art exhibitions and events that they could attend and enjoy. In Term three the department hosts an outdoor exhibition of all students work in order to celebrate their achievements and successes.

The following trips run through this subject...

Yorkshire Sculpture Park.

