

Gatsby Benchmark 4

'Linking curriculum learning to careers'

Specific career content delivery and the promotion of employability skills

Curriculum area:	Art & Design
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Year 7/8		
Autumn term	Spring term	Summer term
<p>Universal Theme: Self-Image/Portrait Twentieth Century/Contemporary Art.</p> <p>Students will learn all about the main visual elements that make up any portrait, providing basic foundations for further learning. Line, tone, colour, texture, pattern and form. Students will explore a variety of techniques and processes including observational drawing, collage, printmaking and mixed media. Artists will include Pablo Picasso and Pop art (Andy Warhol.) We will look at the skills and qualities needed to be a successful artist. Using Andy Warhol as a discussion point about commissioning artwork & exhibitions.</p> <p>Risk Taking - how artists respond differently to the theme of portraits.</p> <p>Creativity - exploring a range of techniques and processes.</p> <p>Critical Thinking - the role of the artist and ownership; who owns the artwork if the artist didn't physically create it?</p>	<p>Universal Theme: Food and Drink Twentieth Century Art/Pop Art/Contemporary Western Culture.</p> <p>Students will use a wide range of art media to explore this topic. Students will produce direct observational studies of sweets, printmaking techniques, manipulating photographs using picasa and photoshop. They will also have the opportunity to create large scale three-dimensional work.</p> <p>Artists will include Sarah Graham and Pop artists Claes Oldenburg and Roy Lichenstein.</p> <p>Creativity - exploring and experimenting with techniques, sharing good practice with peers.</p> <p>Problem Solving - deciding on suitable materials to create artwork.</p> <p>Critical Thinking - how artists have helped to get people thinking about public art and the role of the artist in society.</p>	<p>Universal Theme: Abstract/Cubism - Musical Instruments Drawing from observation (Man-made form) Twentieth Century Art</p> <p>This unit will explore and develop key drawing skills. Students will learn about shading techniques, tonal value, mark making and composition. A series of exploratory drawings will be produced from observation focusing on musical instruments. Mark making to music in order to produce a 'sound' booklet and three dimensional work.</p> <p>Key artists include; Kandinsky and Georges Braque.</p> <p>Risk Taking - exploring new materials and techniques</p> <p>Confidence - sharing ideas with peers; great leaders have the ability to be aware of moods, attitudes, and the world around them.</p> <p>Teamwork - establishing the skills needed to work together to create a piece of artwork.</p>

Year 9

Autumn term	Spring term	Summer term
<p>Universal Theme: 'Fantastic and Strange' Art of the early centuries (Medieval/Renaissance/Baroque) Non-western artefacts</p> <p>Students will begin with different studies considering medieval beliefs. They will then explore a mixture of 2D and 3D work inspired by Gargoyles, including a variety of processes including relief, inks, etc. Key artists and artefacts will be researched and presented in sketchbooks.</p> <p>Creativity - exploring and developing observational skills</p> <p>Collaboration & Teamwork - sharing thoughts and ideas linked to gargoyles such as traditions & customs in Medieval history.</p>	<p>Universal Theme: 'Environmental/Issue based art'</p> <p>Use of art media Focusing on drawing, painting and mixed media. Use of Art Elements Focusing on shape, form, colour and texture. Students will consider and discuss a range of issues affecting our planet i.e. homelessness, war and conflict and making connections with artists Barbara Kruger, Banksy, John Piper. A range of techniques and processes will be explored inspired by this theme; clay sculpture, photography to capture human emotion, a 'blitz' book exploring mark making and printmaking linked to dereliction.</p> <p>Resilience - dealing with issues affecting our planet; homelessness, war, graffiti, drugs, animal testing, global warming etc.</p> <p>Problem Solving - exploring artwork that focuses on particular issues; Art or Vandalism?</p> <p>Creativity - the importance of image & text in artwork and exploring its impact.</p> <p>Critical Thinking - The role of the artist in addressing global warming, graffiti, politics, the law etc. Looking at the work of Banksy & Dismaland.</p>	<p>Universal Theme: 'Surrealism' Twentieth Century Art</p> <p>Unit to further develop key drawing skills and experimental techniques. Students will explore and make connections with a range of artists; Salvador Dali, Jacob Epstein, Chris Conte and Susan Blackwell. They will learn to use creativity and innovation to develop original responses, working in the realms of dreams and fantasy. This unit will explore sketchbook work, relief panel of a robot, mechanical forms and melting clocks.</p> <p>Creativity - exploring and experimenting with techniques, sharing good practice with peers.</p> <p>Collaboration & teamwork - working in groups to create Surreal animals.</p> <p>Problem Solving - what situations would different artists have come across? (i.e, securing exhibition space, commissions etc).</p> <p>Critical Thinking - What might have been some of the issues encountered by Salvador Dali & Rene Magritte.</p>

Year 10

Autumn term	Spring term	Summer term
<p>Component 1 - Coursework Portfolio Project: Blue Planet</p> <p>Students will begin to explore a more in-depth study for their GCSE in Fine Art in Year 10. This will enable students to build on the knowledge and skills they developed at KS3. We will begin to explore the theme of Blue Planet, reflecting on a range of artists. Students will revisit techniques, materials and processes in order to master them, while also being introduced to new materials such as acrylic paint and printmaking. This unit will explore observational drawing, photography, photomontage, 3D relief, printmaking and sculpture.</p> <p>Confidence - taking part in artist workshop. Resilience - preparation for exam work and understanding the importance of achieving grades for further education/transferrable skills in art. Critical Thinking - Skills and qualities needed to be a successful artist, GCSE exhibition of artwork as a discussion point for further courses in Art and Design/future careers.</p>	<p>Component 1 - Coursework Portfolio Project: 'Self-Portrait/Life's Journey'</p> <p>Students will begin to research their second project. They will explore the initial theme of Self-Portrait in its broadest sense; producing mind maps & mood boards. We will produce a selection of work, thoughtfully presented in sketchbooks in a variety of 2D,3D and mixed media under the working title of Self-Portrait/Life's Journey. Students will create observation drawings, photography, painting, sculpture, developmental work which explores a personal response to issues raised. We will analyse the work of Sara Fanelli & Teesha Moore.</p> <p>Confidence - taking part in artist workshop. Resilience - preparation for exam work and understanding the importance of achieving grades for further education/transferrable skills in art.</p>	<p>Component 1 - Coursework Portfolio Project: 'Self-Portrait/Life's Journey'</p> <p>Students will continue to explore the theme of Identity/life's Journey, reflecting on a range of artists. This unit will explore observational drawing, photography, photomontage, 3D relief, printmaking and sculpture. The final composition will link directly with sketchbook work and have a clear link to the chosen artist/s. This will be an opportunity for students to explore their own personal response this particular theme. The final part of this unit of work will focus on working towards a final outcome that links the theme of 'Self Portrait'/'Life's Journey' ideas and developments together. <i>Students will create their final response under exam conditions in a timed 5hour exam.</i></p> <p>Creativity - exploring and experimenting with techniques, sharing good practice with peers. Problem Solving - deciding on suitable materials to create artwork. Confidence - looking at the work of a range of artists and how they explore body image through different genres & cultures. Critical Thinking - The role of the artist and careers in art. Also looking at transferrable skills and the diverse nature of the artist.</p>

Year 11

Autumn term	Spring term	Summer term
<p>Component 1 - Coursework Portfolio</p> <p>New project development from practice exam paper (or continue with project 2).</p> <p>To include all of that mentioned in project 1 or a personal project of students' choice.</p> <p><i>A mock exam will take place at the end of this term (12th December 2023).</i></p> <p>Resilience - preparation for exam work and understanding the importance of achieving grades for further education/transferrable skills in art.</p> <p>Critical Thinking - Analysis of artists and their work and how they link to personal investigations.</p> <p>Presentation Skills and Confidence - sharing ideas/artwork with other peers.</p>	<p>Component 2 External Exam Unit</p> <p>Exam task is released and given out in January 2024.</p> <p>Students will select one starting point from the paper to develop a project where their final response is created under exam conditions (10hours).</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Resilience - preparation for exam work and understanding the importance of achieving grades for further education/transferrable skills in art.</p> <p>Creative Thinking - Developing ideas and for final exam work and most importantly, how to bring those ideas to life.</p> <p>Critical Thinking - Analysis of artists and their work and how they link to personal investigations.</p> <p>Resilience - preparation for interviews; what is needed in a portfolio for an art interview, strengths etc.</p>	

