



# Art & Design Learning Journey

## ART & DESIGN

BE BOLD, BE BRAVE, BE BRILLIANT

Key:

- Contextual Knowledge
- TEXT Depth of Knowledge
- TEXT The Big Question

Work Experience

GCSE Written Exam

College? 6<sup>th</sup> Form?

Post 16 Choices

Apprenticeship?

GCSE Examination Preparation

YEAR 11

### Independent Inquiry

### Am I an Art Critic?

YEAR 10

ASSESS  
RECALL  
CONCLUDE

- Pupils apply knowledge and understanding of prior experience to produce a body of work in response to a selection of themes provided by the teacher. For example, War, Peace, Light, Play, Safe and Water.

- Writing about art, artworks and artists.
- Careers in the art world.
- Curation and organisation of exhibitions.
- Exhibitions and display for purpose.
- Portfolio presentation.

PROVE  
CONNECT  
MODIFY

### 9.2 Peace or Conflict?

### 9.1 What Does Art Feel Like?

YEAR 9

Grayson Perry  
Tracey Emin  
Paul Nash  
Bob and Roberta Smith

- Juxtaposition
- Appropriation in Art
- Art for meaning
- Politics and art
- Site specific art works
- Art for mindfulness
- Is art therapy or therapeutic?

- Installation Art
- Modelling and spatial awareness
- Interiors and exteriors
- Art & emotions
- Immersive environments
- Artwork analysis
- Photography

Cornelia Parker  
Gustav Metzger  
Ai Weiwei  
Adam Chodzko

YEAR 8

### 8.1. How Still is Life?

### 8.2 How Emotive are Landscapes?

### 8.3 What is a Selfie?

- Still Life
- Painting with acrylics
- Topography
- NETS for manufacture
- Positive & Negative space
- Colour theory
- Mark making

- Composition and formation
- Industrial Britain through painting
- Pen, Ink and tone
- Independent inquiry
- Sketchbook presentation & display
- Art display and curation
- Analysing & evaluating

- Proportion & anatomy
- Tone, shape & form
- Pen, Ink and tone
- Independent inquiry
- Sketchbook presentation
- Art display and curation
- Analysing & evaluating

Michael Craig-Martin  
L.S Lowry  
George Shaw  
Gillian Wearing

### 7.3 Can Art Change Minds?

### 7.2 Does Art Beat Nature?

### 7.1 What Skills do Artists Need?

YEAR 7

Anya Gallaccio  
DAVE  
Richard Long  
Klari Reis  
Formal Elements

- Activism & Activists
- Protest Art
- Graphics & Poster design
- Montage and collage
- Appropriation
- Colour theory
- Artwork analysis

- Observational drawing
- Land art & art in the public realm
- Texture, shape, line and form
- Monoprinting
- Watercolour techniques
- Colour theory

- Tonal scales
- Mark making/Shading
- Colour theory
- Artwork analysis
- One Point/Two point perspective
- Light & dark
- Sketchbook techniques

What do Artists do all day?

## A01: Explore & Identify

### Researching, analysing & recording the work of others

Level 4	Level 3	Level 2	Level 1	Level 0
Demonstrate competent understanding of critical investigations and understanding of sources. Solid application of research of the work of others.	Good demonstration of understanding critical investigations and sources. Good application of the work of others.	Basic critical investigations and understanding of sources to develop ideas.	Limited critical investigations and understanding of sources to develop ideas	No evidence

## A02: Experiment

### Selecting & experimenting with appropriate media

Level 4	Level 3	Level 2	Level 1	Level 0
Apply a range of creative and technical skill and experimentation to develop and refine work	Good application of creative and technical skills. Some experimentation to develop and refine work.	Basic application of creative and technical skills. Basic experimentation to develop and refine work.	Limited application of creative technical skills. Limited experimentation to develop and refine work.	Little or no Ideas generated.

## A03: Ideas

### Record ideas, observations and insights relevant to intentions

Level 4	Level 3	Level 2	Level 1	Level 0
Record and use significant, clear and appropriate observations to influence ideas. Demonstrate competent use of visual language, technique media and contexts.	Record and use clear observations to influence ideas. Demonstrate good use of visual language, technique media and contexts	Record and use simple observations to influence ideas. Demonstrate basic use of visual language, technique media and contexts.	Record and use simple observations to influence ideas. Basic use of visual language, technique media and contexts.	Little or no evidence

## A04: Personal Response

### A sustained personal response to investigations, observations & research

Level 4	Level 3	Level 2	Level 1	Level 0
Competent use of complex visual language appropriate to research, experiments, ideas and observations resulting in confident personal response.	Good use of visual language appropriate to research, experiments, ideas and observations resulting in confident personal response.	Some use of visual language appropriate to research, experiments, ideas and observations resulting in basic personal response.	Limited use of visual language appropriate to research, experiments, ideas and observations resulting in limited personal response.	No evidence

### A01

To **develop** a working understanding of the elements of art making.  
 To **understand** fundamental principles of why and how artists, craftspeople & designers create work.  
 To **appreciate** the process of art making and be able to interrogate, evaluate and accurately respond to the work of others using technical and subject specific vocabulary.  
 A2: Use research to inspire and influence artistic choices  
 A3: Create versions of artists work, using appropriate media  
 A4: Annotate work to evaluate effectiveness against artistic intention.

### A02

**Develop** detailed mindmaps specific to the Big Question  
 To **understand** fundamental principles of why and how artists, craftspeople & designers create work.  
 To **apply** mathematical and scientific principles to the process of art making.  
 B1: Use basic drawing skills to depict real life objects and scenes  
 B2: Use pencil and charcoal to develop mark making techniques  
 B3: Use appropriate colour to reinforce artistic intention

### A03

To **create** a portfolio (sketchbook) of work that evidences a range of observations in varying mediums, e.g. drawings, photographs.  
**Develop** ideas in response to research and observations.  
 To **record** ideas using appropriate media in response to research and observations.  
 C1: Develop observational drawing skills through still life  
 C2: Use the tonal scale to add tone to pencil drawings  
 C3: Use cultural material, newspapers, artist research to reinforce artistic choices

### A04:

To **create** a portfolio (sketchbook) of work that demonstrates clear understanding of the Assessment Objectives.  
 D1: Realise a complex and thoughtful artistic outcome  
 D2: Use appropriate media that links to artist research