



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? 6th 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