

Goldwyn Ashford - Art

Subject Statement and Long Term Plan



Art Department – Impact Statement

Our aims in Art at Goldwyn are:

- To enable students to develop an understanding and awareness of the world around them by questioning their surroundings, looking deeply and opening their eyes to fresh perspectives.
- To develop an awareness of health and safety within an art studio environment and to take responsibility for managing the materials they use.
- To develop and apply art skills such as drawing, painting and sculpting and artistic techniques to communicate an idea and analyse the effectiveness of own art work.
- To be creative and develop their ability to problem solve, think academically, emotionally, physically and spiritually. They will learn to adopt resilience and focus in applying their technical skills to projects that develop their self-expression.
- To respond imaginatively to artist and thematic research and use knowledge of key artists and cultures to inspire their art work. Students develop an understanding of the historical and cultural development of art forms and are taught to evaluate and analyse artworks using subject-specific vocabulary.
- To plan and develop meaningful responses for their art work that realises intentions and demonstrates an understanding of visual language.
- To display creative expression which leads to improved well-being, and support their study experience. The study of other cultures through Art has strong links with Religious Education, History, English, and Media.

Pupils are taught:

- To use a range of artistic techniques to record their observations in booklets as a basis for developing essential key skills and exploring their ideas
- To use a range of techniques and media, including painting, sculpture and mixed media
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About both older and more-contemporary art forms.

Art: Long Term Plan

The Art Long Term Plan reflects a key focus upon knowledge, skills and understanding. The curriculum plan has a clear sequence centred upon both prior learning and expectations for future learning. The work at Key Stage 3 should provide the foundation for further progress through Key Stage 4.

Term	1	2	3	4	5	6
Year 7	<p>The colour wheel</p> <p>Looking at the visual Element colour.</p> <p>Learning Outcome(s): Students: Student should be able to use pencil and paint in a controlled manner and use appropriate tools for a given task. Students should be able to make own decisions about which media to use. Students should be able to research an artist and produce solid research pages about that artist. Students will have a clear understanding of what the formal elements are.</p>	<p>Pattern</p> <p>Looking at the visual Element Pattern and shape</p> <p>Learning Outcome(s): Students: Will be able to produce art using tessellating patterns Will be able to produce art using non tessellating patterns Will be able to produce artwork based on African cultural design Will be able to produce polystyrene print based on African work already produced.</p> <p>Subject Vocabulary Pattern, shapes, tessellating and non-</p>	<p>Form</p> <p>Peppers Looking at the visual element Form, line, shape and texture.</p> <p>Learning Outcome(s): Students: Will be able to produce a good title page Will be able to produce tonal drawings of a pepper Will be able to produce water colour work and paint Will be able to produce drawings using tone, shade, basic shapes and hatching. Will be able to produce polystyrene prints and oil pastel print Will be able to produce a</p>	<p>Stain glass windows</p> <p>Looking at the visual Elements Pattern, shape, colour and line.</p> <p>Learning Outcome(s): Students: Will be able to produce a good title page Will be able to produce drawings of researched images Will be able to produce a painting using water colours inspired by Macintosh Will be able to produce stained glass window copies using tissue paper and black card Will be able to produce a large self-portrait in a Macintosh style</p>	<p>Robots</p> <p>Looking at the visual Elements Pattern, shape, colour, line. And texture.</p> <p>Learning Outcome(s): Students: Will be able to produce a good title page Will be able to produce drawings of researched images Will be able to produce a painting using water colours inspired by hand outs and own imagination Will be able to produce a Clay sculpture from their drawings of a Robot.</p>	<p>Aboriginal Art Exploring and developing ideas. Investigating and making use of different mediums.</p> <p>Learning Outcome(s): Students: Will be able to produce a good title page Will be able to produce drawings of researched images Will be able to produce a painting using dots and symbols inspired by hand outs and Aboriginal Art Will be able to produce a Clay tile with Aboriginal Design</p> <p>Subject Vocabulary: Shape, pattern, 3D</p>

	<p>Subject Vocabulary: Primary colours Secondary colours Tertiary colours Harmonious, cool and warm colours, monochromatic</p>	<p>tessellating patterns, African designs Polystyrene printing</p>	<p>3D form of a pepper</p> <p>Subject Vocabulary Shape, form, tonal drawing, hatching, polystyrene, 3D sculpture</p>	<p>Subject Vocabulary: Primary colours Secondary colours Tertiary colours Shape, pattern, Tiffany, Macintosh, overhead projector acetate, Chagall</p>	<p>Subject Vocabulary: Shape, pattern, 3D sculpture Clay, slip, structure, coils and slabs</p>	<p>sculpture Clay, slip, structure, coils and slabs, Aboriginal, cave art, dots, signs, stories</p>
Year 8	<p>Hundertwasser - drawing</p> <p>Looking at the visual Elements line and colour, Shape, form, and pattern.</p> <p>Learning Outcome(s): Will be able to produce a good title page using appropriate colours, shapes and images. Will be able to produce drawings from copies of Hundertwasser buildings Will be able to produce a Hat in a Hundertwasser style (competition). Will be able to produce a building in the style of Hundertwasser (competition)</p> <p>Subject Vocabulary: Primary colours</p>	<p>Pop art</p> <p>Looking at the visual Elements line and colour.</p> <p>Learning Outcomes: Will be able to produce a good title page using appropriate colours, shapes and images. Will be able to produce drawings from copies of Lichtenstein and Andy Warhol images. Will be able to produce large paintings in the pop art style Will be able to produce research pages on Roy Lichtenstein, Andy Warhol and other artists</p> <p>Subject Vocabulary: Primary colours Secondary colours Shape, bright, bold,</p>	<p>Portrait</p> <p>Looking at the visual Elements of form, line, colour, tone, texture and shape</p> <p>Learning Outcome(s): Will be able to produce a good title page using appropriate colours, shapes and images. Will be able to produce portraits using correct proportions Will be able to produce portraits in a pop art style Will be able to produce a portrait in a pointillist style Will be able to produce research pages Will be able to produce a self-portrait using oil pastel print technique</p> <p>Subject Vocabulary: Proportions</p>	<p>Art and Music</p> <p>Looking at the visual elements of line, pattern, light, shape form and colour</p> <p>Learning Outcomes: We will be looking at the work of Kandinsky and his abstract art pieces. We will be listening to various music types and producing art work relating to mood and music Evaluating and developing work</p> <p>Subject Vocabulary: Shape, colour, line, classical music, rhythm, movement. abstract</p>	<p>Natural form</p> <p>Drawing, painting and printing</p> <p>Learning Outcomes: Student will be able to produce colour work and drawings linked to Natural Form Some students will have progressed further and will be able to create work more independently consisting of drawings and 3D work. Others will have progressed further and will be able to produce work using mixed media – collage, paint. 3D sculpture and photography.</p> <p>Subject Vocabulary:</p>	<p>Natural form</p> <p>Drawing, painting and printing</p> <p>Learning Outcomes: Student will be able to produce colour work and drawings linked to Natural Form Some students will have progressed further and will be able to create work more independently consisting of drawings and 3D work. Others will have progressed further and will be able to produce work using mixed media – collage, paint. 3D sculpture and photography.</p> <p>Subject Vocabulary: Tonal drawing</p>

	<p>Secondary colours Tertiary colours Shape, bright, bold, activist, architect, designer, unusual, and nature.</p>	<p>consumerism, American Culture, Ben day dots.</p>	<p>Face Pointillism Pop art Correct shapes Dots Bight, bold colour - primary colours</p>		<p>Tonal drawing Paper stump Collage, sculpture, photography, texture, clay, slip, scoring, printing, polystyrene printing, lino print, screen print</p> <p>This unit will continue into term 6</p>	<p>Paper stump Collage, sculpture, photography, texture, clay, slip, scoring, printing, polystyrene printing, lino print, screen print</p>
Year 9	<p>Perspective and the landscape</p> <p>Drawing and mixed media</p> <p>Learning Outcomes: By the end of the project pupils: Will be able to Investigate landscape art and produce Art in the style of Hockney. Students will be able to Identify key features of Hockey's work. Students will be able to produce artwork using one and two point perspective and annotate their work using correct vocabulary.</p>	<p>Perspective and the landscape</p> <p>Drawing and mixed media</p> <p>Learning Outcomes: Will be able to Investigate landscape art and produce Art in the style of Hockney. Students will be able to Identify key features of Hockey's work. Students will be able to produce artwork using one and two point perspective and annotate their work using correct vocabulary.</p> <p>Key words: Consistency, enlarge,</p>	<p>Mini GCSE project - food</p> <p>Learning Outcomes: All student will be able to produce colour work and drawings linked to the Theme FOOD Students will be able to research relevant artists and link their work to them. Students will be able to work independently and use appropriate materials to achieve outcomes. Students will be able produce labelled drawings to produce into 3D work. Students will be able to annotate and photography their worn.</p>	<p>Mini GCSE project - food</p> <p>Project continues from term 3.</p> <p>Key vocabulary: Pattern, shape, form, line, colour, space, texture and tone.</p>	<p>GCSE unit 1</p> <p>Each student will work on their chosen title or one given.</p> <p>Unit Aim: Students will produce a portfolio that covers the f our assessment objectives. It will include a project showing the journey from start to finish and a selection of further work undertaken during your course.</p> <p>A01 Developing Ideas</p>	<p>GCSE unit 1</p> <p>Each student will work on their chosen Title or one given.</p>

	<p>Unit Aim: Students will produce A portfolio that cover the four assessment Objectives. It will include a project showing the journey from start to finish and a selection of further work undertaken during your course.</p>	<p>A01 Developing Ideas Investigate & analyse artists work. Collect and work from, primary & secondary sources</p>	<p>A02 Refine Ideas Experimenting, selecting resources, media and techniques. Improving ideas & technical skill.</p>	<p>A03 Record Ideas Present clearly and thoughtfully your ideas, experiments and artist research. Explain how it links to the project.</p>	<p>A04 Personal Response Present a personal, informed and meaningful response that links to ideas in your sketchbook.</p>	
Year 11	<p>GCSE externally set unit 2</p> <p>Unit Aim: Students will produce A portfolio that cover the four assessment Objectives. It will include a project showing the journey from start to finish and a selection of further work undertaken during your course.</p>	<p>GCSE externally set unit 2</p>	<p>GCSE externally set unit 2</p>	<p>EXAM</p>	<p>EXAM</p>	