

Goldwyn Plus Ashford - Art and Design

Subject Statement and Long Term Plan



Art and Design – Statement of Intent

“Art is a personal gift that changes the recipient. The medium doesn’t matter. The intent does” - Seth Godin

Art and Design facilitates opportunities for creativity and expression, empowering individuals to develop and share their own unique style and ways of working. By studying a range of artists, designers and craftspeople, students are able to explore different artistic styles and approaches to work; as well recognising how art and design influences our environment, reflects and shapes our history, contributes to a greater understanding of society and the diversity of cultures and traditions around the World.

Through the study of Art and Design, students learn to have a deeper understanding of artistic techniques and processes and develop a critical understanding of their work through research and investigation. They learn how to constructively value and judge both their own work and the work of others, develop skills in analysing, critiquing and evaluating using the language of art. Students learn how to use visual language, as well as developing their written literacy skills, to express and communicate their ideas for a desired outcome. Problem solving skills are enhanced through the manipulation of materials and processes, while responding, experimenting and adapting their thinking are required in order to realise their own intentions.

At Goldwyn Plus, students are encouraged to explore their creativity through the learning of a wide range of processes and techniques. They are supported to develop independent responses to a given theme, which encapsulates their own ideas and demonstrates a developed understanding of Artists, Designers or Craftspeople. Individual outcomes become more complex through the Key Stages, to evidence a growth in key skills. Students are encouraged to widen their conceptual knowledge as well as expressing their own identity and style, boosting their own self-awareness and self-confidence. It is the intention that students will be equipped with the skills and knowledge to carve out a career in their desired industries.

It is common that many of our students do not complete the whole of Key Stage 3 and 4 with us at Goldwyn Plus. As such, the curriculum is organised into standalone projects, which aim to encompass many of the skills and processes needed for teaching in Key Stage 3, but allowing individuals to have opportunities to plug gaps in their learning. Students will not necessarily complete all of the units set or may work on projects in a differing order within Key Stage 3 in order to accommodate the learning of others within a group or interest setting.

Those entering Goldwyn Plus in Key Stage 4, will be supported in their development of skills individually where necessary in order to prepare them for their GCSE examinations.

Art lessons at Goldwyn Plus aim to:

- Provide a positive, stimulating environment in which to work and where all ideas are valued.

- Increase capacity to engage and produce creative pieces of work linked to own interests or for therapeutic purposes.
- Offer a range of activities that students can respond to using a range of techniques and tools safely.
- Scaffold learning; whilst developing confidence in exploring, expressing, developing and refining ideas.
- Promote an ethos of creative thinking, problem solving and risk taking.
- Encourage independent learning with cross-curricular links where applicable.
- Develop skills, knowledge and understanding of a broad range of art and design materials, processes and techniques with increased execution over time.
- Widen knowledge and understanding of artists, designers and craftspeople over time and throughout the world.
- Develop students as critical and reflective thinkers; using the language of art to explain thinking in a clear and organised way with relevance to the setting out of their final intentions.
- To make use of new technologies where possible.

The curriculum is sequenced to ensure:

- Stand-alone projects with skills-based learning, incorporating several elements of art in order to maximise learning potential due to a shortened Key Stage 3 entry. It is likely that students who attend the provision in KS3 will not complete all projects and will have individual pathways to KS4
- Individual bespoke programmes where necessary to ensure gaps in learning are addressed.
- Students are exposed to as wide a range of processes and techniques as possible in both KS3 and KS4, dependant on their time at Goldwyn Plus
- A seamless transition and progression between KS3 and KS4, with opportunities to practise, refine, develop and improve key skills and techniques with greater independence over time, linking carefully to attainment targets.
- Student learning is scaffolded and supported through the teaching of introductory projects, through developing and sustained projects as well as independent projects leading to autonomous learners.
- There is an increasing level of challenge and complexity of skills developed throughout the Key Stages.

Examinations:

It is anticipated that ALL pupils will have the opportunity to gain a qualification in Art best suited to their individual needs and skills. Those qualifications will include AQA GCSE Art and Design or AQA Unit Awards for bespoke areas of interest to individuals.

Art and Design Department: Long Term Plan

The Art and Design Long Term Plan reflects a key focus upon Knowledge, Skills and Understanding. It is anticipated that all pupils will have the opportunity to study for a formal qualification which addresses their needs, including AQA GCSE Art and Design options as well as AQA Unit Awards. 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.

Some students may require an individual programme catering for a bespoke or therapeutic needs and this will be accommodated as appropriate.

Term	1	2	3	4	5	6
Year 7	<p>Using a Camera</p> <ol style="list-style-type: none"> Parts of the camera and function Experimentation with camera and images Research photographer Take at least 20 photographs related to selected theme Download and share Photographs Manipulate a final image of choice using appropriate software <p>Key areas of study: techniques Photography</p> <p>Key areas of study: media Digital manipulation software, DSLR camera</p> <p>Art Elements</p>	<p>Manga Art</p> <ol style="list-style-type: none"> Mood board Research a Manga artist Select images of portraits for work Practice drawing in Manga style Draw four images of own Manga characters Produce final portrait of favourite portrait <p>Key areas of study: techniques Drawing/ Photography/ Mixed Media</p> <p>Key areas of study: media Pencil, pen, ink, digital manipulation software, DSLR camera, pastels, paint</p> <p>Art Elements</p>	<p>Art and Music</p> <ol style="list-style-type: none"> Title page Artist research page and discuss talk about the artist and his work Replicate work of artist using different medium Identify symbols and lines used in work. Link colour and mood ideas for own work. Use music as stimulus for own work on A1 or A2 paper. Apply colour to work <p>Key areas of study: techniques Painting/ Drawing</p> <p>Key areas of study: media Pencil, pen, soft pastels, watercolours, acrylic and poster paint, oil pastels</p>	<p>Aboriginal Art</p> <ol style="list-style-type: none"> Title page Mood board depicting Aboriginal Art Research into background of Aboriginal art, marks, symbols and colours Design a clay tile, using range of media Clay tile making Finishing off clay tile with decoration <p>Key areas of study: techniques 3D Sculpture/ Painting</p> <p>Key areas of study: media Pencil, coloured pencils, oil pastels, acrylic and poster paint, clay</p> <p>Art Elements • pattern • texture •</p>	<p>Art in the Environment</p> <ol style="list-style-type: none"> Mood board Visit to local area/ Folkestone Research artist of choice Gormley, Moore, Hepworth, Goldsworthy, Michael Craig-Martin, Claus Oldenburg. Create design for miniature sculpture for installation Produce miniature sculpture using media of choice Finishing techniques <p>Key areas of study: techniques 3D Sculpture/ Collage/ miniature installation</p> <p>Key areas of study: media Clay, wire, Modroc, paper and other</p>	<p>Graffiti and Urban Art</p> <ol style="list-style-type: none"> Mood board graffiti, urban, pavement artists Select artist of choice to research Reproduce work of artist Design own piece relating to artist of choice Produce final piece relating to own design Evaluate own piece and give suggestions of improvement <p>Key areas of study: techniques Painting/ Mixed Media/ Large scale piece</p> <p>Key areas of study: media Ink, poster and acrylic paint, chalk, oil pastels</p>

	<ul style="list-style-type: none"> • space (negative and positive) • form • texture • colour • line • pattern • composition 	<ul style="list-style-type: none"> • line • colour • shape • space • tone • composition 	Art Elements <ul style="list-style-type: none"> • line • colour • shape • space • tone • form • rhythm • pattern • composition 	<ul style="list-style-type: none"> line • form • colour • rhythm • space • shape • composition 	<p>appropriate 3D modelling forms, poster and acrylic paint</p> Art Elements <ul style="list-style-type: none"> • shape • form • space • texture • line • colour 	Art Elements <ul style="list-style-type: none"> • line • shape • space • colour • composition
Year 8	<p>Art basics – Elements of art</p> <p>Lesson Summary and breakdown</p> <ol style="list-style-type: none"> 1. What are the Elements & Principles of art? 2. Investigating Line 3. Tone 4. Negative Space 5. Pattern and Zentangles 6. Colour – primary, secondary and tertiary <p>Key areas of study: techniques Drawing/ Painting/ Mixed Media</p> <p>Key areas of study: media Pencil, pen, charcoal, ink, poster colours or watercolours</p> <p>Art Elements • line • tone • texture • space • pattern • rhythm • colour</p>	<p>Still Life – mini project using Elements of Art</p> <p>Lesson Summary and breakdown</p> <ol style="list-style-type: none"> 1. What is Still Life? 2. Creating a line drawing and photography 3. Tonal drawings 4. Building a 3D sculpture 5. Adding colour to sculpture 6. Finishing sculpture and evaluation <p>Key areas of study: techniques Drawing/ 3D Sculpture /Painting/Photography</p> <p>Key areas of study: media Pencil, pen, charcoal, ink, DSLR camera, digital manipulation software, clay, poster colours</p> <p>Art Elements • line • tone • shape • form • colour • texture</p>	<p>Colour Theory and Artists</p> <p>Lesson Summary and breakdown</p> <ol style="list-style-type: none"> 1. Colour Wheel – review and mixing colour 2. Primary Colours 3. Secondary/Tertiary Colours 4. Monochromatic Colour – Picasso, Guirnica 5. Anagulous / Harmonious Colours 6. Complementary Colours <p>Key areas of study: techniques Painting</p> <p>Key areas of study: media Poster colour, watercolours, pen, ink</p> <p>Art Elements • colour • shape • space • form • tone</p>	<p>History of art through Colour</p> <p>Lesson Summary and breakdown</p> <ol style="list-style-type: none"> 1. Modernism - Mondrian/primary 2. Cubism - Picasso/Monochrome 3. Impressionism - Monet 4. Fauvism - Derrain, Matisse 5. Abstract - Matisse cut-outs/Kandinsky 6. Own painting using one of the styles investigated <p>Key areas of study: techniques Painting/ Mixed Media/ Collage</p> <p>Key areas of study: media Poster colours, acrylic paint, watercolours, selection of different papers</p> <p>Art Elements</p>	<p>Pattern and Symmetry</p> <p>Lesson Summary and breakdown</p> <ol style="list-style-type: none"> 1. What is mark making? Types of mark making examples 2. Collection of examples of patterns - Man-made/natural 3. William Morris artist research and study 4. Jan Joyner research and study <p>Key areas of study: techniques Drawing/ Printmaking/ Mixed Media/ Painting/ Photography</p> <p>Key areas of study: media Pen, pencil, inks, watercolours, soft pastels, oil pastels, DSLR camera, digital imagery</p> <p>Art Elements • line • shape • space • colour • pattern</p>	<p>Pattern and Symmetry</p> <p>Lesson Summary and breakdown</p> <ol style="list-style-type: none"> 1. Marbling inks – link to study of Joyner using pastels 2. Pattern techniques – mirror, rotation, half drop, repeat, brickwork 3. Exploring patterns - leaf patterns, Radial pattern 4. Printmaking with poly tiles 5. Evaluating work <p>Key areas of study: techniques Drawing/Printing/ Painting/ Mixed Media/ Photography</p> <p>Key areas of study: media Pen, pencil, inks, marbling inks, watercolours, pastels - soft and oil, DSLR camera, digital imagery, poly tiles, printing inks</p>

	<ul style="list-style-type: none"> • composition 	<ul style="list-style-type: none"> • composition 		<ul style="list-style-type: none"> • colour • line • shape • space • tone • rhythm • composition 	<ul style="list-style-type: none"> • rhythm • composition 	Art Elements <ul style="list-style-type: none"> • line • shape • space • colour • pattern • rhythm • composition
Year 9	<p>Portraits</p> <p>Lesson Summary and breakdown</p> <ol style="list-style-type: none"> 1. What is a portrait? Types of. 2. Creating silhouettes 3. Line drawing portraits 4. Using photography to create portraits 5. Creating a Zentangle self- portrait 6. Proportions of the face 7. Adding shading and tonal values <p>Key areas of study: techniques Drawing/ Mixed Media/ Photography</p> <p>Key areas of study: media Digital manipulation software, DSLR camera, collage, pencil, pen, inks, charcoal</p> <p>Art Elements • line • shape • form</p>	<p>Portraits through art</p> <p>Lesson Summary and breakdown</p> <ol style="list-style-type: none"> 1. Alberto Giacommeti faces using collage 2. Grid methods – Chuck Close 3. Colour prints – Chuck Close 4. Distortion of features – Francis Bacon study 5. Using photography and other mediums to create a distorted portrait 6. Andy Warhol prints 7. Portrait through printing techniques <p>Key areas of study: techniques Collage/ Printing/ Paint/ Pastels/ Photography</p> <p>Key areas of study: media Range of paper, magazines, pencils, pens, poster paint, soft pastels, oil pastels, acrylic paint, poly tiles, printing inks</p>	<p>Mini-project - Identity</p> <p>Lesson Summary and breakdown</p> <ol style="list-style-type: none"> 1. Mind Map 2. Artist research on two portrait artists: Kahlo, Stefan Sagmeister, Lynn Skordal, Florian Nicolle Jodee Luna, Warhol 3. Responding to and analysing work of artists 4. Developing ideas for own work using selected artists work including experimentation with media 5. Plan ideas towards final piece – 3 examples 6. Final piece <p>Key areas of study: techniques Drawing/Painting/ Photography/Printing</p> <p>Key areas of study:</p>	<p>Landscapes & Perspective – the principles</p> <p>Lesson Summary and breakdown</p> <ol style="list-style-type: none"> 1. What is a landscape? 2. Creating depth – foreground, mid-ground and background 3. One point perspective 4. Two point perspective 5. Ariel views 6. Investigation of perspective in artists work – drawings (Van Gogh) 7. Perspective in own composition 8. Evaluation of work <p>Key areas of study: techniques Collage/ Drawing/ Textiles</p> <p>Key areas of study: media Range of papers, pencil,</p>	<p>Architects and Landscapes</p> <p>Lesson Summary and breakdown</p> <ol style="list-style-type: none"> 1. What is an architect and how does their work relate to art? 2. Visit to Folkestone to Creative Quarter - Burstin Hotel design 3. Research the work of an architect – Hundertwasser 4. Respond and analyse work of artist 5. Develop ideas towards a final brief using mixed media – 3 ideas 6. Final piece and Evaluation <p>Key areas of study: techniques Photography/ Drawing/ Painting/ Mixed Media/ 3D Sculpture</p> <p>Key areas of study: media Digital manipulation</p>	<p>Mini-project - Landscapes in Art</p> <p>Lesson Summary and breakdown</p> <ol style="list-style-type: none"> 1. Artist research on landscape artists of choice 2. Key features of work by – analysing 3. Studies of work using pencil, pastel and paint 4. View from a room/place of interest – plan an idea in the style of chosen artist 5. Final piece <p>Key areas of study: techniques Drawing/ Mixed Media/ Painting</p> <p>Key areas of study: media Digital manipulation software, DSLR camera, paints – oil, acrylic and poster, oil pastels, pen,</p>

	<ul style="list-style-type: none"> • pattern • space • tone • rhythm • composition 	Art Elements <ul style="list-style-type: none"> • line • colour • shape • form • space • composition 	media Pencils, pens, pastel, charcoal, poster paint, oil paints, soft pastels, oil pastels, acrylic paint, poly tiles, printing inks <p>Art Elements</p> <ul style="list-style-type: none"> • line • tone • shape • space • colour • texture • form • composition 	pens, variety of materials, wool and threads, paints – oil, acrylic and poster <p>Art Elements</p> <ul style="list-style-type: none"> • line • tone • shape • space • colour • texture • form • composition 	software, DSLR camera, paints – oil, acrylic and poster, oil pastels, pen, inks, pencil, clay <p>Art Elements</p> <ul style="list-style-type: none"> • line • shape • space • colour • tone • texture • pattern • composition 	inks, pencil <p>Art Elements</p> <ul style="list-style-type: none"> • line • tone • shape • space • colour • texture • form • pattern • composition
Year 10	Close Up - Component 1 Skills based project <ol style="list-style-type: none"> 1. Observational drawings 2. Use of elements of art 3. Development of media <p>Key areas of study: techniques Drawing/ Painting/ Mixed Media/ Wax resist/ Collage Photography/ Printmaking</p> <p>Key areas of study: media Pencil, pen, charcoal, inks, pastels, chalks, wax, colour wash, watercolour, Digital manipulation software, clay, DSLR camera,</p>	Food Art/Sweet Treats Component 1 Portfolio <ol style="list-style-type: none"> 1. Mind Map/Mood Board 2. Artist Research – 3 Artists 3. Artist Response <p>Key areas of study: techniques Drawing/Painting/Sculpture /Photography/Printmaking/Mixed media</p> <p>Key areas of study: media Pencil, pens, paints – acrylic, poster and watercolour, poly tiles, printing inks, selection of paper and fabrics, threads</p> <p>Art Elements</p> <ul style="list-style-type: none"> • colour • line • form 	Food Art/Sweet Treats Component 1 Portfolio <ol style="list-style-type: none"> 1. Artist Response 2. Observational drawing 3. Development of ideas <p>Key areas of study: techniques Drawing/Painting/Sculpture /Photography/Printmaking/Mixed media</p> <p>Key areas of study: media Pencil, pens, poly tiles, paints – acrylic, poster and watercolour, printing inks, selection of paper and fabrics, threads, Digital manipulation software, DSLR camera, pastels</p>	Food Art/Sweet Treats Component 1 Portfolio <ol style="list-style-type: none"> 1. Development of ideas 2. Development of media 3. Review/Refine ideas <p>Key areas of study: techniques Drawing/ Painting/ Sculpture/ Photography/ Printmaking/ Mixed media</p> <p>Key areas of study: media Pencil, pens, poly tiles, paints – acrylic, poster and watercolour, printing inks, selection of paper and fabrics, threads, Digital manipulation software, DSLR camera, pastels</p>	Food Art/Sweet Treats Component 1 Portfolio <ol style="list-style-type: none"> 1. Review/Refine ideas 2. Plan for Final Piece 3. Final piece <p>Key areas of study: techniques Drawing/ Painting/ Sculpture/ Photography/ Printmaking/ Mixed media</p> <p>Key areas of study: media Pencil, pens, paints – acrylic, poster and watercolour, poly tiles, printing inks, selection of paper and fabrics, threads, Digital manipulation software, DSLR camera, pastels</p>	Beside the Seaside Component 1 Portfolio <ol style="list-style-type: none"> 1. Visit to local beach Folkestone/ Margate/ Turner Contemporary Gallery 2. Mind Map/Mood Board 3. Artist Research 4. Artist Response <p>Key areas of study: techniques Drawing/ Painting/ Sculpture/ Installation/ Photography and the moving image/ Printmaking/ Mixed media</p> <p>Key areas of study: media Digital manipulation software, DSLR camera, pencil, pens, inks,</p>

	<p>fabrics & thread, poly tiles, printing inks</p> <p>Art Elements</p> <ul style="list-style-type: none"> • colour • line • form • tone • space • texture • pattern • shape • composition • rhythm 	<ul style="list-style-type: none"> • tone • space • texture • pattern • shape • composition • rhythm 	<p>Art Elements</p> <ul style="list-style-type: none"> • colour • line • form • tone • space • texture • pattern • shape • composition • rhythm 	<p>Art Elements</p> <ul style="list-style-type: none"> • colour • line • form • tone • space • texture • pattern • shape • composition • rhythm 	<p>Art Elements</p> <ul style="list-style-type: none"> • colour • line • form • tone • space • texture • pattern • shape • composition • rhythm 	<p>watercolours, poster and acrylic paints, selection of paper and fabrics, clay, wire</p> <p>Art Elements</p> <ul style="list-style-type: none"> • colour • line • form • tone • space • texture • pattern • shape • composition • rhythm
Year 11	<p>Beside the Seaside: Component 1 Portfolio</p> <ol style="list-style-type: none"> 1. Observational Drawing 2. Development of Ideas 3. Development of Media 4. Review <p>Key areas of study: techniques Drawing/ Painting/ Sculpture/ Installation/ Photography and the moving image/ Printmaking/ Mixed media</p> <p>Key areas of study: media Pencil, pens, inks, clay, wire watercolours, poster and acrylic paints, selection of paper and fabrics, DSLR camera, Digital manipulation software</p>	<p>Beside the Seaside Component 1 Portfolio</p> <ol style="list-style-type: none"> 1. Refine 2. Plan final piece 3. Completion of Final Pieces for Component 1 Portfolio <p>Key areas of study: techniques Drawing/ Painting/ Sculpture/ Installation/ Photography/ Printmaking/ Mixed media</p> <p>Key areas of study: media Digital manipulation software, DSLR camera, pencil, pens, inks, clay, watercolours, poster and acrylic paints, selection of paper and fabrics, wire</p> <p>Art Elements</p>	<p>Component 2 Externally Set Assignment</p> <ol style="list-style-type: none"> 1. Mind Map/Mood Board 2. Artist Research 3. Artist Response 4. Observational Drawing 5. Development of Ideas <p>Key areas of study: techniques Drawing/ Painting/ Sculpture/ Installation/ Lens/ Photography/ Printmaking/ Mixed media</p> <p>Key areas of study: media Media of own choice</p> <p>Art Elements</p> <ul style="list-style-type: none"> • colour • line • form • tone • space • texture • pattern • shape 	<p>Component 2 Externally Set Assignment</p> <ol style="list-style-type: none"> 1. Observational Drawing 2. Development of Media 3. Review 4. Refine 5. Plan final piece <p>Key areas of study: techniques Drawing/ Painting/ Sculpture/ Installation/ Lens/ Photography/ Printmaking/ Mixed media</p> <p>Key areas of study: media Media of own choice</p> <p>Art Elements</p> <ul style="list-style-type: none"> • colour • line • form • tone • space • texture • pattern • shape • composition • rhythm 	<p>Component 2 Externally Set Assignment</p> <p>Final Exam – 10 Hours Completion of Final Piece and other work for Component 2 – Externally Set Assignment</p> <p>Key areas of study: techniques Drawing/ Painting/ Sculpture/ Installation/ Lens/ Photography/ Printmaking/ Mixed media</p> <p>Key areas of study: media Media of own choice</p> <p>Art Elements</p> <ul style="list-style-type: none"> • colour • line • form • tone • space • texture • pattern • shape • composition • rhythm 	<p>External assessment of pupil work</p>

	Art Elements <ul style="list-style-type: none">• colour • line • form• tone • space • texture• pattern • shape• composition • rhythm	<ul style="list-style-type: none">• colour • line • form• tone • space • texture• pattern • shape• composition • rhythm	<ul style="list-style-type: none">• composition • rhythm			
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Updated September 2021