**ART CURRICULUM PLAN**

**KEY STAGE 3**

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1 & 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 1**  **Scheme of Work** | Landscapes | Clay  Container | Portraits | 2D & 3D  Insects | Sweet  Tooth |
| **Example of Tasks** | * exploring ideas about the environment to culminate in a landscape painting. * collect visual and other information by observing and recording features of the environment * use a variety of recording methods and techniques, such as photos, sketches, colour swatches and computer images * use knowledge and understanding of materials and processes to communicate a mood or feeling in the landscape * combine and organise shape, form, pattern and texture to suit their intentions * compare and comment on ideas, methods and approaches used in their own and others’ landscapes, and relate these to the context of the work | * working on craft and design for a purpose * working with clay to create their own decorative container * select visual and other information to help them develop ideas * manipulate materials, tools and techniques to develop and extend their ideas for a three-dimensional form * combine visual and tactile qualities and match these to their ideas and intentions * adapt and refine their work to reflect their own view of its purpose and meaning | * analyse and comment on portraits and other ideas and approaches to representing the human face * comment on similarities and differences between their own and others’ work * compare portraits and self-portrait ideas and approaches with their own work * make drawings of faces recording different light, shadow, tone space and shape * experiment with ways of representing facial proportions * develop their ideas; * combine and manipulate painting techniques to make a self-portrait drawing/ painting * adapt and refine their work to realise their own ideas and intentions. | * produce a personal response to the theme of insects * exploring shape, line, pattern, colour and symmetry * explore ideas and information they have researched or been presented with * respond by experimenting appropriately to develop their work * experiment with and combine materials and techniques effectively to communicate their ideas * produce a personal response to the theme of insects * exploring shape, line, pattern, colour and symmetry; compare * comment on ideas, methods and approaches in their own and others’ work * adapt and improve their own work, according to its purpose | * analyse and comment on pop art sculptures and other ideas and approaches to representing shape, form and space * compare sculpture ideas and approaches with their own * make drawings of objects to record different viewpoints * experiment with ways of representing familiar objects, and develop their ideas * combine and manipulate painting techniques to make a still-life painting, exploring shape, form and space * reflect on, adapt and refine their work to realise their own ideas and intentions to create a 3D sculpture based on their work. |

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1 & 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 2**  **Scheme of Work** | Sweet  Tooth | Portraits | Underwater  Art | Decorative  Tile | Hunterwasser |
| **Example of Tasks** | * investigating Pop Art through the theme of “Sweet Tooth” * analyse and comment on pop art sculptures and paintings * research the Pop art movement, different artists, their unique techniques and processes * comment on similarities and differences between their own and others’ work * experiment with ways of representing familiar objects through experimentation with painting techniques to make a still-life painting and a 3D sculpture * adapt and refine their work to realise their own ideas and intentions. | * analyse and comment on portraits and other ideas and approaches to representing the human face * comment on similarities and differences between their own and others’ work * compare portraits and self-portrait ideas and approaches with their own * make drawings of faces recording different light, shadow, tone space and shape * experiment with ways of representing facial proportions, and develop their ideas * combine and manipulate painting techniques to make a self-portrait drawing and painting * adapt and refine their work to realise their own ideas and intentions. | * investigating underwater art * how nature can inspire the artwork of various artists * explore how shape and colour can be organised and combined to create patterns for different purposes * collect visual information. * experiment with underwater themes and ceramic artistic approaches. * match visual and tactile qualities to their intentions * adapt and improve on their initial designs * develop these into a final piece. | * Discuss the form of the tiles and how shapes are arranged. * explore the work of contemporary craftspeople * make drawings in their sketchbooks of the tiles and patterns studied * annotate their work, commenting on distinctive features, * create designs for their own tiles. * Discuss the idea that each tile should be their personal response to the sources they have been shown. * use a variety of methods and approaches to communicate ideas, and to design and make a decorative tile. | * explore the work of Fredrich Hundertwasser and his architectural and decorative pieces * collect and record images that have meaning for them as well as collecting visual and other information for their work * experiment with and use their knowledge been of painting techniques * communicate ideas and experiences * compare and comment on ideas, methods and approaches in their own and others’ work * adapt and improve their own work, according to its purpose |

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1 & 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 3**  **Scheme of Work** | Aboriginal  Art | Optical  Art | Introducing  Clay | Exploring Formal Elements | Decorative  Tiles |
| **Example of Tasks** | * explore the art and craft of the Aboriginal peoples of Australia * explore ideas about journeys and creation stories in Aboriginal Art and culture * collect information about Aboriginal signs and symbols for their work * investigate lines, shapes, colours and textures to produce work on the theme of Aboriginal Art * combine a variety of painting, print-making and collage techniques to enhance their work * Comment on ideas, methods and approaches used in their own and the’ work of others | * explore Optical Art and Futurism * explore the relationships between shape, colour and pattern * research optical artists, their unique techniques and processes * experiment with and use their knowledge materials and processes to communicate ideas and meanings * comment on similarities and differences between their own and others’ work * adapt and improve their own work, according to its purpose * create an appropriate action plan for collaborating in the making of the final piece | * introduced to working with clay * explore shape, form, space and decoration * work from source material to help them with their work. * experiment with and combine materials and processes of design and make a three-dimensional * exploring forms which consist of a container which is personal to them * compare and discuss ideas, methods and ways of working in others' work * relating methods to their own ideas * adapt and improve their work as it progresses | * investigating the formal elements of art to develop their skill base * explore shape, form, space and decoration, through the formal elements, line, shape, colour, light shadow, shading and tone * work from source material to help them with their work * create their individual responses through experimentation and combine materials and processes * research the artist Frank Stella and create a collage influenced on his work * compare and discuss ideas, methods and ways of working in others' work * relating methods to their own idea * adapt and improve their work as it progresses. | * to collect visual and other information to help them develop their ideas about the roles and purposes of artists, craftspeople and designers working in different cultures * to record from first-hand observation * to explore ideas for decorative tiles * to investigate and combine visual and tactile qualities of materials and processes * apply experience of materials and processes, * explore different ways of elaborating on the basic form by adding materials * build a clay tile form using a combination of methods * control and create a visually interesting form that has meaning and is unique |

**Art and Design at Key Stage 4**

The GCSE course encourages students to develop:

* creative and imaginative powers, and practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design;
* investigate, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills;
* understanding of codes and conventions of art, craft and design and awareness of contexts in which they operate;
* knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

As part of the course pupils are expected to develop two, three or four units of coursework. A coursework unit should include preparatory work, sketch books, logs or journals related to the final piece(s) in the chosen area(s) of study. All assessment objectives must be met in the Coursework as a whole.

**Assessment Objectives**

Students will be required to demonstrate their ability to:

**AO1** record observations, experiences and ideas in forms that are appropriate to intentions;

**AO2** analyse and evaluate images, objects and artefacts showing understanding of context;

**AO3** develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses;

**AO4** present a personal response, realising intentions and making informed connections with the work of others

At the end of year 11 the GCSE Students take part in a examination where Students will be required to respond to **one** starting point in their chose option. A response to all assessment objectives is required. Starting points will be set by AQA. Students are provided with a preparatory period of 4 weeks, followed by 10 hours of supervised time. Students will be expected to develop their own work to resolve their investigations, producing a final piece or pieces based upon preparatory studies and research