

Art and Design: Phase 5 (Y12 - 13)

Outcomes

"The aim of Art is to represent not the outward appearance of things, but their inward significance." – Aristotle

The biggest priority up to the end of Phase 5 is that pupils are able to fuel and express their own creativity through the development of ideas and by refining their skills in their specialist area. They should have a range of work throughout the 2 units, so if Art College is a goal then they have a comprehensive portfolio. Highly successful students will look for opportunities outside the classroom (e.g. life drawing classes, etc)

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> The creative process is wide, varied, and different for everyone and all routes are valid. Art is a personal commentary on areas/ issues of personal significance and/or interest. The very definition of Art is up for debate. <p>Subject-specific Knowledge</p> <ul style="list-style-type: none"> A range of artistic techniques including: drawing, painting, collage, sculpture Personal knowledge of and around a specific skill set (drawing, painting, textiles, etc) The difference between Art, Craft and Design In depth subject-specific vocabulary <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none"> In depth understanding historical context of artists studied (e.g. Renaissance, the Vienna Secession, Pop Art) Personal links to Literature, music, world cultures and social/historical issues of interest as source material for development of ideas, as relevant to individual project 	<p>Develop Ideas</p> <ul style="list-style-type: none"> Develop ideas through sustained and focused investigations informed by contextual and other sources Demonstrate analytical and critical understanding Make links between their own work and the work of Artists <p>Review and Refine work</p> <ul style="list-style-type: none"> Develop skills in a range of media Evaluate and select appropriate resources, media, materials, techniques and processes Review and refine ideas as work develops How to analyse a work of art and use findings to inform own practice <p>Record Ideas in drawing and other forms</p> <ul style="list-style-type: none"> Record ideas, observations and insights relevant to intentions Reflect critically on work and progress <p>Produce a resolved final outcome</p> <ul style="list-style-type: none"> Present a personal and meaningful response that realises intentions Where appropriate, makes connections between visual and other elements Make connections between own art and intent (e.g. design and client, fine art and consumer)

Art and Design: Phase 4 (Y9 - 11)

Outcomes

*"Creativity is allowing yourself to make mistakes,
Art is knowing which ones to keep." - Scott Adams*

The biggest priority for Phase 4 is that pupils have the chance to explore a range of media and processes in depth and are able to make informed decisions about their own work.

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> All art is a product of its historical context. The creative process from beginning to end (idea – development – experimentation – planning – resolution). Art is personal and reflects the interests of the artist. Individual style is developed by responding to contextual research (e.g. the work of artists/designers). <p>Subject-specific Knowledge</p> <ul style="list-style-type: none"> Exploration of and experimentation with a wide range of artistic techniques including: drawing, painting, collage, sculpture, textiles Identification of personal skills and preference for media(s) The difference between Art, Craft and Design Detailed Subject-specific vocabulary <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none"> Links to historical context of artists studied Links to Literature, music, world cultures and social/historical issues of interest as source material for development of ideas 	<p>Develop Ideas</p> <ul style="list-style-type: none"> Develop ideas through sustained and focused investigations informed by contextual and other sources Demonstrate analytical and critical understanding Make links between their own work and the work of Artists How to analyse a work of art and relate to own concept <p>Review and Refine work</p> <ul style="list-style-type: none"> Explore a range of media Evaluate and select appropriate resources, media, materials, techniques and processes Review and refine ideas as work develops <p>Record Ideas in drawing and other forms</p> <ul style="list-style-type: none"> Record ideas, observations and insights relevant to intentions Reflect critically on work and progress <p>Produce a resolved final outcome</p> <ul style="list-style-type: none"> Present a personal and meaningful response that realises intentions Where appropriate, make connections between visual and other elements

Art and Design: Phase 3 (Y 6 - 8)

Outcomes

"Learn the rules like a pro, so you can break them like an artist" – Pablo Picasso

The biggest priority for Phase 3 is that pupils begin a formal training in the elements of art and have the chance to explore their own creativity through a range of media, processes and ideas.

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • Art is personal. • Worthwhile endeavours take time. • Creativity is about exploration and discovery – there are no ‘mistakes’. • Reflection is key to progression. • Formal elements of art drive creative decisions. <p>Subject-specific Knowledge</p> <ul style="list-style-type: none"> • The difference between Art, Craft and Design • Exploration of the Formal Elements (Line, tone, shape, colour, pattern, form) • Exploration of a wide range of artistic techniques including: drawing, painting, collage, sculpture, textiles and elements within those • Subject-specific vocabulary <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none"> • Artefacts from throughout History / how artists respond to world events • Quotes from English to fuel imagination, links to context, illustration, staging and set design, costumes, etc • Music • World cultures (e.g. African textiles, Islamic tiles, etc) • Social issues of interest 	<p>Develop Ideas</p> <ul style="list-style-type: none"> • Analyse and comment on own and others work • Appreciate how codes and conventions are used to express ideas in different genres, styles and traditions • Learn from taking creative risks to develop ideas <p>Review and Refine work</p> <ul style="list-style-type: none"> • Explore a range of media • Understand and use of materials and processes • Learn from taking creative risks with materials and processes • Relate own work to the work of others <p>Record Ideas in drawing and other forms</p> <ul style="list-style-type: none"> • Understand and use of Formal elements • Learn from taking creative risks to form ideas • Reflect and evaluate on work and progress (WWW/EBI) <p>Produce a resolved final outcome</p> <ul style="list-style-type: none"> • Create purposeful imaginative work • Combine materials, processes and Formal elements to realise intentions • Link their work to the work of artists

Art and Design: Phase 2 (Y 3 - 5)

Outcomes

"Every child is an artist. The problem is how to remain an artist as we grow up."

– Pablo Picasso

The biggest priority for Phase 2 is that pupils' individual creative voices are nourished and opportunities are provided to explore areas of interest through authentic (not prescriptive) art making opportunities. Most importantly, they should be excited about creativity and believe that their artistic expression is valid.

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • There are no 'mistakes'. • Artists are inherently curious about the world around us. <p>Subject-specific Knowledge</p> <ul style="list-style-type: none"> • Great artists, architects and designers in history. • Increasing awareness of different kinds of art, craft and design • Exposure to and experimentation in a wide range of materials and media • Subject-specific vocabulary <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none"> • Artefacts / cultures / civilisations relevant to History curriculum • Illustration, puppetry to tell stories • Music - e.g. action painting/ Jackson Pollock/ Miro • Age-appropriate topical issues, e.g. personal hygiene, bullying, healthy eating 	<p>Develop Ideas</p> <ul style="list-style-type: none"> • Learn about great artists, architects and designers in history. <p>Review and Refine work</p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Techniques</p> <ul style="list-style-type: none"> • Improve their control and their use of materials • Creatively explore materials • Experiment with ideas and techniques • Increasing awareness of different kinds of art, craft and design. <p>Record Ideas in drawing and other forms</p> <ul style="list-style-type: none"> • Create sketch books to record their observations • Use sketchbooks to review and revisit ideas <p>Produce resolved work</p> <ul style="list-style-type: none"> • Pose and answer a question of personal relevance

Art and Design: Phase 1 (Y - 2)

Outcomes

"Art is as natural as sunshine and as vital as nourishment" – MaryAnn E. Kohl

The biggest priority for Phase 1 is that pupils' individual creative voices are nourished and encouraged. They should experience authentic art making opportunities. Most importantly, they should be excited about what they want to create and believe that they are "good at art".

Key Knowledge Pupils will know:	Key Skills Pupils will be able to:
<p>Key Threshold Concepts</p> <ul style="list-style-type: none"> • Art is a way to express your thoughts, feelings and ideas. • Art encompasses a wide variety of media and techniques – painting, sculpture, textiles, ceramics, design, animation, graphics etc. • Art is fun! <p>Subject-specific Knowledge</p> <ul style="list-style-type: none"> • The work of a range of artists, craft makers and designers • Increasing awareness of different kinds of art, craft and design • How to experiment with a wide range of materials and media • Subject-specific vocabulary <p>Cross –Curricular Knowledge</p> <ul style="list-style-type: none"> • History – artefacts / cultures / civilisations • Illustration, puppetry to tell stories • Music - e.g. action painting/ Jackson Pollock/ Miro • Age-appropriate topical issues, e.g. personal hygiene, bullying, healthy eating • Fine motor skills 	<p>Develop Ideas</p> <ul style="list-style-type: none"> • Pose a question of personal significance • Explore ways to realise intentions <p>Review and Refine work</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Engage in self-assessment (2 stars and a wish) <p>Record Ideas in drawing and other forms</p> <ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Produce resolved work</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products <p>Feedback</p> <ul style="list-style-type: none"> • Respond to feedback given by teacher and peers • Comment constructively on the work of peers