

Art and Design Learning Journey Year 7 to Year 11



Post-16





LEAVING





Final piece- pupils work from plan and create a final piece experimenting alongside to build on portfolio

Externally set task: pupils to choose from 12 starting points to generate ideas. Pupils analyze and work in the style of artists suggested in the exam paper. They plan a piece of work to be executed in a 10 hour exam. Teachers make an initial power point with images to inspire- work around contextual to create concepts witch will be represented visually. Consolidation of all the skills, knowledge and methods learned in the 5 years.



Further Work Unit- cyanotype, ceramics workshop, charcoal, painting (blending acrylics) Indian inks and bleach educational visits and/or resident artist workshops. School of Jewellery. Embroidery. Artists- Vittoria Villasana, Blossfeldt, Alice Ballard, Ian Murphy Unit 1- Identity

Skills: Painting, Acrylic, water colours, inks

Drawing- gridding, graphite transfer pencil shading (see pervious years) Knowledge: Artist 1 Terry Bradley- Artist 2- pencil drawing artist to choose between Janelle Macain, Iain Mcarthur in-depth artist analysis using the same writing frame as previous years. Identity-generation of ideas to be represented visually and through mind mapping, thumbnail sketching, annotation.

Unit 1- Identity

Skills- skills will depend on the chosen artist (see below) Knowledge: Pupils have a variety of artists to choose from with mixed media, painting, drawing techniques- preparation for exam unit method in which pupils have to select appropriate media. Possible contemporary artists:

Ekaterenina Koroleva, Jane Beata, Florian Nicolle, Agnes Cecille, Olga Noes, Shepard Fairey (boys H), Julian Hopie (L- Boys) Rinat Shingareev ((H, Boys), Thomas C Fedro (L), Diego Fazio (H), JD Hillberry (Boys), Kelly Ryan (very experimental mixed media) Nick Gentry (boys-very experimental mixed media)



POP ART (more in depth study from y7)

Skills. Painting, drawing, graphite transfer, gridding (see year 7) colour blending in a gradient,

Photoshop- developing a digital image, layering photographs

Knowledge: contextual Roy Lichtenstein (historical) analysis Thomas C Fredo (contemporary) /alternative artist depending on pupils' preference Shauno (contemporary) James Rosenquist for digital manipulation.

Skills: drawing from observation, photography, graphite transfer(see term 1), pencil shading developing an idea- planning artwork as a skill, Drawing and watercolours painting (mixed media to include pencil crayons)

Photoshop skills- using the stamp tool.

Knowledge:

The surrealist movement

Redmer Hoekstra (contemporary) analysis

Vladimir Kush



Pencil shading-photorealistic skills.

Printing: Monoprint

Polystyrene reduction print

Introduction to lino print (depending on cohort)

Knowledge and contextual (analysis and response) Blossfeldt

William Morris

Photoshop skills

Using filters to develop own designs and changing background

(from y7 recap)



Skills: Drawing (pencil shading recap then charcoal) construction lines, gridding (See y7) painting: using acrylic (scaled up from block paints in y7) blending acrylics, mixing paints, skin tones,

Contextual and Knowledge: tribal art and African masks,

Photoshop- (layering recap from y7) adding text, manipulating light and contrast.



YEAR



Baseline- Pop Art Project- Patrick Caulfield

Skills acquisition: Painting in flat colours and shading according to a light source. Drawing using construction lines.

Knowledge: Contextual- artist analysis-

Understanding that Pop art became popular due to the post ww2 lifestyle.



Skills: Colour mixing, painting, drawing, contouring, typography, gridding Basic photoshop skills- Layering and changing colour to a background, saving work, sending work (email and Teams) Knowledge: Contextual (artist analysis)

colour theory.

The work of Van Gogh link to impressionism (historical). Marcia Baldwin Abby Diamond (contemporary artist)- animal drawing in an impressionist style.



WELCOME

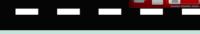
Y7 Baseline Pop art project and colour theory.

Y8 Natural **Forms and Art** History

Y9 Pop Art project and Surrealism

Year 10- Further work Project. Identity

Year 11- Exam Unit from January.





- **Artists analysis**
- **Contextual knowledge (Historical)**
 - **Artist response**
 - **Drawing and Painting**
 - Sculpture
 - **Printing**
 - **Digital Media Photography**

ASSESSMENT & PROGRESS IN **Art and Design**

- Self and peer assessment.
- Formative assessment (Live marking)
- Summative assessment end of project.
- Q&A- DNA

KS4

All of the above plus: Mock exams GCSE 10 hour exam.

Course work