Art & Design

Subject Intent

The Art department at DBA ensured that students appreciated all forms of Art and understand its power and purpose to enrich our human existence by:-

- Teaching pupils how to produce creative work, exploring their ideas and recording their experiences.
- Learning techniques to become increasingly proficient in drawing, painting, sculpture and other art, craft and design processes.
- Enabling pupils to review, evaluate and analyse creative works using the language of art, craft and design.
- Learning about great artists, craft-makers and designers, and understanding the historical and cultural development/purpose of their art forms.

Five Year Plan

Year 7			
	Cycle 1 - Abstraction	**Cycle 2- Portraiture**	**Cycle 3- Architecture**
Content	Understanding what is Abstract Art? Critical and contextual study of Wassily Kandinsky (making comparisons to the work of Jackson Pollock and Beatriz Melhaze). Colour theory and mixing Compositional rules- rule of thirds, balance & contrast. Visual elements – Line, colour, shape, tone, pattern, space & texture.	Exploring portraiture through the historical lens of modernist art styles and other historical and cultural approaches to portraiture. Proportions of the face Pencil tone application creates form. Mixed media portrait	Pupils will investigate what is Architecture and what inspires architects? Natural form/ Art Nouveau Critical sources – Barry Berkus, Antoni Gaudi, Frank Gehry, Hundertwasser & Zaha Hadid. Ceramic hand-building methods Decorative methods i.e. mosaic.
Skills	Colour theory and mixing colours using watercolour paints. Application of mixed media & layering. Composition -Rule of thirds, balance & contrast. Critically analysing artworks using subject specific language.	Understanding rules of proportion in drawing a portrait. Learning about 4 styles of modern art and applying them to a celebrity portrait. Increasing proficiency in using 2D wet and dry media.	Observational drawing of 3D natural forms. Blueprint Building design Joining clay- slip and score method. Hand building clay – coil, slab and pinch methods.
Progression	Understanding colour theories analogous and complementary. Successful application of paint using colour tone & graduation.	Equipping pupils with critical knowledge to create an original yet informed response, drawing on approaches used by artists, designers and craftspeople across time and cultures. Creating artwork which develops a personal style.	Linking architectural styles and personal investigations into designing a 3d model of a building. Using architectural styles to develop decorative features such as mosaic.
Link to KS4	Theorical Knowledge of art history/genres.	Creating a personal, informed, and meaningful outcome.	Practical knowledge of 3D clay processes and techniques.

Year 8			
	Cycle 1 – Graffiti Art	**Cycle 2 – Surreal landscapes**	**Cycle 3- Mexican Art**
Content	Typography & Graphic Art Graffiti Art Tag formation in *Wildstyle* 3D Cardboard letter construction Artists – Banksy, Paul Curtis, Rude Kids, Sine Missione, Aleck Cruz… Historical/ cultural context of graffiti art and its purpose	Composition of a landscape. Historical, cultural and characteristics of Surrealism. One point perspective. Painting depth. Artists -Paul Nash, Salvador Dali, Slip …	Pattern and symbols in Mexican art Numeracy -Symmetry SMSC - Day of the dead *Calveras*- Sugar skull Design 2D/3D Nicho Boxes Artist – Frida Kahlo, Jose Guadalupe Posada, Diego Rivera
Skills	Learn how to draw graffiti font styles – Bubble block and wild style. Drawing for different purposes. 3D construction of a complex tag. Understand the visual characteristics of graffiti letters- fades, drips, arrows, kicks, highlights, shadows serifs, extensions and *'add ons'*. Acrylic paint techniques- fade, splatter, masking.	One point perspective drawing. Understanding how artists draw ideas from Primary and secondary sources to develop imagery of dreams, myths, and fantasy landscapes. Watercolour paint techniques– wash, layering, blending and . Painting depth. Digital collage/ Photomontage/ collage.	Drawing a 2D symmetrical design of a sugar skull using line, shape, colour tone, and pattern. 2D/3D card construction of Nicho box Transfer drawing method. Decorative embellishment methods.
Progression	Design 3D letter using components and characteristics of *wildstyle* lettering. Construct a 3D letter from card and apply colour theory in selecting colours to add decoration. Develop a personal style or theme within the design. Share own opinions debate on graffiti as an artform or is it a form of vandalism?	Understanding how artists exploit the rules of scale and perspective to give the illusion of space and distance. Developing personal themes within radical Landscape theme i.e. climate change, uncanny, dreams and nightmares.	Creating a Nicho box, inter-leaving skills learnt in cycle 2. Adapting found materials, making visual links with the characteristics of Nicho boxes i.e. creating architectural features like arches or columns. Developing spiritual understanding through learning about beliefs, feelings, values and appreciate different and respect diverse perspectives.
Links to GCSE/BTEC	Learn about the characteristics, properties, and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to develop their own creative intentions.	Developing and recording personal investigations and ideas around a theme, preparing for externally set exam questions/ brief. B1: Generating ideas for art and design work	Developing appreciation of Craft skills in Art Craft and design. Students will develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures

			They will acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.
Year 9			
	Cycle 1-2 Tim Burton project.	**Cycle 2-3- *Close ups***	
Content	Characteristics of Gothic art & design Tim Burton analysis Character design Model building Creating a narrative through story sequencing Gothic landscapes Animation & storyboard creation	Working to a brief to design a print artwork, Under the microscope- aesthetic imagery from natural world Macro & micro photography Abstraction- Organic form -Pattern, textures & line Grid enlargement drawing, Close up / rule of thirds 3 colour reduction printing Critical analysis-Sarah Graham Still- life: Photorealism/ Hyperrealism Colour theory – tints/shade/saturation	
Skills	Introduction to Tim Burton Learn how to make effective artist research pages Portraiture Figure drawing Character Design Polymer clay model creation from wire armature to clay Clay modelling Clay decoration Mixed media & found media	Paper marbling Block printing method Observation drawing 2D Media:- Oil/chalk pastel, Colouring pencil, Watercolour paint, Acrylic paint… Observational drawing Grid enlargement drawings Using a viewfinder to select parts of imagery.	
Progression	Researching into gothic style costumes, landscape and Architecture. Planning a narrative sequence for the character design. Creating a digital storyboard	Applying artists ideas to own personal intentions. Develop a creative idea to present work. Develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries. Using own photographs to select own compositions. Applying composition rules- rule of thirds More refinement and proficiency in media	
Link to KS4	Develop critical understanding through investigative, analytical, experimental, practical, technical, and expressive skills Acquire and develop technical skills through working with a broad range of media,	Analysis of artist's work Experimentation, Refinement, and selection of media. Recording ideas through drawing. Graphic Communication/ Fine art	

	materials, techniques, processes and technologies with purpose and intent. Creating a personal informed and meaningful outcome. develop and refine ideas and proposals, personal outcomes or solutions with increasing independence		
Year 10 BTEC- L1/2 Art & design practice			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content & skill	**A: Use investigation and experimentation processes in art and design practice** Learners will research a range of practitioners, using primary and secondary sources. They will develop their understanding of art and design practice through investigation and experimentation, exploring how practitioners use materials, techniques and processes to find creative solutions and communicate with audiences. **A1 Investigating art and design practice** **The use of research to develop understanding of art and design practice, including:** Existing art and design work, e.g. materials, processes and techniques, intention/purpose, significance. Historic and contemporary practitioners and associated working practices. Audience needs, e.g. tastes, trends, hobbies, habits, lifestyles, social groups & behaviours. Understanding others' experiences. Identifying creative problems. Identifying common themes and approaches. Identifying attributes or unique selling points (USPs). **Research sources for investigation:** Primary sources & secondary sources ● Art and design investigation methods relevant to a specialist area, such as: o recording through drawing, photography, writing, collecting	**B2 Visually communicate art and design ideas** **The use of techniques to communicate ideas and intentions**: presenting inspirational sources that are relevant to intentions. Visualising intentions using appropriate formats, e.g. mood boards, colour palettes, mind maps, sketching, annotations. Visualising initial ideas in appropriate forms, e.g. rough, tests, maquettes, sketches, models, storyboards. Supporting visuals with information. **C: Develop practical skills through application and review** Learners will develop practical skills through exploration of materials, techniques and processes. They will practise and review these skills relevant to their own creative intentions to develop and improve their work. **C1 Practical skills development** **Applying health and safety practice such as:** Work and protective wear, tidy workspaces, safe practice with materials and tools, Following rules and regulations, protecting the environment. **Exploring materials relevant to own creative intentions, such as:** Media, e.g. clay, fabric, paper, board, foam, plaster, ready-made objects, paint, ink, charcoal, graphite, pastel, digital media Connections, surfaces, e.g. paper types, card, canvas, fabric, metal, digital screen, laminate… **Developing skills through traditional, digital or experimental specialist materials and techniques in one or more of the following areas relevant to own creative intentions**:	**Learning outcome D: Record and communicate skills development Learners will use methods of recording to document and communicate the development of their skills and creative work.** **D1 Recording own work and processes** ● Documenting and staying organised: o formats for work, e.g. folders, sketchbooks, worksheets. Keeping records of activities and processes using appropriate methods, e.g. photography, scanning, annotation, samples Looking after own work through safekeeping and storage. **D2 Communicating development of skills and work** Exploring different methods of communication: digital or traditional portfolios. Considering presentation, such as: Clear and organised approaches to communicating Key points in the process are referenced and in a logical order Images are clear and show qualities of work Writing is clear and supports visual work Layout and composition of pages or worksheets are clear o use of organising details such as lines, titles, colours, layout or fonts. **C Present a response to a brief** **C1 Reviewing work based on requirements of the brief** ● **Review:** fitness for purpose, e.g. clarity of message, ease of use, accessibility, appropriateness audience expectation, e.g. what the audience expects in comparison to the quality of the actual work

	o sensory interaction through looking, listening, feeling texture, form o reading, discussing, note taking and using art and design terminology. **A2 Experimenting with art and design practice** **Exploring art and design media, materials, techniques and processes:** o formal elements & design principle o frame and composition, e.g. rule of thirds, golden ratio, grids, perspective, direction o properties of materials, techniques and processes: traditional, digital, experimental. **Responding to the work of others practically:** o exploring similar materials, techniques and processes o working in a similar style, e.g. abstract, figurative, experimental, functional… o exploring related themes or concepts applying research and practical investigation to visually communicate ideas.	o 3D and product techniques, digital and graphic techniques, print, design, textiles, collage, assemblage, modelling, drawing and mark-making techniques. **C2 Improving work through development and review** Applying industry development approaches relevant to work: o 3D and product, e.g. visualisation, mock-up, working prototype, editing/manipulation, printing, outputting o illustration, e.g. observation, rough/sketch/drafting, sampling, creating, editions, retouching. Using ongoing review and practise of skills for development and refinement such as learning from mistakes through trial and error, identifying strengths and development needs and setting targets. Improvement of skills through testing different techniques for different purposes and combining materials, techniques and processes.	how well work relates to the audience, e.g. materials, techniques and processes. **C2 (external exam prep)** **C2 Presenting own work** ● Presenting development and final response in a portfolio: o digitising work through photography or scanning and software. o showing key stages of the project, e.g. initial ideas, materials and techniques tests, review stages, final response ● Presenting intentions through images and annotation, such as changes in direction, creative decisions, management of constraints & justifying changes. ● Showing the final response.
Progression	Students develop greater mastery of media and processes. Learning how to develop artwork from a sustained theme PSA comp 1 .	Learners will understand how to generate creative ideas working from a thematic starting point which will prepare them for component 2	This will pre teach the skills needed to complete Component 2 – Externally set Exam
Link to A-Level	Explore and select appropriate media, materials, techniques and processes reviewing and refining work as it develops	prepares students for personal investigation. Develop ideas through sustained and focused investigation	Component 1 PSA task4
Year 11 BTEC C1 – (Sept – Jan) C2 (Feb- May)			
	Cycle 1- C1	**Cycle 2&3 - C2** COMPONENT 2: RESPONDING TO A BRIEF	

Content	**Component 1 continued** **C Present a response to a brief** **C1 Reviewing work based on requirements of the brief** **● Review:** fitness for purpose, e.g. clarity of message, ease of use, accessibility, appropriateness audience expectation, e.g. what the audience expects in comparison to the quality of the actual work how well work relates to the audience, e.g. materials, techniques and processes. **C2 (external exam prep)** **C2 Presenting own work** ● Presenting development and final response in a portfolio: digitising work through photography or scanning and software/ showing key stages of the project, e.g. initial ideas, materials and techniques tests, review stages, final response ● Presenting intentions through images and annotation: changes in direction, creative decisions, management of constraints & justifying changes. ● Showing the final response.	**A Demonstrate understanding of the requirements of a brief Looking at the brief as a creative challenge and producing a response to the demands and constraints of the brief.** **A1 Interpreting a brief** ● Understanding the brief- informing ideas through researching relevant work and inspiration/ looking at relevant organisations and products/ defining demands and constraints, e.g. style, function, purpose/ defining the audience, e.g. age, race, gender, income, occupation, location/ identifying the work that needs to be created and creative opportunities/ planning, e.g. time, materials, tools, costs. **A2 Considering constraints and intentions** ● Creative constraints, technical requirements of the final response, e.g. format, material, purpose/ available materials and resources/ feasibility of own ideas/ standing out from similar work. ● Personal intentions: personal skills development/ building on own strengths. **B1 Working with the brief** ● Organisation skills: identifying priorities/ setting targets/ using planning tools and technology. ● Preparing for a project: health and safety/ checking resources and facilities are adequate/ checking plans, measurements and methods/ taking measures to safeguard work and having a contingency, e.g. backing up data, anticipating issues, creating multiples, planning alternatives. **B2 Applying a creative process through different disciplines** ● Applying industry approaches relevant to a project:3D and product, e.g. visualisation, mock-up, working prototype, final prototype/ digital and graphic, e.g. visualisation, digitising, information organisation/layout, testing on stock/screen, outputting/ fashion and textiles, e.g. illustration, pattern design/cut, sample, toile, construct, finishing, live model, adjustment/ photography, e.g. planning, studio/location, lighting, staging/documentary, editing/manipulation, printing, outputting rough/sketch/drafting, sampling, creating, edition, retouching. ● Consider constraints of the brief by: o working within the constraints of the brief: selecting the most appropriate tests in relation to the brief / using suitable materials and techniques for the audience /addressing quality issues, e.g. technical, finish, function. **C1 Reviewing work based on requirements of the brief** ● Review: o fitness for purpose, e.g. clarity of message, ease of use, accessibility, appropriateness/ audience expectation, e.g. what the audience expects in comparison to the quality of the actual work/ how well work relates to the audience, e.g. materials, techniques and processes. **C2 Presenting own work** ● Presenting development and final response in a portfolio: digitising work through photography or scanning and software/ showing key stages of the project, e.g. initial ideas, materials and techniques tests, review stages, final response/ stages of refinement using images and/or annotation/ presentation, e.g. structure, layout, organisation, style, clarity. ● Presenting intentions through images and annotation/ changes in direction/ creative decisions/ management of constraints/ justifying changes. ● Showing the final response, e.g. details, different angles, details of texture and materials.

Progression	Students develop greater mastery of media and processes. Learning how to develop artwork from a sustained theme PSA component 1 .	Learners will understand how to generate creative ideas working from a thematic starting point which will prepare them for component 2	This will pre teach the skills needed to complete Component 2 – Externally set assignment.
Link to GCSE / A-Level	Component 1 PSA task1 A-LEVEL/ BTEC L3 Explore and select appropriate media, materials, techniques and processes reviewing and refining work as it develops.	Component 1 PSA task 2/3 A-level – prepares students for personal investigation. Develop ideas through sustained and focused investigation.	