

Art Subject Intent

Dixons Broadgreen Art department ensures that students appreciate 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 evaluate and analyse creative works using the language of art, craft and design
- Learning about great artists, craft-makers and designers, and understand the historical and cultural development of their art forms

Five Year Plan- No ks5 currently.

Year 7			
	Cycle 1 - Abstraction	Cycle 2- Portraits- Icons	Cycle 3- Architecture
Content	<p>Understanding what is Abstract Art?</p> <p>Critical and contextual study of Wassily Kandinsky, Jackson Pollock and Beatriz Melhaze.</p> <p>Colour mixing</p> <p>Rules and principles of Composition</p> <p>Visual elements – Line colour shape tone pattern texture.</p>	<p>Exploring portraiture through the historical lens of modernist art styles and other historical and cultural approaches to portraiture.</p> <p>Self-portrait – pencil tone</p> <p>Celebrity mixed media Portrait</p>	<p>Pupils will investigate what is Architecture and what inspires architects?</p> <p>Natural form/ Art Nouveau</p> <p>Critical sources -Antonio Gaudi/ Frank Gehry/Hundertwasser.</p> <p>Ceramics</p> <p>Mosaic</p>
Skills	<p>Colour theory and mixing colours.</p> <p>Composition -Rule of thirds</p> <p>Critically analysing artworks using subject specific language.</p>	<p>Understanding rules of proportion in drawing a portrait.</p> <p>Learning about 4 styles of modern art and applying them to a celebrity portrait.</p> <p>Increasing proficiency in using 2d wet and dry media.</p>	<p>Observational drawing of 3d natural forms.</p> <p>Blueprint Building design</p> <p>Joining clay- slip and score method.</p> <p>Hand building clay – coil/slab and pinch methods.</p>
Progression	<p>Understanding colour theories analogous and complementary.</p> <p>Applying paint using colour tone /graduation.</p>	<p>Equipping pupils with critical knowledge to create an original response, drawing on approaches used by artists, designers and craftspeople across time and cultures.</p> <p>Creating artwork which develops a personal style.</p>	<p>Linking architectural styles and personal investigations into designing a 3d model of a building.</p> <p>Using architectural styles to develop decorative features such as mosaic.</p>
Link to GCSE	Theoretical Knowledge of art history/genres. A01	Creating a personal, informed, and meaningful outcome. A04	Practical knowledge of 3d clay processes and techniques. A02
Year 8			
	Cycle 1 – Urban Art	Cycle 2 – Surrealist landscapes	Cycle 3- Mexican Art
Content	<p>Typography/ Graphic Art</p> <p>Graffiti art</p>	<p>Surrealist landscapes</p> <p>Artists -Paul Nash, Edward Burra, Lawrence Lowry, Henri Rousseau,</p>	<p>Pattern and symbols in Mexican art</p> <p>Numeracy -Symmetry</p>



	<p>Tag signature</p> <p>3D Cardboard letter construction</p> <p>Artists - Aleck Cruz, Keith Haring</p> <p>Historical & cultural context of graffiti art</p>	<p>Peter Kennard, Salvador Dali, Vladimir Kush, Slip – French collage artist.</p>	<p>SMSC - Day of the dead</p> <p>Sugar skull Design</p> <p>2d/3d Nicho Boxes</p> <p>Artist – Frida Kahlo/ Joseph Cornell</p>
Skills	<p>Learn how to draw graffiti font styles – Bubble block and wild style.</p> <p>Drawing for different purposes- techniques to draw a 3d letter.</p> <p>Understand the visual characteristics of graffiti letters- fades, drips, arrows, kicks, highlights, shadows serifs, extensions and add on's.</p> <p>Acrylic paint techniques- fade, splatter, masking.</p>	<p>1 point and 2-point perspective drawing.</p> <p>Understanding how artists draw ideas from Primary and secondary sources to develop imagery of dreams, myths, and fantasy landscapes.</p> <p>Watercolour paint – wash and layering.</p> <p>Digital collage/ Photomontage/ collage.</p>	<p>Drawing a 2d symmetrical design of a sugar skull using line, shape, colour, and pattern.</p> <p>2d/3d card construction of Nicho box</p> <p>Transfer drawing method.</p>
Progression	<p>Design 3d letter using components and characteristics of wild style lettering.</p> <p>Construct a 3d letter from card and apply colour theory in selecting colours to add decoration.</p> <p>Develop a personal style or theme within the letter design.</p> <p>Share own opinions debate on graffiti as an artform or is it a form of vandalism?</p>	<p>Understanding how artists exploit the rules of scale and perspective to give the illusion of space and distance.</p> <p>Developing personal themes within radical Landscape theme ie climate change, uncanny, dreams and nightmares.</p>	<p>Creating a cardboard 3d Nicho box interleaving skills learnt in cycle 2.</p> <p>Adapting the shape of a box to make visual links with the characteristic shapes of Nicho boxes ie creating architectural features like arches or columns.</p> <p>Developing spiritual understanding through learning about beliefs, feelings, values and appreciate different and respect diverse perspectives.</p>
Links to GCSE/BTEC	<p>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. GCSE A01/A02/A03/A04</p> <p>BTEC LO-A,B,C,D</p>	<p>Developing and recording personal investigations and ideas around a theme, preparing for externally set exam questions. A03</p> <p>B1: Generating ideas for art and design work</p> <p>A01/A02/A03/A04</p> <p>BTEC LO-A,B,C,D</p>	<p>Developing appreciation of Craft skills in Art Craft and design.</p> <p>Students will develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures</p> <p>They will acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.</p> <p>A01/A02/A03/A04</p> <p>BTEC LO-A,B,C,D</p>
Year 9 – Transition to KS4			
	<p>Cycle 1 Induction and Tim Burton project.</p>	<p>Cycle 2- Continuation Tim burton – animation / digital story board</p>	<p>Cycle 3- Still-life – Wrapped</p> <p>Induction 3 week to GCSE Skills.</p>



Content	6 -week Induction to skills and techniques and processes in art, craft, and Design. 6 weeks Tim burton Model design	Narrative- story sequencing Gothic landscapes Animation/ storyboard	Critical research -Sarah graham Photorealism Still- life Photography composition- Closeup / rule of thirds Colour theory – tints/shade/saturation
Skills	Skills techniques and processes workshops Introduction to Tim Burton Learn how to make effective artist research pages. Portraiture Figure drawing Character Design Plasticine model creation	Miniature set design/backdrop Digital photoshoot – stop frame animation/ digital story board. Digital Editing Evaluation	2D Media – Oil/chalk pastel Colouring pencil Watercolour paint Acrylic paint Observation drawing Grid enlargement drawings Using a viewfinder to select parts of imagery. Photography Technique- closeup, blur and focus
Progression	Researching into gothic style costumes, landscape and Architecture.	Using digital software to edit animation Planning a narrative sequence for the character design. Creating a digital storyboard	Using own photographs to select own compositions. Applying composition rules- rule of thirds More refinement and proficiency in media
Link to GCSE / A-Level	A01 – develop critical understanding through investigative, analytical, experimental, practical, technical, and expressive skills A02- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.	A04- Creating a personal informed and meaningful outcome. develop and refine ideas and proposals, personal outcomes or solutions with increasing independence	A01- Analysis of artist’s work A02 – Experimentation, Refinement, and selection of media. A03- Recording ideas through drawing. Graphic Communication/ Fine art
Year 9 – Carousal – Under the microscope (7 lessons cycle)			
	Cycle 1-3		
Content	Working to a Brief to design a print artwork Under the microscope Petri dish imagery Abstraction Organic form/ Pattern/ Texture/ line		



	<p>Grid Enlargement drawing</p> <p>3 colour polystyrene print.</p>	
Skills	<p>Block printing method</p> <p>Grid enlargement</p> <p>Observation drawing</p> <p>Paper marbling</p>	
Progression	<p>Applying artists ideas to own personal intentions.</p> <p>Develop a creative idea to present work.</p> <p>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.</p>	
Link to GCSE /btec I2 / btec I3	<p>Students will become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques</p> <p>A01/A02/A03/A04</p> <p>BTEC LO-A,B,C,D</p> <p>A1: Skills Development (405 GLH) A1.1 Explore and develop investigation skills for informing ideas A1.2 Explore and develop problem solving skills A1.3 Explore and develop creative technical skills A1.4 Explore and develop professional skills and behaviours A1.5 Explore and develop communication skills A2: Creative Project (135 GLH) A2.1 Inform ideas in response to a creative brief A2.2 Apply problem solving skills in response to a creative brief A2.3 Apply technical skills in response to a creative brief A2.4 Demonstrate professional skills and behaviours in response to a creative brief A2.5 Apply communication skills in response to a creative brief</p>	



Year 10– BTEC Component 1 - landmarks Transition to KS5

	Cycle 1	Cycle 2	Cycle 3
Content	<p>Topics –</p> <p><u>1.Induction- Distorted Portrait</u></p> <p>(Still – life imagery - option for religious beliefs)</p> <p>Colour theory</p> <p>Acrylic paint / 2 d dry media</p> <p>Artist research page chuck close</p> <p><u>2.Nov- April BTEC Component 1</u></p> <p><u>Pearsons Set Assignment</u></p> <p><u>Task1 -</u></p> <p>Analysis of theme- landmarks</p> <p>Artist research</p> <p>Development drawings from primary and secondary sources.</p> <p>Landmarks – site visit photography walking tour</p>	<p>Task 2 – Ideas generation Based on your investigation into the theme Further student led selections of artists and designers.</p> <p>Development pages for the brief.</p> <p>Recording experimentation with materials, techniques and processes.</p> <p>Task 3 – Development and creation students will develop a final outcome(s) for the brief landmark.</p> <p>Task 4 – Digital Presentation / actual presentation and selection of work. Presented work in a logical format which shows the strengths and qualities of your creative response.</p>	<p>May / June upload and moderation of work.</p> <p>Prepare students skills for component 2 assessment.</p> <p>Pre teach how to complete component 2 externally set Pearsons task.</p> <p>Use sam papers for component 2 for mock exam/ppe1</p> <p>Brief Botanical Gardens is a beautifully landscaped park with expertly planted gardens and glass houses showcasing species of native and exotic plants, trees and flowers from around the world. Botanical Gardens is holding a special event to celebrate Biomimicry, to raise awareness of how nature inspires art and design. Botanical Gardens would like to promote this event through a range of products and artwork targeting an audience of young people aged 14–18 years.</p> <p>Botanical Gardens requires designs for specific briefs: • A decorative or wearable accessory • A page to promote the event on the Botanical Gardens website • A poster or banner to promote the event in the park • A textile to be used for clothing or display • A piece of 2D or 3D art or design work to exhibit at the event • An illustration for use on the website</p>
Skills	<p>Grid Enlargement drawing Pencil tonal.</p> <p>Colour theory</p> <p>Chuck close – Research page</p> <p>Component 1 – Task 1</p> <p>Researching Landmarks</p> <p>Investigation into Practitioners techniques and processes.</p> <p>Primary and secondary drawings exploring Landmarks</p>	<p>Initial artist research- lucy banks, Ian murphy , john piper</p> <p>Observation drawings from primary and secondary sources</p> <p>Design principles/composition</p> <ul style="list-style-type: none"> - Cropping, angled, closeup <p>Experimentation with relevant 2d techniques and media.</p> <ul style="list-style-type: none"> - Mixed media drawing working with prepared surfaces - Mono/lino print - Collage and transfer processes <p>Presentation – layouts /mounting annotation.</p> <p>Digital presentation of work</p>	<p>Learners will develop work: ideas generation, research, experiments, tests and refinement</p> <p>They will learn to select and use appropriate materials and techniques for the brief</p> <p>They will develop skill in review and manage the process: progress, intentions, materials, techniques, requirements of the brief.</p> <p>Produce a final outcome response to the design brief.</p>



Progression	Students develop greater mastery of media and processes. Learning how to develop artwork from a sustained theme landmarks 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 Exam
Link to GCSE / A-Level	Btec LO A1 A2 B1 B2 C1 C2 D1 Component 1 PSA task1 ALEVEL Explore and select appropriate media, materials, techniques and processes reviewing and refining work as it develops BTEC L3	Btec LO A1 A2 B1 B2 C1 C2 D1 Component 1 PSA task2/3 A-level – prepares students for personal investigation. Develop ideas through sustained and focused investigation A01/A02/A03/A04 BTEC L3	Btec LO A1 A2 B1 B2 C1 C2 D1 Component 1 PSA task4 ALEVEL A01/2/3/4. BTEC L3

Year 11- AQA GCSE ART,CRAFT & DESIGN Transition to KS5			
	Cycle 1	Cycle 2	Cycle 3
Content	Sea life theme sculpture Component 1 evidence – 3d Working to a design brief to create a sea themed sculpture. Sustainable Recycled Environmental Observation drawing 3D processes and techniques Eco-sculpture Ceramics 3d Processes and techniques – plaster/found materials/clay/paper Consolidation of personal direction with work Final 3d Sculpture	Component 2 – Externally set exam Exam paper issued Jan Preparatory period 10 hour controlled exam	End of course External moderation aqa Sample display
Skills	Mind map – sea -life Critical sources- Stephanie Kilgast/Courtney Mattison Experiments with materials - Plaster/ Paper / wire/ found media/clay Observational studies sea life – drawings exploring texture and marking. Artist research pages – sculpture materials. Recording natural form and development drawings.	Recording initial ideas 8 Week Preparation covering ;- Critical and contextual research Developing ideas from sources Observational drawing and recording through annotations Experimentation with media 10 hour Final outcome - Exam	



	<p>Research into sculptural forms Recording Journey of work as it progresses.</p> <p>Critical and contextual investigation to support and inform ideas.</p> <p>Experimentation with media and then selection and refinement of those media decisions in a final outcome.</p> <p>Developing models and prototypes of final idea.</p> <p>Creating a final Sea sculpture</p> <p>Evaluation of work</p>		
Progression	<p>Students develop an informed meaningful and personal final outcome.(A04)</p> <p>Students will have made their final sculptures link to artists researched and a concept linked to the clients brief. This prepares students for a future creative career paths.-</p>	Students learn to work with a deadline and under exam conditions. This prepares students for A- level.	
Link to A-Level	<p>A-Level – A01/A02/A03/A04</p> <p>L3 Btec National Art and design Practice</p>	<p>A-level – prepares for external set assignment.</p> <p>L3 Btec National Art and design Practice</p>	
Year 12/13 A- level Art and design/ L3 Btec National Art and design Practice			
	Cycle 1	Cycle 2	Cycle 3
Content			
Skills			
Progression			
Link to			

