

## Long Term Curriculum Plan – ADT – Art & Design

### Art Craft & Design

Within Art, Craft and Design we strive to ensure that a student experiences an education that is creative and challenging. One which allows and encourages experimentation and risk taking both individually and collectively. Students will be purposefully engaged in developing their own 'Visual Language'. There will be a culture of reflection and a desire to improve within an inspiring, safe and enjoyable environment.

- To become proficient in drawing, painting, sculpture and other Art Craft and Design techniques
- To encourage students to produce creative work which explores, records and reflects on ideas and experiences in their own and others' lives
- To know about a range of artists, craft makers and designers and understand historical and cultural development of their Art forms
- To achieve well and to prepare students for future study
- To realise the relevance of Art Craft and Design in our modern culture whilst raising awareness of career choices and engendering a love of the subject
- To evaluate and analyse their own and others creative works using the language of Art Craft and Design



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	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 7</b>	<p><b>Baseline Test</b></p> <p>Formal elements: <b>Tone/form/mark making</b> Learning the basic elements of art, focusing on pencil skills initially. Understanding composition.</p> <p>Assessment 1 Tone, form, mark making and composition</p>	<p><b>Colour theory</b></p> <p>Formal elements: <b>Colour</b> wheel knowledge Paint mixing skills Colouring pencil application</p> <p><b>Assessment 2</b> Line drawings of coral with washes inspired by Lisa Berkshire and Kristina del Bano.</p>	<p><b>Printmaking</b></p> <p>Poly block Mono prints Imprinting into clay</p> <p>Assessment 3 Construction of clay tile and imprinting on to them</p>	<p><b>Kwakiutl</b></p> <p>Learning about the Kwakiutl culture Chalk piece transfer Design ideas</p> <p>Assessment 4 Kwakiutl mask idea</p>	<p><b>Kwakiutl</b></p> <p>Students will explore construction and joining techniques using cardboard. Students will learn how to apply paper mache.</p> <p>Assessment 5 Construction of the frame.</p>	<p><b>Kwakiutl</b></p> <p>Using knowledge of Kwakiutl pattern, students will decorate using paint and refining with pen.</p> <p>Assessment 6 Completed Kwakiutl mask</p>
<b>Year 8</b>	<p><b>Perspective</b> Baseline test Assessment 1 Learning to draw one and two-point perspective</p> <p>Prior knowledge of pencil work, tone shape and space developed</p> <p><i>Line, shape, space, form, tone, composition</i></p>	<p><b>Reverse perspective</b> Assessment 2 Studying the work of Patrick Hughes students will learn about reverse perspective and create a 3D outcome. Applying knowledge and skills of perspective, line, shape, tone, form, colour and space.</p>	<p><b>Architecture</b> Assessment 3 By studying architecture and working with 3D materials, students will design and make an architectural model.  (Choose GCSE options this term)</p>	<p><b>The Big Issue</b> Assessment 4 Mark making with words Exploring tone to create form using words. Develops skills and embeds knowledge in shape, colour, form, composition and tone.</p>	<p><b>Surreal Animals</b> Assessment 5 Surreal recycled animal sculptures. The project will develop skills and knowledge of drawing, painting and mixed media. This will lead into 3D techniques that will be explored and developed to create a 3D surreal animal sculpture</p>	<p><b>Surreal Animals</b> Assessment 6 Surreal recycled animal sculptures continued... Individual outcomes will encourage students to develop creative thinking and investment in their work</p>
<b>Year 9</b>	<p><b>Clay/3D</b> Masks Assessment 1</p> <p>Clay knowledge and skills Tiki Masks research Developing presentation skills</p>	<p><b>Clay/3D</b> Masks Assessment 2</p> <p>Tiki mask continued 3D modelling materials Face casting</p>	<p><b>Clay/3D</b> Masks Assessment 3 Student theme masks continued</p>	<p><b>Architecture</b> Ian Murphy Assessment 4 <b>Recording</b> Students will explore mark making to create observational drawings There will be a focus on developing sketchbook skills and gaining knowledge of annotation and analysis.</p>	<p><b>Architecture</b> Lucy Jones Assessment 5 <b>Contextual studies &amp; experimentation</b> Contextual sources: Students will explore the work of other artists, respond to them practically and through written analysis.</p>	<p><b>Architecture</b> Assessment 6 <b>Developing an outcome/s</b> Students will learn to develop an outcome based on what they have learnt throughout the project. Students will present ideas and a personal response of their own choosing relating to the theme Architecture.</p>

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Year 10	<p><b>Animals AO1-3</b> Assessment 1</p> <p>A project that covers AO1-3 Students will explore drawing and painting, gaining knowledge and skills with experimental workshops and a focus on how to create successful presentation in different formats.</p>	<p><b>Animals AO1-4</b> Assessment 2</p> <p>Students will develop knowledge and understanding of appropriate contextual sources and recording in different ways to meet the assessment criteria.</p>	<p><b>Animals AO1-4</b> Assessment 3</p> <p>Mock exam 10 hours Students will plan and complete a final outcome for this project. They will develop knowledge, techniques and skills in a variety of appropriate materials.</p>	<p><b>Skulls AO1-3</b> Assessment 4</p> <p>A focus on experimental drawing techniques using ink, biro, pencil Mono print, and dry point etching techniques will be taught and students will experiment with them to create a series of prints.</p>	<p><b>Skulls AO1-3</b> Assessment 5</p> <p>Photography techniques will be explored to record a skulls still life. Students explore ways of presenting their work creatively, including analytical annotations.</p>	<p><b>Skulls AO1-3</b> Assessment 6</p> <p>Presentation techniques will be developed and a focus on how to analyse contextual sources. Students review and refine their work for submission in their portfolio.  Trip to London galleries July 2024</p>
	Year 11	<p><b>NEA 1 Identity/distortion</b>  <b>Identity &amp; Distortion AO1-3</b> Students will explore mark making to create observational drawings. There will be a focus individual artist research, understanding of appropriate contextual sources</p>	<p><b>NEA 1 Identity/distortion</b>  Assessment 1  - focus on development of ideas leading to the 10 hour coursework exam</p>	<p><b>NEA 2</b> Exam project 40% Set by AQA</p>	<p><b>NEA 2</b> Exam project 40%  Assessment 2</p>	<p><b>NEA 1</b> Portfolio review 60%  Assessment 3  Review of year 9 and 10 work, portfolio selection. Individual feedback and targets.</p>

Sixth Form roadmap	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p><b>A taught course aimed at laying the foundations for future developments.</b> <b>Transition assessment week 4</b>  <b>8 weeks</b> Students are introduced to a number of different ways of working including: Sculpture Photography Observation/Drawing Painting Presentation</p>	<p><b>AO2</b> <b>Assessment 1</b>  <b>Team painting challenge</b> will be set to help students develop communication, team work, planning and time management skills. They will be on a large scale and be displayed in school once complete.</p>	<p><b>AO1-3</b> <b>Assessment 2</b>  <b>Theme: Experimentation and development focusing on drawing and Printing.</b> Students prepare a workbook which includes examples of observational studies and exploration of critical/contextual material. Students are asked to respond to their own chosen theme.</p>	<p><b>AO1-3</b>  <b>Theme: Students will explore their theme through 3D sculpting and modelling.</b>  Build and sculpting techniques will be taught and observational drawing skills a focus, translating into a 3D form.  <ul style="list-style-type: none"> <li>• Casting</li> <li>• Moulding</li> <li>• Modelling</li> </ul> </p>	<p><b>AO1-4</b> <b>Assessment 3</b>  <b>Personal projects</b> <b>NEA 1</b> Students embark fully on their independent project, teacher become tutor in support of techniques, materials, concepts and context. Students lead the direction of their project. Weekly targets set on Teams: one note</p>	<p><b>AO1-4</b> <b>Assessment 4</b>  <b>Review of the personal project</b> The written element will be proposed and started this term. Lesson to support this element will be planned. Personal study (3000 words) proposals completed in July</p>

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<p><b>Year 13</b></p>	<p><b>NEA 1</b></p> <p><b>Initial review of personal project and summer work. AO1-4</b>                  Development of personal project                  Focus on personal study (3000 words)                  First draft due November</p>	<p><b>NEA 1 Assessment 1</b></p> <p><b>Development of personal project. AO1-4</b>                  Second draft December                  Final draft January                  CW exam 10 hours                  Teacher weekly targets will continue to guide and support students</p>	<p><b>NEA 1 Assessment 2</b></p> <p><b>Personal project</b>                  Final hand in 1<sup>st</sup> February 2024                  Receive NEA 2 exam paper same day.</p>	<p><b>NEA 2 Assessment 3</b></p> <p><b>Exam paper released 1<sup>st</sup> February</b></p>	<p><b>NEA 2</b></p> <p><b>Exam days 10<sup>th</sup> – 12<sup>th</sup> May</b></p> <p><b>Review of portfolio Intervention</b>                  Individual targets and support</p>	<p>Study leave</p>
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