

# Long Term Curriculum Plan

## Subject – Art & Design

### Art Curriculum Vision Statement

Here at Talbot House, we aim to teach Art and Design in a very fun, creative and relevant way. We aim to ensure that all of our children are engaged, inspired and challenged throughout each of the carefully planned topics that have been tailored to individual groups within school.

Art stimulates creativity, imagination and inventiveness. It also gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences. It fires their imagination! During the artistic process pupils will also develop resilience through an understanding of the frustrations and inconsistencies that will arise while developing ideas and skills, but will be given the freedom to experiment and devise solutions to problems independently.

In Art pupils should feel comfortable enough to communicate what they see, feel and think in a nurturing environment. They should experiment with their ideas, their use of colour, texture, form, pattern and different materials and processes, enabling them to continue to develop and secure their skill base and become proficient in drawing, painting, sculpture and other art, craft and design techniques.

<b>Lessons per week group 1 &amp; 2</b>	<b>3</b>
<b>Lessons per week group 3</b>	<b>2</b>
<b>Lessons per week group 4</b>	<b>2</b>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1&2	<p><b><u>AQA GCSE Art &amp; Design</u></b></p> <p><b>Skills:</b> <i>Students must demonstrate the ability to:</i></p> <ul style="list-style-type: none"> <li>• <i>develop their ideas through investigations informed by selecting and critically analysing sources.</i></li> <li>• <i>apply an understanding of relevant practices in the creative and cultural industries to their work.</i></li> <li>• <i>refine their ideas as work progresses through experimenting with media, materials, techniques and processes.</i></li> <li>• <i>record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.</i></li> <li>• <i>use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:</i> <ul style="list-style-type: none"> <li>▪ <i>media</i></li> <li>▪ <i>materials</i></li> <li>▪ <i>techniques</i></li> <li>▪ <i>processes</i></li> <li>▪ <i>technologies</i></li> </ul> </li> <li>• <i>use drawing skills for different needs and purposes, appropriate to context.</i></li> <li>• <i>realise personal intentions through sustained application of the creative process.</i></li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <i>Students should be introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study.</i></li> <li>• <i>Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources.</i></li> <li>• <i>Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry.</i></li> <li>• <i>Students must develop the knowledge and understanding as specified below through sustained practical application of skills to realise personal intentions.</i></li> </ul>					

- Students must learn how sources inspire the development of ideas. For example, drawing on:
- the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures.
- contemporary and/or historical environments, situations or issues.
- other relevant sources researched by the student in the chosen qualification title and area(s) of study.
- the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including:
  - colour
  - line
  - form
  - shape
  - tone
  - texture
- 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 students' own creative intentions and chosen area(s) of study.
- the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.

**A01 – Develop ideas through investigations, demonstrating critical understanding of sources.**

**A02 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes**

**A03 – Record ideas, observations and insights relevant to intentions as work progresses.**

**A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.**

<p><b><u>AQA GCSE Art &amp; Design Movement</u></b></p> <p><b>Context/Knowledge:</b> Movement can be found all around us. There is natural movement like humans dancing or playing sport, animals running, flying or swimming or seas and rivers moving with the tides. Also, mechanical movement such as vehicles and machines. Movement has been explored by various artists using a range of artistic medium and techniques.</p> <p><b>Keywords:</b> Line, shape, colour, value, form, space, texture, tone, realistic, abstract, natural, organic, irregular, sculpture, paint, sketch, embellish, elaborate, decorate,</p> <p><b>Suggested artists:</b> Eadweard Muybridge, Giacomo Balla, Umberto Boccioni, Marcel Duchamp, Wassily Kandinsky, Bridget Riley, Victor Vasarely, Nicola Henley, Sally McKay, Georg Meyer Wiel</p>	<p><b><u>AQA GCSE Art &amp; Design Reflection</u></b></p> <p><b>Context/Knowledge:</b> The topic of reflection can be interpreted literally by exploring images which show reflections in mirrors, glass or water etc. Alternatively, it can be explored from a more abstract perspective by looking at self-reflection or reflecting on a particular time or event.</p> <p><b>Keywords:</b></p> <p><b>Suggested artists:</b></p>	<p><b><u>AQA GCSE Art &amp; Design The world around us</u></b></p> <p><b>Context/Knowledge:</b> The world around us is a broad</p> <p><b>Keywords:</b></p> <p><b>Suggested artists:</b></p>	<p><b><u>AQA GCSE Art &amp; Design Memory</u></b></p> <p><b>Context/Knowledge:</b> .</p> <p><b>Keywords:</b> Embellish, elaborate, decorate,</p> <p><b>Suggested authors:</b></p>	<p><b><u>AQA GCSE Art &amp; Design Still Life</u></b></p> <p><b>Context/Knowledge:</b> Still life is a broad term in art that can include many subjects. Anything that doesn't move on its own - any inanimate object - can be used in still life art. Artists have been inspired by still life throughout history and it is still a popular theme today.</p> <p><b>Keywords:</b> imagine, sketch, build, create, nature, 3D, model, themed</p> <p><b>Suggested artists:</b></p>	<p><b><u>AQA GCSE Art &amp; Design Landscapes</u></b></p> <p><b>Context/Knowledge:</b></p> <p><b>Keywords:</b> Texture, tone, realistic, natural, organic, irregular, sculpture, paint, sketch</p> <p><b>Suggested artists:</b></p>
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<p>3</p>	<p><b>AQA Unit Award Level one 117992 Producing work in the style of Andy Warhol</b></p> <p><b>Skills:</b></p> <p><b>Context/Knowledge:</b> Pop art is an art movement that started in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture. While the name of the artistic movement "Pop Art" and the artists who created it (Andy Warhol, Roy Lichtenstein &amp; Richard Hamilton etc.) may be new to you some of the imagery from popular culture used in the artworks should be familiar.</p> <p><b>Keywords:</b></p> <p><b>Suggested artists:</b> Andy Warhol, Roy Lichtenstein, Robert Rauschenberg, Richard Hamilton</p>	<p><b>AQA Unit Award Level one 117150 Creating art based on research of a still life artist</b></p> <p><b>Skills:</b></p> <p><b>Context/Knowledge:</b> Still life is a broad term in art that can include many subjects. Anything that doesn't move on its own - any inanimate object - can be used in still life art. Artists have been inspired by still life throughout history and it is still a popular theme today.</p> <p><b>Keywords:</b></p> <p><b>Suggested artists:</b></p>	<p><b>AQA Unit Award Level one 117919 Making a leaf-shaped diva out of clay</b></p> <p><b>Skills:</b></p> <p><b>Context/Knowledge:</b> Earthenware clay divas are a traditional oil light that is still used all over Asia. Sometimes called a butter lamp as the pot uses ghee as a fuel for the cotton wick to burn and give off light. The diva is native to India and is still used in many religions and religious festivals.</p> <p><b>Keywords:</b></p> <p><b>Suggested artists:</b></p>	<p><b>AQA Unit Award Level one 117610 A study of Hockney photography</b></p> <p><b>Skills:</b></p> <p><b>Context/Knowledge:</b> David Hockney was famous for his unique style of photography. In the 1980s, he began making photograph collages, he used Polaroid photos and soon 35mm prints in colour. Hockney cleverly composed a patchwork of images when joined together they gave a cubist feel. With this technique, he has made landscapes and portraits, such as <i>Pearl Blossom Highway</i> and <i>Kasmin</i>.</p> <p><b>Keywords:</b></p> <p><b>Suggested authors:</b></p>	<p><b>AQA Unit Award Level one 74777 Developing a painting or drawing of a landscape</b></p> <p><b>Skills:</b></p> <p><b>Context/Knowledge:</b> Landscape painting is a well-known type of art that often shows a scene from nature, such as the countryside. Landscape paintings may include people or animals, but the focus is the scenery. Some landscape paintings include buildings or scenes from a city. These are known as cityscapes.</p> <p><b>Keywords:</b></p> <p><b>Suggested artists:</b></p>	<p><b>AQA Unit Award Level one 116547 Camera angles shots and movement in film</b></p> <p><b>Skills:</b></p> <p><b>Context/Knowledge:</b> Directors can achieve a lot of effects by carefully selecting shot sizes (wide, mid-shot &amp; close-up etc.) and camera angles (eye level, low &amp; high angle etc.) and moving the camera during filming can add even more meaning and emotion to a shot. There are seven main types of camera movement: zoom, pan, tilt, tracking, handheld, crane and aerial.</p> <p><b>Keywords:</b></p> <p><b>Suggested artists:</b></p>
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<p>4</p>	<p><b>AQA Unit Award Entry level 116547 Producing pop art style art work</b></p> <p><b>Skills:</b></p> <p><b>Context/Knowledge:</b> Pop art is an art movement that started in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture. While the name of the artistic movement "Pop Art" and the artists who created it (Andy Warhol, Roy Lichtenstein &amp; Richard Hamilton etc.) may be new to you some of the imagery from popular culture used in the artworks should be familiar.</p> <p><b>Keywords:</b></p> <p><b>Suggested artists:</b> Andy Warhol, Roy Lichtenstein, Robert Rauschenberg, Richard Hamilton</p>	<p><b>AQA Unit Award Entry level 113751 Designing and making a mosaic</b></p> <p><b>Skills:</b> Mosaic, pattern making,</p> <p><b>Context/Knowledge:</b> A mosaic is a pattern or picture created by putting together small pieces of stone, pottery, glass, tile or paper. Mosaics made by the ancient Romans, for example, were popular pieces of art and could often be found on the floors or walls of a range of public and private buildings.</p> <p><b>Keywords:</b> composite, mosaic, pattern, repeating, colour, geometric, archaic, classical, and Hellenistic</p> <p><b>Suggested artists:</b> Myron, Phidias, Polyclitus, Praxiteles, Scopas, and Lysippus (all sculptors), Parrhasius, Nikiforos Lytras, Nikolaos Gyzis</p>	<p><b>AQA Unit Award Entry level 105265 Clay mask making</b></p> <p><b>Skills:</b></p> <p><b>Context/Knowledge:</b> Africa possesses a long tradition of masking, and it is believed that masks were integral to their culture long before the first century B.C. The wide variety of uses for masks, which included rituals of myth, creation, and hero worship, as well as fertility rituals for increase, agricultural festivities, funerals or burials, ancestor cults, initiations, and entertainment, serves to prove that their usage has been extensive for hundreds of African tribes.</p> <p><b>Keywords:</b></p> <p><b>Suggested artists:</b> Willie Cole, Lynda Benglis, Calixte Dakpogan, Romuald Hazoumé, Man Ray</p>	<p><b>AQA Unit Award Entry level 117114 A study of Hockney photography</b></p> <p><b>Skills:</b></p> <p><b>Context/Knowledge:</b> David Hockney was famous for his unique style of photography. In the 1980s, he began making photograph collages, he used Polaroid photos and soon 35mm prints in colour. Hockney cleverly composed a patchwork of images when joined together they gave a cubist feel. With this technique, he has made landscapes and portraits, such as <i>Pearl Blossom Highway</i> and <i>Kasmin</i>.</p> <p><b>Keywords:</b> Photograph, exposure, aperture, shutter, frame, composition, collage, overlap,</p> <p><b>Suggested artists:</b> David Hockney, Jesse Treece, Nancy Spero</p>	<p><b>AQA Unit Award Entry level 119583 Producing cubist style art work</b></p> <p><b>Skills:</b> Develop knowledge and understanding of art history through research and evaluation, observational drawings, biro and ink drawings, painting</p> <p><b>Context/Knowledge:</b> Cubism is a modern style of art, which shows different viewpoints of subjects at once and does not create an illusion of depth in the canvas. This was a departure from the linear perspective used in European art traditions until that point. It got its name from paintings with many geometric and angular shapes, which a critic referred to as 'cubic oddities'.</p> <p><b>Keywords:</b> Tone, texture, line, depth, space, colour, form,</p>	<p><b>AQA Unit Award Entry level LE5324 Portraits</b></p> <p><b>Skills:</b> Develop knowledge and understanding of art history through research and evaluation, observational drawings, biro and ink drawings, painting</p> <p><b>Context/Knowledge:</b> A portrait is a representation of a person. A self-portrait is a portrait of the artist by the artist. A good portrait can draw the viewer in and reveal something about the subject's personality, instead of being only a good likeness.</p> <p><b>Keywords:</b> Tone, texture, line, depth, space, colour, form, shape, value, balance, contrast, proportion, rhythm, movement, unity, variety, realistic, abstract, paint, sketch</p> <p><b>Suggested artists:</b> Leonardo DaVinci,</p>
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