

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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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Baseline Test</p> <p>Portraits</p> <p>Formal elements Tone/mark making Portraits</p> <p>Learning the basic elements of art, focusing on pencil skills initially than moving into paint and colour theory skills.</p>	<p>Colour theory</p> <p>Assessment 2</p> <p>Formal elements</p> <p>Colour wheel knowledge Paint mixing skills</p>	<p>Fauvist portraits</p> <p>Assessment 3</p> <p>Formal elements</p> <p>Bringing together their portrait knowledge skills to combine with colour theory and paint techniques.</p>	<p>Gargoyles in clay</p> <p>Assessment 4</p> <p>Gargoyles Clay project</p> <p>Developing a design and creating it with clay, developing knowledge and skills of clay.</p>	<p>Architecture 3D</p> <p>Architecture models</p> <p>Students will explore architecture and cardboard joining techniques before developing a design.</p>	<p>Architecture 3D</p> <p>Assessment 5</p> <p>Architecture Models</p> <p>Continued</p> <p>Students will explore the qualities of cardboard to manipulate and build a 3D card model of a grand design.</p>
Year 8	<p>Pop Art</p> <p>oil/chalk pastel cupcakes</p> <p>POP ART. A project that explores colour, pastels, paint and sculpture. The artist influences will be the Pop art movement. Students will build on knowledge and skills of colour and paint from Year 7.</p>	<p>Pop Art</p> <p>Assessment 1</p> <p>Colour theory sculptures</p> <p>Colour theory in paint Students will build on their knowledge and skills from year 7. They will develop problem solving skills as well as gaining knowledge and understanding of 3D modelling using recycled materials.</p>	<p>Text Art</p> <p>Assessment 2</p> <p>Mark making with words</p> <p>Exploring tone to create form using words. Develops skills and embeds knowledge in shape, colour, form, composition and tone.</p> <p>(Choose GCSE options this term)</p>	<p>Text Art</p> <p>Assessment 3</p> <p>A3 artwork created from words</p> <p>Text Art cont. Individual outcomes motivate students and encourage high quality outcomes.</p>	<p>Surreal Animals</p> <p>Surreal recycled animal sculptures.</p> <p>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>Surreal Animals</p> <p>Assessment 5</p> <p>Surreal recycled animal sculptures continued... Individual outcomes will encourage students to develop creative thinking and investment in their work</p>
Year 9	<p>Clay/3D</p> <p>Masks</p> <p>Assessment 1</p> <p>Tiki masks – create a clay mask following research into the Tiki culture. Half masks – develop mod roc modelling skills, attachments, texture and application of colour to create texture. Students will have the opportunity to look at a</p>	<p>Clay/3D</p> <p>Masks</p> <p>Assessment 2</p> <p>Students are required to create a 3D mask in a material of their choice. They will display manipulation/modelling skills. In depth research into the subject they select. A range of ideas will be drawn beforehand to</p>	<p>Clay/3D</p> <p>Masks</p> <p>Assessment 3</p> <p>Students are required to create a 3D mask in a material of their choice. They will display manipulation/modelling skills. In depth research into the subject they select. A range of ideas will be drawn beforehand to</p>	<p>Architecture</p> <p>Ian Murphy</p> <p>Recording</p> <p>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>Architecture</p> <p>Lucy Jones</p> <p>Assessment 5</p> <p>Contextual studies & experimentation</p> <p>Contextual sources: Students will explore the work of other artists, respond to them practically and through written analysis.</p>	<p>Architecture</p> <p>Assessment 6</p> <p>Developing an outcome/s</p> <p>Students will learn to develop an outcome based on what they have learnt throughout the project. Students with present ideas and a personal response of their own choosing</p>

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	range of different half style masks.	show planning and intentions.	show planning and intentions. Trip to London galleries July			relating to the theme Architecture.
Year 10	<p>Animals AO1-3</p> <p>A project that covers AO1-3</p> <p>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>Animals AO1-4</p> <p>Assessment 1</p> <p>Students will develop knowledge and understanding of appropriate contextual sources and recording in different ways to meet the assessment criteria.</p>	<p>Animals AO1-4</p> <p>Assessment 2</p> <p>Mock exam 10 hours</p> <p>Students will plan and complete a final outcome for this project.</p> <p>They will develop knowledge, techniques and skills in a variety of appropriate materials.</p>	<p>Skulls AO1-3</p> <p>Assessment 3</p> <p>A focus on experimental drawing techniques using ink, biro, pencil</p> <p>Mono print, collagraph and dry point etching techniques will be taught and students will experiment with them to create a series of prints.</p>	<p>Skulls AO1-3</p> <p>Assessment 4</p> <p>Photography techniques will be explored to record a skulls still life.</p> <p>Students explore ways of presenting their work creatively, including analytical annotations.</p>	<p>Portraits AO1-3</p> <p>Assessment 5</p> <p>Paper manipulation and collage techniques.</p> <p>Photoshop distortion and Pop art style Julian Opie self-portraits will be explored.</p> <p>Trip to London galleries July 2024</p>
Year 11	<p>NEA 1 Identity/distortion</p> <p>Identity & Distortion AO1-3</p> <p>Students will explore mark making to create observational drawings. There will be a focus individual artist research, understanding of appropriate contextual sources</p>	<p>NEA 1 Identity/distortion</p> <p>Assessment 1</p> <p>- focus on development of ideas leading to the 10 hour coursework exam</p>	<p>NEA 2</p> <p>Exam project 40%</p> <p>Set by AQA</p>	<p>NEA 2</p> <p>Exam project 40%</p> <p>Assessment 2</p>	<p>NEA 1</p> <p>Portfolio review 60%</p> <p>Assessment 3</p> <p>Review of year 9 and 10 work, portfolio selection. Individual feedback and targets.</p>	Study Leave

Sixth Form roadmap	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p>A taught course aimed at laying the foundations for future developments.</p> <p>8 weeks</p>	<p>AO2</p> <p>Assessment 1</p> <p>Team painting challenge will be set to</p>	<p>AO1-3</p> <p>Assessment 2</p> <p>Theme: Experimentation and development</p>	<p>AO1-3</p> <p>Theme:</p>	<p>AO1-4</p> <p>Assessment 3</p> <p>Personal projects</p> <p>NEA 1</p>	<p>AO1-4</p> <p>Assessment 4</p> <p>Review of the personal project</p>

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	<p>Students are introduced to a number of different ways of working including:</p> <ul style="list-style-type: none"> • Photography • Observation/Drawing • Painting • Presentation 	<p>help students develop communication, team work, planning and time management skills.</p> <p>They will be on a large scale and be displayed in school once complete.</p>	<p>focusing on drawing and Printing.</p> <p>Students prepare a workbook which includes examples of observational studies and exploration of critical/contextual material.</p> <p>Students are asked to respond to their own chosen theme.</p>	<p>Students will explore their theme through 3D sculpting and modelling.</p> <p>Build and sculpting techniques will be taught and observational drawing skills a focus, translating into a 3D form.</p> <ul style="list-style-type: none"> • Casting • Moulding • Modelling 	<p>Students embark fully on their independent project, teacher become tutor in support of techniques, materials, concepts and context.</p> <p>Students lead the direction of their project.</p> <p>Weekly targets set on Teams: one note</p>	<p>The written element will be proposed and started this term. Lesson to support this element will be planned.</p> <p>Personal study (3000 words) proposals completed in July</p>
Year 13	<p>NEA 1</p> <p>Initial review of personal project and summer work. AO1-4</p> <p>Development of personal project</p> <p>Focus on personal study (3000 words)</p> <p>First draft due November</p>	<p>NEA 1 Assessment 1</p> <p>Development of personal project. AO1-4</p> <p>Second draft December</p> <p>Final draft January</p> <p>CW exam 10 hours</p> <p>Teacher weekly targets will continue to guide and support students</p>	<p>NEA 1 Assessment 2</p> <p>Personal project</p> <p>Final hand in 1st February 2024</p> <p>Receive NEA 2 exam paper same day.</p>	<p>NEA 2 Assessment 3</p> <p>Exam paper released 1st February</p>	<p>NEA 2</p> <p>Exam days 10th – 12th May</p> <p>Review of portfolio Intervention</p> <p>Individual targets and support</p>	<p>Study leave</p>