

CoDA Curriculum

Art & Design



Improving the life chances of all students

Students in Year 10 and 11 may study the following specification(s):

AQA Level 1/Level 2 GCSE (9-1) in Art and Design / Fine art

AQA Level 1/Level 2 GCSE (9-1) in Art and Design / Photography

AQA Level 1/Level 2 GCSE (9-1) in Art and Design / Graphic Communication (from September 2020)

Why study Art & Design?

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As students progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art & Design Curriculum INTENT Y7-9 (based upon the National Curriculum)

The Art & Design Curriculum aims to ensure that all students:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Students will be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Art & Design Curriculum INTENT Y10-11 (AQA)

GCSE ART & DESIGN will encourage and enable students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- 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
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design.

Students will be taught and assessed on their ability to...

AO1	Develop ideas through investigations, demonstrating critical understanding of sources.
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3	Record ideas, observations and insights relevant to intentions as work progresses.
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

CoDA ART & DESIGN Curriculum Year 7-9

	Autumn	Spring	Summer			
Y9	<p>TYPOGRAPHY -grid observational drawing Skills focus:</p> <ul style="list-style-type: none"> ○ Proportion ○ Tone ○ Detail ○ Texture <p>-cultural patterns around the world -real world links to industry, graphic design, advertising Media: Paper manipulation <i>Artist: TBC</i></p>	<p>Autumn project is subject to change through understanding of what is right for the pupils, work needs to be more challenging but yet accessible. Due to the nature of spring and summer projects that are of a more highly skilled process these projects are left to later in the year. Autumn project is based around real world experience- what pupils can gain from studying art and design. It will also become an introduction into the style of work in GCSE graphic communication.</p>	<p>JAPANESE ART -observational drawing-pencil Skills focus:</p> <ul style="list-style-type: none"> ○ Shape ○ Proportion ○ Tone ○ Detail ○ texture <p>Media: Watercolour techniques -Grid drawing fish- watercolour -bird watercolour Final piece: scroll-composition</p>	<p>Spring project is based around Japanese culture and style of art. Pupils specialise in watercolour, grid enlargement and compositional ideas, developing skills for GCSE art and design. These skills are then transferable to the summer project where to use a variety of new media- building skills for GCSE.</p>	<p>NATURAL FORMS -observational drawing-pencil Skills focus:</p> <ul style="list-style-type: none"> ○ tone ○ shape ○ detail ○ texture ○ proportion <p>Media: Pen on paper -white pencil on black -charcoal and calk -lino printing final outcome- real world link to industry</p>	<p>Final project is about skills building preparing for GCSE, experimenting with new media. Combings skills from previous years as well as learning new techniques such as lino printing. This once again in year 9 links to industry with a brief given as a starting point.</p>
Y8	<p>SELF PORTRAIT Observational drawings-facial features Skills focus:</p> <ul style="list-style-type: none"> ○ Tone ○ Shape ○ Line ○ Texture ○ Grid method-self-portrait <p>Media: Oil pastel techniques <i>Artist: Lucian Freud</i></p>	<p>Pupils start year 8 with observational drawing, learning misconceptions about facial features and proportion. They develop their knowledge of artists and take influence of that artist into their own self portrait. They develop drawing techniques such as grid enlargement and demonstrate this in their self-portrait.</p>	<p>CUBISM -Observational drawing-bottle -Personal object drawing Skills focus:</p> <ul style="list-style-type: none"> ○ Detail ○ Line ○ Shape ○ Tone ○ Texture ○ Proportion <p>Media: collage / pencil crayon Final piece: working in the style of Picasso-distorting sections- <i>Artist: Picasso</i></p>	<p>Continuing on with learning about historic artists, they explore the work of Picasso. They continue to develop their own style, learning from artists using their own images and objects. Pupils continue to develop their drawing skills through using formal elements. New technique is taught through distorting images. Development of media through collage and pencil crayon.</p>	<p>THE DARK ARTS -observational drawing Skills focus:</p> <ul style="list-style-type: none"> ○ Tone ○ Shape ○ Detail ○ Texture ○ Proportion <p>TRIP-Harry Potter studio tours-real world links to industry Media: 3D card/paper mache outcome (masks, props etc)</p>	<p>Real world experience developed through the next project and a trip to improve the life chances of all year 8 pupils. Showing how art can be used within the film industry. Developed skills in 3D as pupils create 3D props and masks. Cross curricula with Drama and textiles. Pupils progress into year 9 with developed skills in 3D building. Their understanding of new artists and styles has been improved. They have experimented with new media and understood more about studying art and design and what carrier paths this could take them in. Career and culture are the main outcomes for year 9 along with progressing skills that are transferable into GCSE.</p>
Y7	<p>FORMAL ELEMENTS -Baseline test: pencils overlapping -Timeline art history Skills focus:</p> <ul style="list-style-type: none"> ○ Tone ○ Texture ○ Shape/form ○ Pattern ○ Colour ○ Composition <p>Media: Watercolour Final piece: bringing all together</p>	<p>Pupils begin year 7 with a formal elements project exploring all the elements of art- this then combining into a final piece where they design their own outcome applying what they have learnt over the term to it.</p>	<p>BUILDINGS -Observational drawing- derby city buildings Skills focus:</p> <ul style="list-style-type: none"> ○ Shape ○ Texture ○ Tone ○ Perspective ○ Line <p>-Perspective shapes Media: cardboard structure Final piece: 2D LOW RISE <i>Artist: TBC</i></p>	<p>. Building formal elements skills into term 2- Applying and improving drawing skills. New skills in 3D building techniques using card. At the end of year 7 pupils have developed skills through practice of formal elements to enable them to produce a project centred around themselves, learning about their own identity. They learn a new technique of collage.</p>	<p>IDENTITY -Observational drawing-personal object/teddy bear Skills focus:</p> <ul style="list-style-type: none"> ○ Shape ○ Tone ○ Texture <p>-collage of personal interests -silhouette- composition-layering <i>Artist: Matthew Farclough</i></p>	<p>Pupils go into year 8 recapping basic drawing skills through observational drawing. They learn new technique of a grid enlargement to develop and enhance their skills-They learn a new media using oil pastels. They develop their knowledge about historic artists and presentation skills and developing their descriptive language.</p>

ART & DESIGN GCSE Curriculum Year 10-11 (AQA)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y11	<p>Choosing a project from year 10 to develop ideas using a new starting point, building a portfolio of work for component 1</p> <p>A01- develop ideas A02- Refine A03- Record A04- Present</p>	→	<p>Component 2-set task AQA to deliver paper with specific themes. Pupils to choose a theme and develop work through...</p> <p>A01- develop ideas A02- Refine A03- Record A04- Present</p>	→		
Y10	<p>Skills building project- based around using new media- developing recording skills, techniques and processes</p> <p>A01- develop ideas A02- Refine A03- Record A04- Present</p> <p>Photography: Formal elements project- tone, line, angle, texture, composition</p>	→	<p>A01- develop ideas A02- Refine A03- Record A04- Present</p> <p>Classroom teacher is given freedom of choice of project following the assessment objectives</p>	→	<p>A01- develop ideas A02- Refine A03- Record A04- Present</p> <p>Classroom teacher is given freedom of choice of project following the assessment objectives</p>	