

CODA ART & DESIGN CURRICULUM



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 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.

IMPLIMENTATION

- 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.

IMPACT

Students will leave CODA with the necessary skills in Art and Design needed for their next steps in life, whether that be collage, 6th form or apprentice. Students are given a wealth of knowledge to prepare them for their next stages in Art and Design. Each year a number of students continue on with Art and Design as a study post 16, showing we have inspired and given opportunity for students to express their creativity and improve their skills so they are able to do so.

Curriculum sequencing grid KS3

	Autumn 1	→ Autumn 2	Spring 1	Spring 2	→ Summer 1	Summer 2
Y7	FORMAL ELEMENTS: <ul style="list-style-type: none"> ○ Tone ○ Texture ○ Shape/form ○ Pattern ○ Colour ○ Composition Watercolour Pencil crayon Clay >final composition piece bringing all elements together >Cultural element- Mehndi >Learning basic skills in which they can build on throughout year 7-11	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.	BUILDINGS: <ul style="list-style-type: none"> >Observational drawing- derby city buildings >Learning to draw in perspective >Art history- Art Deco <ul style="list-style-type: none"> ○ Shape ○ Texture ○ Tone ○ Perspective ○ Line Cardboard Pen >Final piece- 2D LOW RISE >Artist: Ian Murphy	. Building on students skills into term 2- Applying and improving drawing skills and observational skills. New skills in 3D building techniques using card. Following the structure of using the formal elements within their work.	THE NATURAL WORLD: <ul style="list-style-type: none"> >Observational drawings- insects/animals >Understanding our environment and the issues nature face from mankind <ul style="list-style-type: none"> ○ Shape ○ Texture ○ Tone ○ Perspective ○ Line ○ Composition ○ Typography ○ Scraffito Pen Oil pastel >Final composition creating a campaign poster to protect the plant, linking to graphic communication. >Artist: Van Gogh & Hannah Davis	Continuing to follow the formal elements throughout KS3, student now start to develop their creativity by having their own input into their final design. Student continue to develop core skills throughout the project of observational drawing and using new media and techniques. They develop their vocabulary by learning new key words and definitions.
Y8	PORTRAITS: <ul style="list-style-type: none"> -Observational drawings-facial features >Learning about proportion >Placements of facial features >How to draw hair correctly <ul style="list-style-type: none"> ○ Tone ○ Shape ○ Line ○ Texture ○ Pattern -painting techniques -grid method-portrait Artist: TBC	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.	MEXICAN ART: <ul style="list-style-type: none"> >Observational drawings >Learning and understanding Mexican culture and traditions >learning about symbolism FORMAL ELEMENTS: <ul style="list-style-type: none"> ○ Tone ○ Texture ○ Shape/form ○ Pattern ○ Colour ○ Composition Pencil Pencil crayon final piece- Combining ideas together to create their own composition inspired by Mexican culture Artist: Frida Kahlo	Students continue to develop their understanding of Mexican culture. Students begin to develop their creativity by developing ideas in their own final outcome inspired by Mexican culture	FANTASY: <ul style="list-style-type: none"> -observational drawing >Development of ideas >Composition <ul style="list-style-type: none"> ○ Tone ○ Shape ○ Detail ○ Texture ○ Proportion -Clay outcome	Pupils progress into year 9 with more advanced skills and creativity. Pupils have learned more about culture in Art which leads onto their next cultural project in year 9.

Y9	JAPANESE ART: -observational drawing-pencil ○ Shape ○ Proportion ○ Tone ○ Detail ○ texture -Watercolour techniques -Grid drawing fish- watercolour -bird watercolour -final piece-scroll-composition	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.	Steampunk Mixed media observational drawing of cogs, bolts. ○ Shape ○ Tone ○ Detail ○ texture -Cardboard - Pastel -Charcoal -Pen Final piece, combining skills from the project and previous years, pupils take independence of what media they want to use to create their own steampunk inspired piece.	Students are able to work more independently this term. Selecting their own ideas and developing them into their own piece. Preparing students more for GCSE to work with a range of media, to work out how to correct their own mistakes. Less teacher led focus. Students are to know where equipment is, how to use it and experiment with it.	SCIENCE IN NATURE: observational drawing-pencil ○ Shape ○ Proportion ○ Tone ○ Detail ○ texture -Pencil crayon Final piece- Combining ideas together to create their own composition inspired by Science and Nature. Artist: Ernst Haeckel, Leonardo da Vinci	Cross curricula with Science. Students explore how nature, science and Art are as one. Developing ideas through artists and observational drawings. Students create their own composition inspired by science and nature.
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SKILLS **MEDIA**

Curriculum sequence KS4: Art & Design

Fine Art Photography

	Autumn 1	Autumn 2 →	Spring 1	Spring 2 →	Summer 1	Summer 2
Y11	component 1: Project 2 A01- develop ideas A02- Refine A03- Record A04- Present		Component 2-set task AQA to deliver paper with specific themes. Pupils to choose a theme and develop work through... A01- develop ideas A02- Refine A03- Record A04- Present			

Y10	COMPONENT 1: Project 1 Skills building project- based around using new media- developing recording skills, techniques and processes		A01- develop ideas A02- Refine A03- Record A04- Present		COMPONENT 1: Project 2 A01- develop ideas A02- Refine A03- Record A04- Present	
	A01- develop ideas A02- Refine A03- Record A04- Present		Classroom teacher is given freedom of choice of project following the assessment objectives		Classroom teacher is given freedom of choice of project following the assessment objectives	