Whittington Green School – Art

CURRICULUM INTENT: 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 pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils 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.

Purpose of study

Art and Design study should inspire, engage, and challenge pupils by equipping them with the practical skills, theoretical knowledge, and critical thinking abilities to experiment, invent, and create their own works of art, craft, and design. This education should build their creative confidence, teach them to analyse and evaluate their own and others' work, and provide knowledge about great artists, designers, and the historical and cultural development of art forms. Ultimately, it aims to develop their visual literacy and creative potential while exploring how art shapes and reflects society.

The national curriculum for art and design aims to ensure that all pupils:

- 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.

Subject content

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.
Pupils should 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.

Attainment targets

By the end of Key Stage 3, pupils are expected to:

- **Develop creativity and ideas:**

They should be able to generate and develop a range of creative outcomes and personal ideas.

- **Increase proficiency in execution:**

Pupils should show mastery of specific techniques and gain greater control over their use of materials.

- **Record observations:**

They should be able to use sketchbooks, journals, and other media to record observations as a basis for exploring their ideas.

- **Use a range of techniques and media:**

This includes proficiency in different materials and techniques, such as painting.

- **Analyse and evaluate their work:**

Pupils should be able to analyse and evaluate their own work and the work of others to strengthen the impact and application of their creations.

- **Develop critical understanding of artists and designers:**

They should develop a critical understanding of artists, architects, and designers, and be able to express reasoned judgments about their work.

- **Understand art, craft, and design history:**

Pupils should learn about the history of art, craft, design, and architecture, including significant periods, styles, and major movements from ancient times to the present.

- **Develop creative and critical language:**

They should be able to use developing creative and critical languages to express their ideas and intentions.

Cultural capital	Careers links will be covered to give context to art lessons. Visits to galleries and museums will broaden students' exposure to culture. Students will learn about diverse art forms and historical movements -and recognize art's social and historical contexts.
Adaptations for SEND	A broad and relevant curriculum will be taught to all students in art and design, this will be appropriately scaffolded by LSA's and teachers to ensure every student can access the curriculum.

Year 7					
Term/Unit	Topic Overview / Content	Learning Expectation / Concepts and Skills	Recall and review of past learning	National Curriculum target	Key vocabulary
Autumn Term 1	Basic skills, techniques using line, proportion and mark-making skills, realised in a zen-tangle portrait. *Clear understanding of technical vocabulary, how their work is marked and what they need to do in order to make progress.* *DRAWING*	• How to push limits of a pencil and other materials. • To know and understand how to draw correct proportions of a face/person. • To understand how to use LINE within work to create TONE, PATTERN and SHAPE. • Know the 6 main visual language words when discussing art. (Line, Tone, Shape, Colour, Texture, Pattern). • To produce a 2D line drawing of a face in Zentangle style. • ***Extension/Stretch and challenge: Create Zentangle portrait on larger scale and add colour.***	Recall basic knowledge and understanding from Primary. What do you know? Question and answer session initially.	• To record observations • To use a range of techniques and materials. • To increase proficiency in the handling of different mark making materials. • To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work	LINE PATTERN PENCIL SHAPE EXPERIMENTATION ANNOTATION MATERIALS TECHNIQUE PROPORTION LINE FACE FEATURES PLAN FEATURES PLAN TESTERS EXPERIMENT KNOWLEDGE ZENTANGLE PATTERN MARK MAKING
Spring Term 2	Exploration of the Colour wheel through the work of the artist Keith Haring, Lichtenstein with paint and watercolours. *Incorporating language and vocabulary learnt to confidently*	• Know the basic colours on a colour wheel. • Understand how to mix secondary colours and have knowledge on	What do you know about colour theory? From Primary? Line drawing sketches	• To use a range of techniques and materials to explore colour.	ANNOTATE EVALUATE TESTERS COLOUR THEORY PRIMARY

	self and peer assess. Analysis and evaluation of artists. *DRAWING*	complimentary and harmonising colours. • To know how to mix brown. • To be able to link colour to mood and emotion. • Know how artists create images using colour and how they apply colour. • To be able to blend colour using watercolour and paint. • To create a 2D piece of artwork in the style of Lichtenstein/Haring. • ***Extension/Stretch and challenge: Create a 3D sculpture using foil/paper/card***		• To analyse and evaluate own and other's work. • To study different styles and major movements in art.	SECONDARY COMPLIMENTARY HARMONISING MOOD WATERCOLOUR TECHNIQUES IDEAS TESTERS DEVELOPMENT PORTRAIT
Summer Term 3	Birds/animals project using oil pastel. Looking at Marc Powell, Jason Gathorne-Hardy. *Correct technical vocabulary and spellings of artist's names. Analysis and evaluation of artists.* *DRAWING*	• To experiment with materials and techniques to create sketches, drawings and observations of birds. • Have an understanding of how sketches can be quick, detailed and linked to artists studied. • Develop techniques within their own drawings. • To be able to blend and smudge oil pastel in a number of different ways. • To plan and prepare an A4 scale drawing of a bird of own choice. ***Extension/Stretch and challenge: To draw bigger (A3).*** To make a bird look as realistic as possible using a range of techniques.	Drawing skills from 2D secondary sources and from 3D bird sculptures. Line and shape application/sketching.	• To record observations from secondary sources. • To use a range of techniques and materials. • To increase proficiency in the handling of different mark making materials. • To analyse and evaluate work. • To study different drawing styles in art.	ANALYSE ARTIST DISCUSS KNOWLEDGE TECHNIQUE MATERIALS UNDERSTANDING