

# **Goldwyn Plus Folkestone - Art**

## **Subject Statement and Long Term Plan**



## **Art – Statement of Intent**

*“Every Child is an artist”*

Through art, we aim to encourage imaginative and original thought in pupils. We hope to develop pupils’ self- confidence, awareness of themselves and the world around them together with better understanding of their own feelings, emotions and abilities. We aim to provide varied experiences for all pupils and offer opportunities for exploration, expression, artistic development and also for reflection and curiosity when considering their own art-making and the works of others.

Art is studied at all levels including GCSE, but with a therapeutic approach and planned carefully to suit each individuals’ educational and SEMH needs.

Work is set at the appropriate levels and pace. Small steps and expectations are suited to the needs and abilities of individuals. Verbal feedback is continually given at the appropriate level for the individual, together with small teaching groups to enable a nurturing and relaxed atmosphere.

- To provide pupils with a learning environment that stimulates and provides for the safe development of practical skills throughout the key stages.
- To provide opportunities for art, craft and design to be seen in a context which has spiritual, social and cultural to pupils’ own lives.
- To have an experience of their own artistic heritage through the work of artists, designers and craftspeople from the past and present.
- To sponsor an attitude which ensure that pupils produce and value their own work, that all art work deserves respect and that there is no right or wrong way in art making.
- To take into account of pupils needs and difficulties, exploring practices and alternative methods and approaches to Art making which allow pupils to demonstrate their knowledge and understanding with confidence. Encourage our students to develop an awareness and acceptance of diversity within our community.
- We aim for an Art education and experience to enable pupils to enjoy and appreciate Art making in all its forms, and through the acquisition of skills and knowledge, enhance and augment other areas of the curriculum.

## **Sequencing**

The Art and Design Curriculum is sequenced so that students build on skills and knowledge explored year by year, increasing in difficulty. However, when students join us in year 10/11, they often come with no previous work. Projects are tailor made to suit their needs and to cover the skills required for their examination. There is progression between key stages 3 and 4, with students being introduced to themes and skills that allow all

students to know what to expect at KS4. There is an increasing level of challenge and complexity in skills and concepts across the curriculum.

**Examinations:**

- It is anticipated that ALL pupils will have the opportunity to gain a qualification in Art best suited to their individual needs and skills. Those qualification will include an AQA Unit Award, Arts Award or GCSE.

## Art: Long Term Plan

Term	1	2	3	4	5	6
Year 7	<p><b>The Basics</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Exploring colour mixing, Working with paint, pastels and drawing materials, using a range of artists to learn from.</p> <p><b>Vocabulary</b> Hue, tone, blend, primary, secondary, tertiary. Contrast, complementary</p>	<p><b>Shoes</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Researching and designing a shoe. Using modelling materials to create a shoe, its packaging and logo. Links to D.T, product design and graphics</p> <p><b>Vocabulary</b> Product, design, materials, market, unique, logo.</p>	<p><b>Animals in art</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Exploring the use of animals in art through the ages and cultures, especially Aboriginal art. 2D, 3D and printmaking.</p> <p><b>Vocabulary</b> Aboriginal, Australia, Indigenous, dream scape,</p>	<p><b>Colour/Natural World</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Using nature as inspiration, focusing on printmaking and collage.</p> <p><b>Vocabulary</b> Collage, printmaking, texture, frottage, Max Earnst</p>	<p><b>Cultural art</b></p> <p><b>Key Skills / Knowledge and Understanding</b> <b>Animal/Spiritual/Human</b> Exploration of a range of cultural art from Africa/India and south America, focusing on mask making, carving and textiles</p> <p><b>Vocabulary</b> Spiritual, cultural, Totem pole, Indigenous, witch doctor, tribe, beliefs, ceremony.</p>	<p><b>The Basics</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Exploring colour mixing, Working with paint, pastels and drawing materials, using a range of artists to learn from.</p> <p><b>Vocabulary</b> Hue, tone, blend, primary, secondary, tertiary. Contrast, complementary</p>
Year 8	<p><b>Colour: Still life</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Researching colour, painting techniques, collage and textiles through flowers, focusing on artists such as Van Gogh and O'Keeffe.</p> <p><b>Vocabulary</b> Hue, tone, blend, primary, secondary, tertiary. Contrast,</p>	<p><b>Shoe and Package Design</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Researching and designing a shoe. Using modelling materials to create a shoe, its packaging and logo, researching advertising using Digital platforms.</p> <p><b>Vocabulary</b> Product, design, materials, market,</p>	<p><b>Pattern in Nature</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Using a range of materials and techniques to explore patterns in manmade and the natural world.</p> <p><b>Vocabulary</b> Texture, tine, mixed media, collage, mark making</p>	<p><b>Abstract art/ shape and Space</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Exploration of environmental sculptors such as Henry Moore, Andy Goldsworthy.</p> <p><b>Vocabulary</b> Sculpture, carve, 3D, form, shape, file, natural, assemble</p>	<p><b>Everyday Objects</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Exploring the work of Pop artists through creating 2d and 3d work, including printmaking.</p> <p><b>Vocabulary</b> Lino print, press-print, colour, complementary colour, ordinary.</p>	<p><b>Colour: Still life</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Researching colour, painting techniques, collage and textiles through flowers, focusing on artists such as Van Gogh and O'Keeffe.</p> <p><b>Vocabulary</b> Hue, tone, blend, primary, secondary, tertiary. Contrast,</p>

	complementary	unique, logo.				complementary
<b>Year 9</b>	<p><b>Cubism/ portraits</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Observational drawings and paintings of celebrities and themselves, creating 3D Cubist sculptures, using 2D and 3D media.</p> <p><b>Vocabulary</b> Fragmented, multi surface, angular, self portrait</p>	<p><b>Surrealism/ using imagination</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Researching a range of still life, surrealist concepts and landscapes, using paint or chosen 2D media.</p> <p><b>Vocabulary</b> Frottage, texture, layered, collagraph,</p>	<p><b>Pattern in Art</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Using a range of materials and techniques to explore patterns in manmade and the natural world. Explore a range of artists who used pattern and optical art. Collage and 2D.</p> <p><b>Vocabulary</b> Optical art, pattern, layering, flow, rhythmical</p>	<p><b>Skylines and structures</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Exploring cityscapes and buildings, using a variety of printmaking and 3D ceramics skills.</p> <p><b>Vocabulary</b> Stencil, mono chrome, silhouette, structure, 3D, scale, slip, embellish</p>	<p><b>Pop Art</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Research Pop Artists such as Warhol and Lichtenstein. Painting, printmaking and collage. Digital art and reproducing a series of prints. Barbara Krugar, The Gorilla Girls, Banksy</p> <p><b>Vocabulary</b> Silk Screen, Stencil, Mass produced, graphic design, repeat patterns, media, contemporary.</p>	<p><b>Cubism/ portraits</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Observational drawings and paintings of celebrities and themselves, creating 3D Cubist sculptures, using 2D and 3D media.</p> <p><b>Vocabulary</b> Fragmented, multi surface, angular, self portrait</p>
<b>Year 10</b>	<p><b>The Basics</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Explore a range of processes and materials through a series of small tasks.</p> <p><b>Vocabulary</b> Mark making, tone, media, perspective, complementary colours, gradient, carve, mould, create, imagination.</p>	<p><b>Decay/ surfaces</b></p>	<p><b>Decay/ Surfaces</b></p>	<p><b>Portraits and personal identity</b></p> <p><b>Key Skills / Knowledge and Understanding</b> During year 10, students work on their own individual chosen coursework. Titles include: Decay/surfaces, still life/structures, portraits and self-identity.</p> <p><b>Vocabulary</b></p>	<p><b>Portraits and personal identity</b></p> <p><b>Key Skills / Knowledge and Understanding</b> The aim is to create a portfolio of work that shows experimentation; exploration of materials: tools, techniques and artists; annotated notes and a personal response to a given theme.</p>	<p><b>The Basics</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Explore a range of processes and materials through a series of small tasks.</p> <p><b>Vocabulary</b> Mark making, tone, media, perspective, complementary colours, gradient, carve, mould, create, imagination.</p>

				Annotation, concept, structure, representation, unique, explore.		
<b>Year 11</b>	<p><b>GCSE mini project</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Students will select a question from an old exam paper to allow them to experience the planning and preparation needed for the GCSE exam.</p> <p><b>Vocabulary</b> Tone, texture, compliment, observation,</p>	<p><b>GCSE mini project</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Students will select a question from an old exam paper to allow them to experience the planning and preparation needed for the GCSE exam.</p>	<p><b>Exam Prep</b></p> <p><b>Key Skills / Knowledge and Understanding</b> From January, all students will choose an exam question from a selection sent by AQA and work to complete preparatory work for their GCSE exam, the themes of which changes yearly.</p> <p><b>Vocabulary</b> Annotation, concept, realisation of intentions</p>	<p><b>Exam Prep</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Work that has been undertaken since January is used to allow each pupil to create their final piece of work with the 10 hour time allocation.</p>	<p><b>GCSE Exam</b></p> <p><b>Key Skills / Knowledge and Understanding</b> The GCSE exam then takes place, usually in late April/early May and lasts up to 10 hours. Preparatory work that has been completed since January is available to the student during the 10 hours of supervised time. Once the Exam has finished, no more preparatory or exam work can be completed, although course work can be mounted for moderation. Marks are sent to Exam boards by 29<sup>th</sup> May.</p>	<p><b>GCSE mini project</b></p> <p><b>Key Skills / Knowledge and Understanding</b> Students will select a question from an old exam paper to allow them to experience the planning and preparation needed for the GCSE exam.</p> <p><b>Vocabulary</b> Tone, texture, compliment, observation,</p>