

St Gabriel`s Curriculum Planning September 2024-25 ART

Intent	The Art & Design curriculum aims to engage, inspire and challenge pupils through a wide variety of creative experiences, preparing them with the knowledge and skills to experiment, imagine, invent and create their own artwork to express their identity, ideas, beliefs and feelings. Art contributes to the Catholic ethos of the school in how pupils are encouraged to value other's unique ideas and talents, beliefs and opinions. Pupils discover how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.								
KS1 and 2	7	8	9	KS3	10	11	KS4	KS5	Careers
<p>DECLARATIVE KNOWLEDGE 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. (KS1) about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (KS2) increasing awareness of different kinds of art, craft and design.</p> <p>PROCEDURAL KNOWLEDGE</p>	<p>ROTATION (8 WEEKS) NK – 24 lessons/3 per week AGB – 16 lessons/2 per week</p> <p>RESEARCH SKILLS AND PORTRAITURE (10 lessons) INSPIRATION: Renaissance Da Vinci Photo Realism SKILLS: Observational drawing; portrait/eye Unconventional drawing Research skills</p> <p>ABSTRACT PORTRAITURE I (17 LESSONS) Abstract forms of portraiture INSPIRATION: Craftspeople-Jewellery/textiles African Masks African patterns Contemporary Cubism Sandra Silzbergweig</p>	<p>ROTATION (8 WEEKS) (16 lessons/2 per week)</p> <p>DAY OF THE DEAD INSPIRATION: Mexican culture and symbolic pattern work/ceremony Rob Ryan Thaneeya McArdle Craftspeople</p> <p>Abstract Expressionism (backgrounds)</p> <p>SKILLS: Research skills Drawing to design. Craft knife. Stencil work. Creative backgrounds. Printmaking.</p>	<p>OPTIONS MAR-APRIL ASSESSMENT WEEK 3/3</p> <p>SCULPTURAL SHOES (HT 1,2&3) INSPIRATION: Joseph Cornell Pop/Op Art Vincent Van Gogh Cath Riley SKILLS: Research skills Observational drawing; shoe <i>Sculpture</i>; card construction and found objects</p> <p>ARCHITECTURE (HT 4-5) Sunset cityscape INSPIRATION: Futurism Hundertwasser Ian Murphy Architects Skylines/buildings from around the world Buildings from different cultures Bridges</p>	<p>DECLARATIVE KNOWLEDGE: National curriculum reference</p> <p><i>Develop visual vocabulary to interpret the artwork of others and apply to their own artwork with meaning.</i> They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. <i>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</i> To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. <i>About the history of art, craft, design and architecture, including</i></p>	<p>HT1-2 UNIT 1: STRUCTURES I (NATURAL FORMS) AO1, AO2, AO3, AO4</p> <p>This offers a broad range of themes, materials and techniques to allow pupils to develop a more personal investigation and response</p> <p>HT3-6 STRUCTURES II AO1, AO2, AO3, AO4</p> <p>PERSONAL RESPONSE</p> <p>HT5-6 STRUCTURES ASSESSMENT</p>	<p>HT1 MOCK EXAM 'PATTERN' MOCK Assessment Prep. work period</p> <p>HT2 4hrs exam week</p> <p>UNIT 3: PATTERN, LINE AND TEXTURE AO1, AO2, AO3, AO4 This offers a broad range of themes, materials and techniques to allow pupils to develop a more personal investigation and response</p> <p>PERSONAL PROJECT Personal project is a sustained development of pattern, line and texture and personal projects from the course</p>	<p>DECLARATIVE KNOWLEDGE</p> <p>The way sources inspire the development of ideas, relevant to fine art including: • how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts • how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.</p> <p>The ways in which meanings, ideas and intentions relevant to fine art can be communicated</p>	<p>AQA A Level Holy Cross courses: Art and Design Photography Textiles</p> <p>Bury College A level-Art, Craft and Design: Study an area of 2D Fine Art plus at least one of the following areas</p> <ul style="list-style-type: none"> • Textile Design • Graphic Communication • Photography <p>A Level Photography, Foundation Diploma in Art and Design: Specialist pathway: Graphic Design, Fine Art, Photography,</p>	<p>App Design Architect Art Therapist Book Illustrator Cake Decorator Ceramics Comic Book Creator Costume Designer Digital Imaging Fashion Designer Film Producer Florist Designer Glass Blower Graphic Designer Hairdressing Product Designer Interior Designer Jewellery Designer Make-up Artist Model Maker Photographer Printmaker</p>

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Produce creative work, exploring their ideas and recording their experiences. (KS2) to create sketch books to record their observations and use them to review and revisit ideas. (KS2) Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation.	<p>UNICEF and fair trade</p> <p>SKILLS: Research skills Drawing to design Unconventional experimental drawing Abstract portrait painting/collage and stitch</p> <p>AFRICAN DESIGN (9 LESSONS) Development of portrait using Kente pattern/Adinkra symbolism</p> <p>INSPIRATION: Kente Cloth/Adinkra- African patterns and identity/symbolism/ craftspeople</p> <p>SKILLS: Experimenting with material and techniques; embellishment and stitch techniques, decorative qualities</p>		<p>SKILLS: Research skills Technical drawing</p> <p>IN THE NEWS (HT 5-6) Personal response – pupils choose their issue from the news and current events e.g. environmental issues</p> <p>INSPIRATION: Banksy Graffiti Street Art Eco-Art Advertisements and news articles Raise awareness of environmental issues/issues in news and personal responsibility</p> <p>DEBATE STREET ART VERSUS VANDALISM</p> <p>SKILLS: Research skills Drawing to design Pupils create artwork in response to chosen theme</p>	<p><i>periods, styles and major movements from ancient times up to the present day.</i></p> <p>PROCEDURAL KNOWLEDGE: <i>Skills to experiment, invent and create their own works of art, craft and design.</i> Become proficient in drawing, painting, sculpture and other art, craft and design techniques. <i>To use a range of techniques and media, including painting.</i> Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution</p>		<p>HT3-5 EXTERNALLY SET EXAM PREPARATION PERIOD; AO1, AO2, AO3, AO4</p> <p>10HR CONTROLLED ASSESSMENT</p> <p>HT6 ART EXHIBITION/ EXPRESSIVE ARTS EXPO Portfolio presentation</p>	<p>PROCEDURAL KNOWLEDGE 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.</p>	Textiles/Fashion or 3D. HNC and HNC pathways; Art Practice, Digital Design, Fashion and Textiles, Graphic Design, Photography	Production Designer Prop Maker Street Artist Stylist Textile Designer Set Designer Software Designer
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