

## **Subject Intentions**



## **KNOWLEDGE LED**

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Key Themes	Year 7	Year 8	Year 9	Year 10	Year 11
MEDIA/ MEDIUM	Mixed media/ Recycled /Pen /Pencil/ colour pencil/collage/ watercolour/ cardboard sculpture/ acrylic paint (flat application)/ craft knives (and safety)	Pencil / oil pastel/ watercolour pencils/ templates/ chalks/ colour pens/ recycled materials/ marker pens/ acetate or poly sheets/ biro/ paper option for clay and mosaic	Retrieval of the formal elements/ acrylic pens/ pen/ pencil/ white pencil/collage/watercolour inks/ biro / fine liner/ brusho/printmaking/ pastel/ charcoal/ chalk/ wire sculptures	Students led how to achieve AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Independent AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
OBSERVATIONS	Artist study/ tonal gradients/ pattern/ first impressions of the Artist or image/ Note taking/ Measure and perspective/ proportion/ detail/presentation	Artists studies and critiques/ complementary colour chart/ opinions developed from observations/ presentation/ peer observations composition options	Observational drawings need to be broken down into shape and space before outline, tone and detail are added. The Golden Ratio is a term and actual ratio used to describe how elements within a piece of art can be placed	Students led how to achieve AO3: Record ideas, observations and insights relevant to intentions as work progresses.	Independent AO3: Record ideas, observations and insights relevant to intentions as work progresses.
CRITIQUE	What Artist research is. What an artist study and critique is and why it is necessary. What a personal response is. How to evaluate your own work and others effectively with support.	Constructing a critical artist study. Planning for a personal response Creating a personal response How to evaluate your own work and others effectively	Constructing a critical artist study and analysing work. Planning for a personal response with explanations to your choices and final piece goals Creating a personal response Refining through self-evaluation	Students led how to achieve AO1: Develop ideas through investigations, demonstrating critical understanding of sources.	Independent <b>AO1</b> : Develop ideas through investigations, demonstrating critical understanding of sources.
CREATIVITY	Inspirational Artists/ designers/ architects and Craftspeople. Creating personal responses with guides and support/ experimenting with media and styles of art.	Wide variety of Inspirational Artists/ designers/ architects and Craftspeople. Giving Students freedom to find their own artists who match intentions if engaged. Experimenting with personal responses and techniques	Selecting and choosing Artist/ designers/ architects and craftspeople from a range of inspirational sources. Exploring natural world. Photography opportunities exploring new media and experimenting with it	Students led to develop creativity and achieve AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Independent AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
ARTISTS/ DESIGNERS/ ARCHITECTS/ CRAFTSPERSON	Mixed media Artists (such as McCarthy) Illustrators (such as Diamond) Architectural sculptors (such as Cremes) Craftsperson (such as Welling) Art History – links to Artists chosen and skills examples of which could be Matisse/ Lowry/ Moore/ Cave paintings	Cultural Art (such as Hindu/ Indian Art) Craftsperson (such as Mussi) Portrait Artist/printmaker (such as Dixson) Illustrator/Animator (such as Blair) Art History – links to Artists chosen and skills examples of	Abstract Artists (such as Brown and Wells ) Expressive feature focused artists (such as Bolognessi and Nicolle) Natural world Artist (such as Goldsworthy and O'Keefe) Sculptors (such as Giacometti and Okita)	Students are to be shown how to select appropriate Artists/ designers/ Architects and craftspeople relevant to the topic they have been given. The topic is usually a one to 4-word title such as "weird and wonderful" or "envelopes" to prepare students for coursework and exam expectations	Independent selection linking to exam question and coursework topics.

which could be Taj Mahal tour/

mosaics/self-portraits/animation

Art History – links to Artists

chosen and skills such as Morris/Miro/Pollock/ Escher and exam expectations

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Mark making, thick to thin line, Mark making styles, descriptive Contour lines, descriptive lines LINE geometric, organic, Free-form, masking and graduation. How to lines, detail and repetition. rectify mistakes. Developing complex lines. crosshatching Crosshatching and other mark 3D tonal experimentation using TONE Tonal gradient 5 to 7 shades making techniques explored to different media and mark making, explored in pencil/ colour pencil. create tone. Using light to charcoal and chalk exploration determine direction. How to apply colour effectively, Retrieval and development of Theory, complimentary colours, Blending harmonious tones and COLOUR tonal gradients, harmonious skills relevant to intentions. colour layering and mixing, hues, pure spectrum colours, tint, shading, colour wheel, primary Teacher to guide / lead on harmonious blending with different refining colour through mixed secondary, tertiary, colour wash knowledge and skills relevant to media processes and detail. individuals progress and intentions. Exam and coursework Breakdown of proportion, shape Positive space, negative space, Planning backgrounds, layering Independent study into Line, SHAPE/FORM refinement feature proportion, profiles, 2D, 3D perspectives, card sculpture, middle /foreground effectively, tone, colour, shape and form, shapes, compass use, composition tutorials, proportions, Detailed foreground, middle ground, composition, texture and step by step guides, features, wire sculpture, 3D, background, composition COMPOSITION pattern and experimentation natural form. with how to use it within personal responses. Abstract art textures, implied Media texture experimentation, Collage, creating a smooth line, textures through mark making, **TEXTURE** collage, mosaics, layers, detail refining colour skills, paper and wire, tape sculpture. Manipulation opportunity for clay or moulding of materials to gain required card manipulation texture. Exploration of pattern and Creating effective zentangles, Pattern, how to apply pattern zentangles, add purposeful detail to mandala, paisley pattern, PATTERN/DETAIL effectively, understanding the work, experimenting with different developing lines and shapes into a difference between pattern and media within this skill complex pattern Research, Experiment, Pattern/zentangle, pencil and Retrieval of the formal elements Sketching, Thick to thin lines, sellotape transfers, mixed Sketching, analysis, tonal gradient, Colour pencil media, mosaics, positive and Pattern/zentangle/ detail, harmonious blends, Pattern, Colour application, Collage, negative space, proportions of mixed media, expressive the face and features, tonal Line, Tone, Hue, Shape, AO1: Develop ideas through investigations, demonstrating critical watercolour, proportion **SKILLS** shading, Construction, Collage, Typography, Tone, Form, understanding of sources. breakdown, pen detail, Detail, clay manipulation, Proportion, Composition, AO2: Refine work by exploring ideas, selecting and experimenting with perspective 1 and 2-point, card Complimentary colour blending, Observational drawing, Paint, appropriate media, materials, techniques and processes. manipulation, Observational watercolour, planning, acrylic painting, wire and paper AO3: Record ideas, observations and insights relevant to intentions as work drawing, collage, cardboard evaluating, layering, oil pastel, manipulation, background construction, planning, personal mark making, colour mixing, middle ground and foreground AO4: Present a personal and meaningful response that realises intentions and response paper manipulation, recycled experimentation, layering, demonstrates understanding of visual language.

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