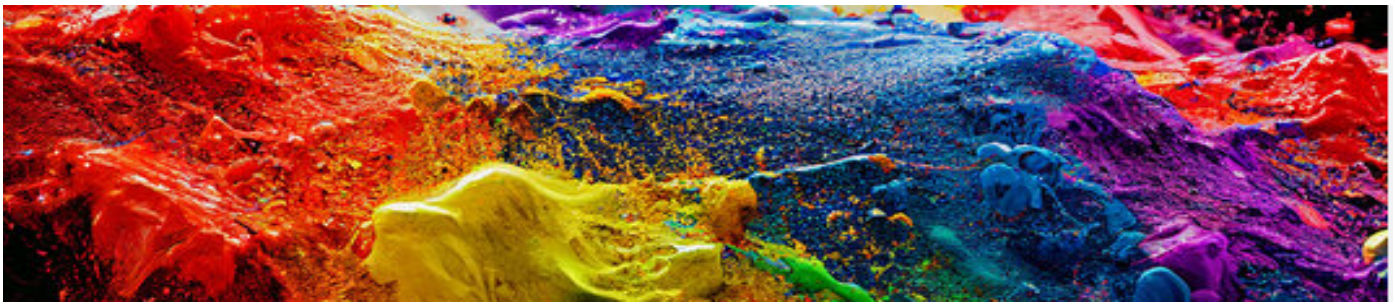


Art

"Art is one of my favourite lessons, I find it therapeutic and I enjoy experimenting with different art styles.
And the art teachers are very lovely to work with"

Lilly (age 12)

I am always doing that which
I can not do, in order that
I may learn how to do it.
PABLO PICASSO

Curriculum Intent

Art is a creative subject that allows pupils to experience a variety of different styles of art, and experiment to create their own style. The aim of the Art curriculum is to inspire pupils to engage and build their self confidence. Art enriches the experience of studying. Art encourages self-expression and creativity and can build self-esteem and confidence as well as a sense of individual identity. It helps pupils develop a range of skills including motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. These are all skills which are transferable to many different jobs in the future.

Programmes on offer currently include studying a broad range of artists from diverse backgrounds. A range of societal issues can be discussed in the context of artists' work. They develop technical skills by using a range of media and produce art work they are proud of.

By the time pupils leave Francis Barber they should be able to use a variety of media to develop and refine their artwork. In Y11 they will complete the Edexcel Art and design GCSE. Some pupils will go on to study Art at a higher level.

Curriculum Maps

KS3 Curriculum Overview

Skills and knowledge is cumulative over the terms

YEAR 1	Autumn	Spring	Summer
OPTION	**Optical Illusions (BHM) Tessellation**	**Hundertwasser**	Masks day of the dead
SKILLS	Artist recognition of his work - Escher Observational Skills: Charcoal skills Hand-Eye Coordination: Line Quality:contour, hatching, cross-hatching	Oil pastels felt tips and layering colours Pattern and directional line	Motor skills using mud-roc Cutting skills Drawing of masks Colour mixing and painting and varnishing
OPTION	**Solar System (Black Migration Art)**	**Kara Walker / Matisse**	**Places**
SKILLS	Working on large paper A1 Painting Research on planets, and what they look like	Artist recognition and understanding of different styles silhouette images, Cutting skills Imagination and creative ideas Layering and Building - Collage techniques How to create a college like Matisse	Drawing Skills: Brushwork: Colour Mixing: Composition:

YEAR 2	Autumn	Spring	Summer
OPTION	**Food Sculptures**	**Pop Portraits**	**Relationships**
SKILLS	Using motor skills to produce a 3D painting to make it look real Piece of food Mixing colours	Pop art style Artist recognition Develop own pop art portrait Flat painting and pointillism	Composition arrangement and flat painting (dependent on pupil skills) Mono printing (relationships images) Emotional Expression, Subject Choice Proportions and Perspective
OPTION	**Craig Martin**	**Chris Ofili**	**Klimt Van Gogh**
SKILLS	Artist recognition Object drawing Simple composition Understanding overlapping Flat painting skills Outlining	Artist recognition of different styles Drawing - line/shading/pointillism Use of /flat colours and complementary colours Use of Line	Artist recognition of work. Use of Line, colour palette. Brushwork Observational Skills: Line Quality:contour, hatching, cross-hatching Proportions and Perspective: Shading and Value:

Schemes of work go into more detail about how the pupils will improve their skills and knowledge in KS3

KS4 Curriculum Overview

Skills and knowledge is cumulative over the following projects

Y10	Autumn	Spring	Summer
project	**Introduction to art Hockney and Isabel Le Roux**	**Still life Painting and printing**	**Portraits**
SKILLS	Colour mixing Cool warm and neutral colours Develop a piece of work from either Hockney or Le Roux Artist research Annotations Evaluations	Composition Spider graph Observational drawing Observational painting Developing a composition Picasso and Matisse artist research page Using own image create a painting in that style	Spider Graph about portraits Annotations about images Painting of a famous person in the style of Opie Evaluation Research artist of choice Develop into that style Flat painting Enlarging Outlining
Y11	**Autumn**	**Spring**	**Summer**

project	Self portraits I me mine	Natural Forms Painting and printing	Exam preparation and exam Done yearly when exam papers arrive
SKILLS	Observational drawing Artist research Annotations Evaluations Charcoal skills Enlarging work	Observational drawing Artist research Annotations Evaluations Charcoal skills Enlarging work Printing Developing into own style Refining into preferred art media Developing into a composition	Develop Refine Produce 10 hour exam piece

Schemes of work go into more detail about how the pupils will improve their skills and knowledge in KS4

For the GCSE progress assessment we use the Pearson marking matrix that shows how you are able to improve your work

Art GCSE marking matrix

Elements and Principles of Art

The Art curriculum covers the following areas:

Observation: Pupils need to have a keen sense of observation to accurately perceive and depict the world around them. This involves paying attention to details, understanding proportions, and analysing colours and shapes.

Drawing: Drawing is the foundation of many art forms. Pupils need to develop skills in line work, shading, perspective, and composition to effectively communicate their ideas.

Painting: Painting involves understanding colour theory, brushwork techniques, and the application of different paint mediums such as acrylics, oils, or watercolours. Pupils need to master colour mixing, layering, and various painting techniques to create visually appealing and expressive artworks.

Printing Techniques:pupils will learn to do block printing, styrofoam printing, monoprinting, and will learn to understand the capabilities and limitations of each technique to develop their work.

Colour Management: Understanding colour theory and colour management is crucial in art. Pupils need to be able to mix their own colours and have an understanding of colour theory.

Creativity and Expression: Art is a medium for self-expression and creativity. Pupils need to cultivate their ability to think outside the box, explore new ideas, and convey their emotions and messages through their artworks.

Composition: Composition refers to the arrangement of elements within an artwork. Pupils need to understand concepts like balance, rhythm, focal points, and negative space to create visually appealing and harmonious compositions.

Experimentation and Adaptability: Pupils should be open to experimenting with different mediums, techniques, and styles. They need to embrace challenges, adapt to new techniques, and continuously push their creative boundaries.

Critical Thinking and Analysis: Pupils need to annotate their own work and the work of others. This helps them evaluate and refine their artistic choices, leading to growth and improvement.

Persistence and Discipline: Art can be a challenging and time-consuming process. Pupils need to develop a strong work ethic, discipline, and perseverance to overcome obstacles in their art.

Paper and Materials: Artists should have knowledge of different types of paper and art/printing materials available. This includes understanding factors like paper weight, texture, finishes, and how they can impact the final painted or printed result.

The seven elements in art - line, shape, form, value, colour, texture, and space - are the building blocks that artists use to create visual interest, convey meaning, and evoke emotions. By understanding and employing these elements, artists can create works that engage and resonate with viewers.

Art is a visual language that communicates ideas, emotions, and experiences through various techniques and mediums. The seven elements in art are fundamental components that artists use to create meaningful and impactful works.

Line is one of the most basic elements in art, serving as a fundamental tool for artists to convey movement, direction, and structure. It can be straight, curved, thick, thin, or even implied. Lines can be used to create boundaries, define shapes, and guide the viewer's eye.

Shape refers to the two-dimensional areas created by lines or edges. Shapes can be geometric, organic, or abstract, and they play a crucial role in composition and visual balance. They can be used to represent objects, symbols, or even abstract concepts.

Form adds depth and dimension to art. It refers to the three-dimensional objects that have height, width, and depth. Forms can be realistic or abstract, and they create a sense of volume and space within a composition.

Value is the range of lightness and darkness within an artwork. It helps to create contrast, depth, and shading. Artists use value to create the illusion of form and to establish the mood or atmosphere of a piece.

Colour is a powerful element in art that evokes emotions and creates visual impact. It consists of hue, which refers to the colour itself, saturation, which is the intensity or purity of the colour,

and value, which is the lightness or darkness of the colour. Colours can be warm or cool, complementary or harmonious, and they can create a sense of harmony or discord.

Texture refers to the surface quality of an artwork. It can be rough, smooth, bumpy, or even implied. Texture adds visual interest and tactile qualities to a piece, allowing the viewer to experience the art on a sensory level.

Space is the area or distance between, around, above, below, and within objects in an artwork. It can be positive (occupied by objects) or negative (empty or unoccupied). Space is used to create depth, perspective, and a sense of scale in a composition. Artists manipulate space to establish relationships between objects and to create a visual hierarchy

Assessment and Progress

An Art assessment is completed initially when the pupil arrives and the pupil is given a grade based on their drawings and answers given on the Art assessment task. Every half term pupils are teacher assessed and given a current grade and predicted grade (the grade we expect them to achieve by the end of the school year).

Y11 pupils will do the Edexcel Pearson GCSE Art and Design course (AD01)
Y10 and Y11 pupils will get AQA certificates for certain pieces of work.

Trauma Informed Practice

As trauma-informed Art teachers we ensure we build strong relationships with students. We listen and empathise with pupils; each pupil is dealt with as an individual and we build on their personal strengths in the lessons. We utilise the therapeutic properties of Art education to provide a safe space for creative expression.

Literacy

Literacy is embedded across the curriculum. In Art, literacy is linked through the analysis of artists' and designers' work. Students produce written pieces that evaluate the work of the artist they are studying. Students also annotate their own and others' work. There are vocabulary lists and sentence starters for analysing the work of others and their own work,which students use to improve their written work.

Numeracy

In the schemes of work there are links to Maths and numeracy, such as looking at spatial reasoning skills and the ability to recognize patterns and the use of geometry in their work, for example, looking at shapes, symmetry, proportion, and measurement. One of our schemes of work looks at tessellations/patterns and illusions. There are also numeracy sheets which pupils use to get to know artists better.

ICT in Art

Pupils take their own photos to develop their artwork. Artist research can be done online. We use Google Classroom for some homework, and independent learning tasks and booklets.

Equality, Diversity and Inclusion in English, Fundamental British values (FBV) and Social, Moral, Spiritual and Cultural (SMSC)

In Art we use a wide range of artists for research and visit galleries and have a working artist teaching the pupils.

We have created an inclusive environment which is supportive, safe and motivational for all pupils of any background, culture and ability.

Art provides an area to discuss and discover the unique cultures in our community and around the world and allows us to develop an understanding and appreciation of different cultures.

Using the Art curriculum we aim to challenge prejudice and discrimination, one Scheme of Work on relationships covers many of these areas.

Further Information

The National Gallery - https://artsandculture.google.com/partner/the-national-gallery-london

The TATE

National Portrait Gallery - https://www.npg.org.uk/

The British Museum - https://britishmuseum.withgoogle.com/

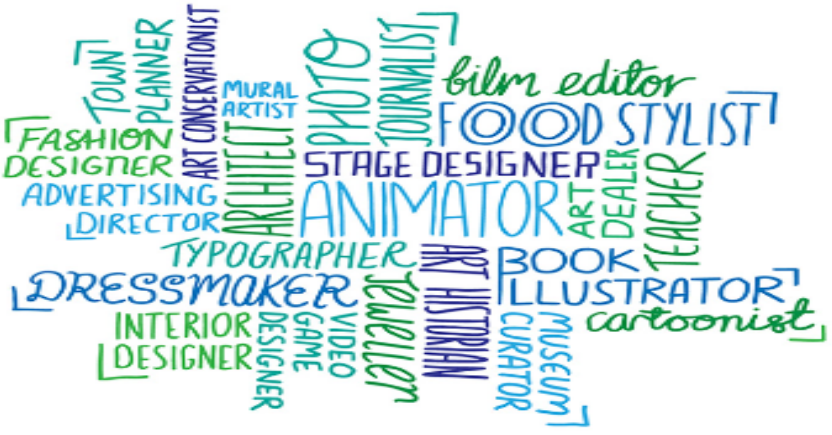
After Completing their initial assessment, all KS3 pupils will complete a skills booklet to make sure they have the basic skills needed in Art

Skills Booklet and Homework Booklet		
'Elements' homework to be given to catch any gaps that are missing in their knowledge		
KS3 - Skills booklet done in lessons	Y10 - Skills booklet done in lessons	Y11 - Homework booklet
KS3 - yearly HW	Y10 - yearly HW	

Career Links

Art Careers - Explore Hundreds of Careers in Art & Design

Careers in art and design

This article shows people doing the different art jobs available

150+ Art Careers - The Ultimate List