

Subject	ART & DESIGN
Head of Department	Mrs Ramage
Teaching staff	Mr Marsden Mrs Ramage
Vocational department vision	<p>Vocational – At OMA we believe education is for everyone, that all students irrespective of their backgrounds, will be exceptional learners, so they are equipped with the necessary knowledge, skills, qualifications, and mindset to contribute positively to society. Everything we do in the vocational faculty is aimed at providing an ambitious and challenging curriculum which inspires, motivates, and exploits the limitless potential of all our students. This will be achieved by us ‘being inspired by the past - creating excellence in the present- by embracing the future’ Our long-term aim is to produce thinking, adaptable adults capable of taking his / her place in a changing technological society. We strive to create distinctive and dynamic partnerships between students and the world or work, forging active relationship with industrybased external training providers and employers. The vocational curriculum seeks to promote an educational culture which is scientific, technological, creative, and entrepreneurial within the framework of the school and national curriculum. In addition, our faculty aims to provide the excellent practical technological, scientific, and holistic communication skills needed by our manufacturing and service industries within the UK and global markets. Thus, ensuring that our students will be well-educated and skilled, ready, and able to progress into employment, further training, or higher education according to their individual aptitudes and ambitions. The Faculty will be truly crosscurricular and will use aspects of many subjects to aid the students when developing innovative ideas and solving problems individually or as a team. The only boundary to making an impact in the future is our ‘imagination’ and our ability to ‘engineer’ the solutions that could affect peoples’ lives. Students arrive and leave our faculty with a sense of wonder in learning.... that they will carry with them for a lifetime.</p>
Department Vision	To acquire knowledge, understanding and skills to underpin their practical activities for a future in the art and design industry, to also gain transferable skills such as self-reflection, communication, teamwork and problem solving, which will support their current and future progression.

How students can 'ASPIRE to excellence' in this field	Every artist should live how they want to live. Creativity and free expression is within all of us, and artists embody that. To carve out a career in a creative industry requires artistic perspective, technical skill and an entrepreneurial spirit. Artists are guided by passion, by the need to create, their emotions and dreams are amplified by art. Whether a conscious decision or not, in order to be an artist, first you must create art. At Ormiston you will be given to skills, knowledge and creative tools to achieve your dreams.
Rationale behind the curriculum chosen	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.
Possible Careers – next steps	Studying Art can lead to a wide variety of careers, such as; architect, art therapist, animator, illustrator, graphic/web designer, interior designer, photographer, make-up artist, set/costume designer, potter, cartographer, comic book creator, street artist, tattooist, jeweler, curator, florist, visual merchandiser, fine artist, prop maker, upholsterer, fashion designer. Students can continue to further study such as a BTEC Level 3 National in Art and Design, an A Level in Art and Design or an apprenticeship. Students will also gain transferable skills during their studies such as self-reflection, communication, teamwork and problem solving, which will support their current and future progression.

Key stage 3

Year Group	Topics covered	Dates of assessments	Link to Knowledge Organiser
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<p>Year 7</p>	<p>Baseline Assessment <i>(Initial skills audit) – still life</i> Students will complete 1 drawing over 2 lessons to establish their performance in Art and Design. These drawings will explore line, tone, texture and colour.</p> <p>1. WOODLAND TRUST - TREE Recreating Landscapes <i>Drawing/Painting/Mixed Media</i> This project will enable students to explore creating images that working from secondary & primary sources, observation and imagination. They will explore and develop their skills through the theme of landscape in the following areas: Drawing using a range of drawing media – pencil and ink Developing an understanding of colour, exploring harmonious colour, complementary colour, and warm/cool colours, water colour, paint mixing. Understand depth of field, and perspective. Recognise & apply the art technique pointillism and impressionism. Explore relief pieces and collage, using folded paper and folding techniques, application of gold relief for decoration. Exploration into abstract composition using pencil crayons focussing on line, colour, tone and texture.</p>	<p>w/c 1st February 2021 w/c 24th May 2021</p>	
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Artists:

George Seurat

Van Gogh

Henri Rousseau

Gustav Klimt

Practical Outcomes

Written description and evaluation of the work of one of the above artists.

A layered piece of work applying all the techniques practiced
– FINAL PIECE

2. DAY OF THE DEAD (2D & 3D)

Clay work (3D tile)

This is a creative project which is an exploration into producing a cultural, decorative piece of art & design work. Students will research the history, moral/ ethical and cultural belief behind the *Día de los Muertos* - elements of art that will be considered will be shape, decoration, space, colour, pattern, line and tone.

Each student will create an art history page – all about the day of the dead (for inspiration) then they will develop a range of designs and developments in their sketch book.

Once the initial work has been evaluated the ideas will morph into a 3D depiction of a sugar skull & tile, with a decorative background.

Artists:

José Guadalupe Posada

Diego Rivera

3. PERSPECTIVE - Marvel/ DC

Single point and 2-point perspective

	<p>Using vanishing points, the students will create the illusion of depth / height in their work. Foreshortening will be used to applying movement to the action figures. Modern art (film/ TV, comics and illustration will be the inspiration) The students will explore and develop their skills through the theme of perspective in the following areas: Drawing using a range of drawing media – pencil and ink Developing an understanding of colour, exploring thematic colours, complementary colour, and bold outlines, poster paint will be used to mix and apply the colour base required.</p> <p>Artists: <i>Stan Lee</i> Jack Kirby Steve Ditko Francis Tsai Neil Edwards https://www.debutart.com/artist/neil-edwards</p>		
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<p>Year 8</p>	<p>Baseline Assessment <i>(Initial skills audit) – still life</i> Students will complete 1 drawing over 2 lessons to establish their performance in Art and Design. These drawings will explore line, tone, texture and colour.</p> <p>1. POP ART</p> <p>Local at modern culture and art... Popular art – the controversy of: Is it ART? The students will research about the art movement and the artist involved, inclusive of the 2D and 3D pieces of art they created.</p>	<p>w/c 1st February 2021 w/c 24th May 2021</p>	
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How 'Pop art' has influenced many modern artists and their collection of work.
Skills the students will focus on for this project will start with colour (primary colour) and the application of colour.
Then the students will look at blocking / colour separation to create an image.
Moving into collage and finally 3D work.
With the possible application of textiles / modelling or 3D collage.
Artists:
Andy Warhol
Roy Lichtenstein
Richard Hamilton
Tom Wesselmann
Claes Oldenburg
Jasper Johns

2. PORTRAIT

Materials, lines, patterns and colours all have expressive qualities. Students need to be able to explore the potential of mark-making, collage and layering techniques, then build an understanding of these qualities in order to use them in their own work.

In this project they will look at other artists' use of expression and emotion in their work as a valuable starting point for their own art making. Students should be encouraged to make a personal response to their world and to communicate their feelings about their experiences.

Amedeo Modigliani

<https://www.youtube.com/watch?v=iCftyg6QvxU>

Beryl cook
Edvard Munch
Andre Breton

3. SURREALISM

Drawing/Painting/3D/Mixed Media

In this unit students will explore Surrealism, particularly looking at the work of the artists Salvador Dali and Rene Magritte. They will create images that show an understanding of what Surrealism is and learn about the ideas, methods and approaches used by artists who have created Surreal images. Most students will develop a series of studies of everyday objects transforming and metamorphosing into something else, a 'Surreal Landscape.'

Surrealist Artists:

Reni Magritte
Salvador Dali
Tanguy Max
Ernst.

<p>Year 9</p>	<p>Baseline Assessment <i>(Initial skills audit) – still life</i> Students will complete 1 drawing over 2 lessons to establish their performance in Art and Design. These drawings will explore line, tone, texture and colour.</p> <p>1. Illustration/Graphics Project – Book cover design</p> <p>This is a creative project which is an exploration into creating an imaginative book cover design. Students will be given a</p>	<p>w/c 30th November 2020 w/c 19th April 2021</p>	
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theme to base their cover on i.e. “modern version of a children’s classic.” The elements of art that will be considered will be shape, space, colour, pattern, line and tone.

Each student will create designs and a final cover design for their sketchbook which should also reflect something about their interests.

Artists:

Quentin Blake

Maurice Sendak

E. H. Shepard

Judith Kerr

Olivia Lomenech Gill

<http://www.oliviagill.com/illustration/>

2. **ELEMENTS** - Natural forms

Mixed media outcome

Drawing/Painting/Mixed Media

This project will enable students to explore creating images that working from secondary & primary sources, observation and imagination. They will explore and develop their skills through the theme of nature in the following areas: Drawing using a range of drawing media – pencil, charcoal, pastel, chalk, biro, pen and ink

	<p>Developing an understanding of colour, exploring harmonious colour, complementary colour, and warm/cool colours, water colour, paint mixing.</p>		
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Exploring relief pieces and collage, using layered paper and relief techniques, printed new print/ text and textured papers.

The Students will look at the 4 elements from a nature point of view –

EARTH

WIND

FIRE

WATER

Using the inspiration to create sketchbook work – the range of samples will be evaluated and developed into a final image/ piece of work.

Artists:

William Blake

John Piper

David Hockney

John Everett Millais

Van Gogh

Jean Beraud

Tilly Willis

3. MYTHICAL CREATURES

Illustration Project

	<p>This project supports students in using text and description to develop visual imagery based upon magical & mythical creates.</p>		
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	<p>They will explore through the theme of mythical creatures developing illustrative imagery using the following techniques and skills:</p> <p>Researching and using knowledge of mythical creatures to inform development of own work. Drawing using description to inform their imagery Exploring the work of other illustrators and using ideas and processes from them to develop their own ideas.</p> <p>Artists: John William Waterhouse <i>Olivia</i> <i>Lomenech gill</i> http://www.oliviagill.com/illustration/</p>		
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Key Stage 4

Btec Art & Design Practice (Level 1 / Level 2) - Pearsons

Course Titles (as per specification)	<p>Learners will acquire knowledge, understanding and skills to underpin their practical activities for a future in the art and design industry.</p> <p>Component 1: Generating ideas in Art and Design (Internally assessed) Learners will investigate art and design practice and Generate and communicate art and design ideas.</p> <p>Component 2: Develop Practical skills in Art and Design (Internally assessed) Learners will investigate the practical skills through application and review</p> <p>Component 3: Responding to a client brief. (Externally assessed in February and May of Year 11) Learners will investigate and create solutions to problems in response to given client briefs.</p>
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Year Group	Topics covered	Dates of assessments	Link to Knowledge Organiser
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<p>Year 10</p>	<p>Component 1 Learning Aim: 30% Investigate art and design practice to inform generation and communication of ideas.</p> <ul style="list-style-type: none"> • Investigate art and design practice • Generate ideas for art and design work • Develop key research and analysis skills by exploring ideas and influences. • Research into Artists and Designers and the audience • Primary and secondary research (drawing) • Initial practical responses and continual reflection <p>Component 2 Learning Aim: 30% Developing a broad range of ideas, presenting work and refining, creating a final prototype, develop practical skills through exploration of specialist materials, techniques and processes.</p> <ul style="list-style-type: none"> • Develop skills through application and review • Record and communicate skills development • Develop, refine and communicate work through use of specialist art and design skills. 		
<p>Year 11</p>	<p>Unit 2 Learning Aim: B Creating a final prototype.</p> <p>Component 3 Learning Aim: 40% Responding to a Client Brief, develop a response to a client brief and produce an art and design work.</p> <p>Assessment (external): scenario-based external synoptic assessment where students will apply their knowledge and</p>		

	<p>practical skills to the creation of an art or design piece of work in response to a client brief. During Component 3 the students will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of client needs • Develop and produce a response to a client brief • Present a response to a client brief 		
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Enrichment and Useful Websites

<p>Extracurricular opportunities offered (clubs, trips etc)</p>	<p>Currently being reviewed – TBC October 2020</p>		
<p>Links to useful website of interest for your subject Area.</p>	<p>www.creativeblog.com/colour/colour-theory-11121290, www.studentartguide.com/articles/how-to-make-a-mindmapcreative-ideas, www.youtube.com/watch?v=JErXMo-Ja84,</p>		

Colour & Value

Colours can be natural or man-made.
Value is the lightness or darkness of a colour. Colours can be cool, warm, monochromatic & complementary.

Line

A line is a mark which moves from one place to another. The eye follows a line. Lines can be long, short, wavy, straight, thick, zig-zagged, curly, sewn...

Contrast

Contrast is created by combining dissimilar Art Elements, materials & ways of working to draw the eye.

Repetition & Pattern

Repeating the Art Elements of Line, Shape, Colour, Value, Texture or Space. Regular repeats = formal patterns, irregular repeats = informal patterns.

Shape

A shape is created when a line joins to enclose an area. Shapes can be solid or outlined, geometric or organic.

Texture

Texture is the appearance & feel of a surface. Texture can be an illusion or physically felt. Texture can be rough, smooth, bumpy, abrasive, scaly...

Emphasis

Emphasis calls the attention to an important area in an artwork. The eye returns to it over and over.

Balance

Balance is a sense of stability; to be off-balance gives the feeling of unease. Balance can be formal (symmetrical), informal (asymmetrical) or radial (radiate from centre).

Space

Space surrounds us, stretching to infinity or compressed into a balloon. Our perception of space can change according to distance between objects, perspective & tone.

Form

Form is the 3D representation of the 2D element of shape. Forms can be geometric or abstract. A sculpture is a 3D form.

Movement Rhythm

Art Elements can be arranged to represent movement. Regular repetition of elements can create a sense of movement/rhythm.

Unity

Unity occurs when each art element & principle used has a purpose & all the parts work together in the artwork so that it looks complete.