





Art Department Intent Plan 22-23

The Joseph Whitaker Art Department aims for its students:

- ✓ To provide them with the skills and understanding to be confident and reflective creators
- ✓ To teach pupils to value and make sense of the world in which we live by expressing their experiences ideas and thoughts through visual language
- ✓ To manage safely and skilfully a wide range of art materials enabling creativity to evolve in different dimensions and forms (including ICT) so learners experience and become confident in drawing, painting, sculpture and other art, craft and design techniques
- ✓ Literacy skills will underpin all contextual study and will be supported with appropriate resources to meet the needs of ALL learners
- ✓ HA learners will be stretched through extension work and asked to support others in the classroom by taking on some teaching/ demonstrating
- ✓ Learners will be able to evaluate and analyse creative works using art terminology and subject language
- ✓ Students will know about great artists and designers from the past and present , and understand the historical and cultural development of their art forms
- ✓ Students will be aware of cross curricular learning and make connections through their visual studies and enhance their cultural capital experience and develop a greater understanding of British Values
- ✓ To understand the diverse employability roles within the creative , artistic and design industry
- ✓ To value the importance of art as a therapeutic practise to help support with a healthy mind, wellbeing and way to visualise feelings and emotions.

	Contextual – understanding the work of artists times and cultures	Skill in the experimentation and use of materials and techniques	Observing and recording	Realising intentions
National Curriculum Links KS3	Pupils should develop a critical understanding of artists, architects and designers, they should learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.	Students must learn to increase their proficiency in the handling of different materials and skilfully use a range of techniques and media, including drawing, painting and 3D making	To use a range of techniques to record their observations in sketchbooks, and upon design boards as a basis for exploring their ideas in visual and written forms including their own photographs	To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. To produce individual and independent art work
Links to GCSE / A Level	AO1 Develop ideas through investigations, demonstrating critical understanding of sources 25%	AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes 25%	AO3 Record ideas, observations and insights relevant to intentions as work progresses. 25%	A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language 25%

Rationale for Year 7 Baseline test	Rationale for Year 8 Baseline test	Rationale for Year 9 Baseline test
<div data-bbox="51 201 129 304">AO3</div> <p>To develop students' understanding of the formal elements for creating (colour, texture, tone, line, and pattern)</p> <div data-bbox="51 336 129 440">AO2</div> <p>Colour theory and paint mixing. Observational Drawing skills in varying media. Mixed media collage and mark-making.</p> <div data-bbox="51 472 129 576">AO1</div> <p>To recognise the work of artists through the themes of Formal Elements of Art and the Built Environment</p> <div data-bbox="51 608 129 711">AO4</div> <p>Create outcomes that show skill in use of materials and make links to the art or crafts of other artists and designers in 2D and 3D forms</p>	<div data-bbox="683 201 761 304">AO2</div> <p>To develop students' understanding of, colour mixing. Colour terminology. Transition of 2D design into 3D outcomes (Graffiti)</p> <div data-bbox="683 336 761 440">AO1</div> <p>Design planning inspired by contextual referencing – Graffiti- history and artists</p> <div data-bbox="683 472 761 576">AO3</div> <p>Draw and paint skilfully in the influence of artists. Plan and design ideas from visual and other sources that inspire</p> <div data-bbox="683 608 761 711">AO4</div> <p>Create outcomes in 2 and 3 dimensions that show an understanding of urban art and take inspiration from Street and graffiti artists and designers</p> <div data-bbox="638 679 1339 751"> KS3 Overarching Year group Themes </div>	<div data-bbox="1406 201 1485 304">AO3</div> <p>Students use prior skills and knowledge taught in Yr7-8 to create detailed drawings in mixed medias</p> <div data-bbox="1406 336 1485 440">AO1</div> <p>To explore art through exploring artists (Abby Diamond) and cultures and civilisations To write in detail about the work of the influential artists and designers and to develop outcomes that are clearly influenced by artists and cultural design</p> <div data-bbox="1406 472 1485 576">AO2</div> <p>Explore materials to develop layers of tone and an application of light to look at reflective surfaces, ellipses, photographic accuracy in colour drawing and painting and mixing. Scaling and transfer methods.</p> <div data-bbox="1406 608 1485 711">AO4</div> <p>Realise intentions create final outcomes that are clearly linked to the artists explored and are refined and carefully executed in pencils, pen, inks and paint</p>
Year 7 FORMAL ELEMENTS OF ART	Year 8 URBAN ART	Year 9 OUR PLANET
The Formal Elements of Art :-Colour, line, texture, shape and form ,tone and pattern	Graffiti Origins , artists and murals Term 1	Rainforest creatures and plants Term 1
Terms 1-2 <ul style="list-style-type: none"> Formal elements covers all creating and making aspects of art the projects enables ALL learners to experiment and practise with a broad range of skills, techniques and knowledge Colour – theory, mixing and terms in coloured pencil and water colour paints(colour wheel)Tints and shades Colour mixing , colour theory language quiz/ tests and terms Links throughout each element to artists that use each element as a dominating factor 	<ul style="list-style-type: none"> Art History, purpose intent and social awareness of urban street art and its influences and place in our culture. Graffiti text, terms and history/purpose Debate is Graffiti art- Vandalism or Art? Line shape, form, style, colour blending mark making Paint mixing in artist style Understanding all art forma- murals, wall art posters. Learning about the origin's history and purpose- political messages and meaning- story behind art Colour mixing – and use of paint influenced by Graffiti art and Haring's varying styles and colour pallet 	<ul style="list-style-type: none"> Drawing from direct observation using the formal elements- line, shape, form, texture, colour and pattern Creating drawings that look like the style of the inspirational artist. Employability as Illustrator/ merchandise and prints Developing samples to show understanding of fine detail mark making , texture and the translucent nature of water based paints and inks Drawing development, scale and form Colour layering, mixing in watercolour and ink , <div data-bbox="1458 1358 1659 1461"> Water colour techniques </div> <ul style="list-style-type: none"> Washes, splats, blends and rinses

<ul style="list-style-type: none"> Detailed drawings to scale Tone and texture – mark-making shading contrast and methods in pen and pencil – tonal scale Shape and form- sketch, outline, scale and accuracy hacks – symbols Pattern, designs, illusions, decoration, Understanding cultures and traditions Drawing from observation and imagery Creating patterns Using transfer methods for accuracy Drawing rules in pencil and coloured pencil Mixing in paint and brush control in small and large spaces Painting rules – ways of application, correcting mistakes, drawing over paint Introduction to artist Frida Kahlo 	<ul style="list-style-type: none"> Paint / draw a final piece linked to artist Construct small mini 3D link card sculptures Designing Murals and card sculptures and decorating with paint/mixed media Investigation into the art and murals of Keith Haring Understanding messages and political views visualised through art Developing 3D forms from 2D designs Develop new skills in manipulating papers, materials and other sources into visual shapes and forms British Values – Democracy – Graffiti right or wrong ?  Skills build and an ethos to improve and refine 	<ul style="list-style-type: none"> Blending and fading in pen and fine liners Mark-making to explore textures, tones and edges Understanding de-forestation and environmental issues/values echo system etc British Values – Individual Liberty – Right to protest 
Animal Art Forms Term 3	Graffiti Writers Term 2	World Culture term 2
<ul style="list-style-type: none"> Collage- mixed media, pattern animal collages, Influenced by Mickel Keck 3d paper moulding into animal forms Develop new skills in manipulating papers, materials and other sources into visual shapes and forms Understanding the transition from 2D to 3D design Influenced by artist Robert Bradford Art History -Animals In Art over time Research project ‘My Pet’ and Robert Bradford inspired recycled sculptures 	<ul style="list-style-type: none"> Designing in pen and pencils Graffiti images, Graffiti Culture – styles and methods Symbols and stylised imagery rules of Graffiti through letter forms, colour application and design Painting text using various paint techniques to replicate some Graffiti styles Graffiti text and terminally Graffiti Wars Banksy and King Robbo Transition of 2D designs into 3D forms Constructing 3D letterforms and sculpture Painting decoration skills / Paint mixing, stippling/ splats, drips. Colour washes, mixing and layering British Values – Rule of Law - Graffiti laws  	<ul style="list-style-type: none"> Exploring cultures, traditions, costume, customs and clothing from around the world/ links directly to Geography Researching world cultures British values/ British cultures Kristy Patterson artist. Learn about the monoprint image transfer technique and produce a piece that represents a culture using in the style of Patterson. Learn about African culture and how that is portrayed in the mixed media portraits of Stephanie Ledoux British Value – Tolerance  Drawing portraits in varying media and constructing facial features / layered in card. Develop influenced work in Ledoux style

<p>Art of the Built Environment and the Man- made world term 3.5</p> <ul style="list-style-type: none"> • Observing the built environment, using secondary or primary sources to develop a series of multimedia sketches and drawings <p>Transitional image making -turning photographs of buildings into line only and adding colour, pattern and texture inspired by the work of local illustrator Hannah Sawtell</p> <p>Drawing/ collage and painting applying knowledge of tints and shades using watercolour paints/poster paints and coloured pens/felt tip pens and fine liners</p>		<ul style="list-style-type: none"> • Develop layered work in low relief cardboard sculpture techniques and produce a final outcome using the techniques of Patterson and Ledoux, inspired by a culture of their choice <hr/> <p>ICT Theme – design in ICT term 3</p> <ul style="list-style-type: none"> • Observing advertising imagery for different causes- researching the power of the media and advertising • Generating ICT based imagery or using own photographs - clips and formatting images to meet a selected design brief • Using ICT tools to present ideas in a creative way, Working to colour constraints and considering lay out's backgrounds and fonts • Exploring several design ideas using ICT effects and more tools to present several ideas in preparation for a final piece
<p>Key for creative skills taught over the Key stage Drawing, recording and designing , Material Testing, mixing and mark-making Artist Research and Contextual investigations Cultural capital study Painting and paint mixing/colour theory</p>		

Year 7 Contextual Study	Year 8 Contextual Study	Year 9 Contextual study
<p>FORMAL ELEMENTS of Art <i>Artist skills required to make and understand art) are the foundation to all learning across the Key stages.</i></p> <p>Natural Forms Formal Elements other artists Frida Kahlo- Colour Escher – Tone Klimt – Pattern</p> <p>Built Environment Hannah Sawtell have all been selected because of their skills in drawing, collage layers, paint and mixed-media. They are also relevant to the subject matter of the</p>	<p>URBAN Art <i>In year 8 the artist selected are chosen to support work and to enable intelligent discussion around art its history, meaning, messages, symbols and purpose.</i></p> <p>Graffiti is a controversial art form which began with a history of street gangs in America. Since then famous artists such as Haring and Banksy have dominated the urban art scene. Work which is political, inspired by youth cultural, gangs and crime, music and social deprivation has been glamourized and considered one of the most influential art forms of modern</p>	<p>OUR Planet - Rainforest In year 9 students will learn more about the endangered rain forest and its importance in our world. They will explore artists that have been influenced by the rainforest and by nature. The famous painting by Rousseau is discussed and multi, media drawings will be created under the influence of US artist Abby Diamond.</p> <p>Our Planet -Culture is a focus in the second term and with further links to Geography when our portraits project 'People of the world' enables pupils to look at</p>

SOW. Their work demonstrates the key skills and formal elements studied in art; line, tone, shape, form, texture, pattern and colour.

Hannah **Sawtell** is a local artist and illustrator from Nottingham who was selected to show how Art can be a job role locally. Possible local trip to Nottingham to add cultural capital to the work and for pupils to explore local architecture.



Animal Art

Is a short project that builds on the Mixed media skills in year 7 learnt when working in the style of Sawtell to the controlled paper manipulation collage techniques of Michel Keck. Working in this diverse and innovative ways allows learners who have mastered the basic drawing skills in yr7-8 to appreciate that art can be sophisticated and meaningful without the use of traditional materials and tools. Developing 3D outcomes from 2D designs and the transition is taught as students gain more confidence in their handling of materials and understand their capabilities. **Robert Bradford** is introduced to inspire 3D animal art using the papier mache technique.



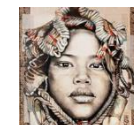
times. Discussion in to Art or vandalism, and how Graffiti influences many media, design and even fashion adds depth and meaningful contextual study to the work.

Students enhance their skills in manipulating line, shape and colour taught in Yr. 7 into controlled illustrations and text based work with a challenge for working within constraints and rules like professional design commission. If time permits there is also some work on Doodle art by local artist **Jon Burgerman** *Graffiti also engages boys and this project is included to help close the gender gap between boys and girls who select Art at GCSE*



varying countries, cultures, traditions and beliefs as the driving force behind designing and making

Students will develop portraits of people of the world look at varying countries, cultures, traditions and beliefs as the driving force behind designing and making. They will demonstrate visual understanding of what represents a world culture using the techniques of artist **Kristy Patterson**



Our Planet -ICT Advertising and Graphic Arts

Paula Scher. Her graphic work shaped the perception and application of graphic design in many ways, particularly her technique of treating type as a visual image in her work.



Franz von Holzhausen