

HT1

Personal Investigation:

**Media Trials** 

Working in the style of

selected artists

HT2

**Architecture:** 

Outcomes

Developing

ideas and final

piece based on

artists studied

HT1

**Architecture: Artist links** 

Observational studies and

developments linking to

artists Ian Murphy, Lucy

Jones and Ruth Allen.

Y9 Depth Curriculum:

Students can experience

specialist areas in depth, with

our offer being Fine Art,

Graphics and Photography.

Students use the knowledge

and understanding acquired

in throughout KS3 art and

design to apply and access

these specialist areas. These

experiences allow for deeper

understanding, securing skills

in specialist working methods

and learning about a greater

range of artists, designers

and craftspeople with

relevance to careers

Y9 Breadth Curriculum:

Where Y7 and Y8 focus and

the acquiring and

developing of skill, Y9

allows for the securing and mastery. With a focus on

personal responses,

students receive a broad art

scul<mark>pture – Day of th</mark>e Dead

HT4 and 5

**HT3** 

Still-life:

and design curriculum.

Year

**13** 

**HT3** 

**ESA Stages 1&2** 

Externally set

assignment. Research,

recording, exploring

GCSE Skills: Developing ideas, proficiency in art

materials and techniques, recording ideas,

planning a personal outcome

# Sandbach School Art & Design: ART

Inspire and challenge while developing cultural understanding and practical technique

# Intent

### A Level Intent:

-Independence of developing, refining and communicating their own ideas, intentions personal outcomes -Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement -Experience of working with a broad range of media -An understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate -Knowledge and

understanding of art,

craft, design and

technologies in

contemporary and

past societies and

media and

cultures

# <u>Implementation</u>

### HT4 HT2 HT3 **Personal Investigation:** ESA Stages 1&2 **Personal Response** Externally set Idea development and assignment. Research, Developing ideas and final outcome production recording, exploring

HT6

Personal

Investigation:

**Media Trials** 

Working in the style

of selected artists

Written Personal

Study

Year

11

HT4

**ESA Stages 3&4** 

Externally set

assignment.

Developing ideas and

final create outcome

(10 hrs)

Year

**10** 

HT6

**Collections (Still-life):** 

Printmaking and

developing ideas and final

piece based on artists

studied

**ESA Stages 3&4** Externally set assignment. create outcome (15 hrs)

HT5

Personal

**Investigation:** 

**Observations and** 

**Artist exploration** 

**Exploring ideas** 

through observational

drawings,

photography, galleries.

**HT6** 

**Architecture: Tonal** 

**Studies** 

Observational

drawing, photography

and skills in tonal

value using

monochrome media

### A Level- Skill **Mastery:**

**Impact** 

By the end of A Level,

students will know

• Research; gather,

select & organise

visual information

and observations.

analyse, discuss,

independent

judgements

knowledge &

work of others

Generate and

of enquiry using

understanding in

making images and

work; and plan and

develop ideas in the

others' evaluations

light of their own and

• Organise, select and

responses, and present

range of visual, tactile

and/or sensory forms

GCSE art and design

-Develop their ideas

students must

demonstrate

the ability to:

communicate ideas,

solutions and

them in a

artefacts; review and

techniques

modify

evaluate & record

Develop and extend

thinking informing

their own work via

understanding of the

explore potential lines

appropriate media &

Apply knowledge and

• Explore resources;

recording experiences

how to:

**Critical Evaluation** Proficiency in media and techniques **Idea Execution** 

## **Personal Investigation: Intro** & Mind Mapping Intro Unit: People and

Exploring Places (outcomes) contextual Development of ideas, references and idea exploring media and generation developing outcomes.

HT1

HT4

### HT2 **Intro Unit:** People and Places (Places: Intro Unit: Workshops People and exploring media Places (People) and techniques workshops on on the theme the theme of 'Blackpool' numan Form and portraiture

HT5 Flight: Artist links Flight: Outcomes Developing ideas and Exploring the work of artists and final piece based on develop ideas artists studied through media trials – steam punk

## Flight: Artist links

**HT3** 

Exploring the work of artists and develop ideas through media trials paint and print artists

### HT1

**Flight: Tonal Studies** Observational drawing and skills in tonal value using monochrome media

HT5

Collections (Still-life):

Lisa Milroy:

Observational drawing,

paint, composition

**Beginning of GCSE Course** 

Year

**12** 

**Flight: Colour studies** 

HT2

Observational drawing and using colour, exploring pencil crayon, oil pastel and paint media and techniques

**Rotation – Second HT Everyday Objects: Michael Craig-Martin:** 

Observational drawing, line, colour theory and application. Presented as an A2 sheet

### BREADTH

**identity: Self Portraits** Exploring identity through typography and illustration. Making links to artist Jon Burgerman. Personal responses generated.

**Rotation - Second HT** 

### **Rotation – First HT**

**Identity: Self Portraits** Exploring portraits and identity through typography, photography and drawing. Op Art is explored. Personal responses generated.

## DEPTH

**Rotation – First HT Everyday Objects: Jim Dine** 

Observational drawing, tonal value, mixed media. Presented as an A2 sheet

through

investigations -Select and critically analyse sources -Refine their ideas as work progresses through experimenting with media, materials, techniques and processes -Record their ideas using appropriate specialist vocabulary. -Realise personal intentions -Have an understanding of relevant practices in

### **GCSE Intent:**

-Engage in the creative process of art, craft and design

-Experiment with, invent and create their own works

-Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence -become confident in taking risks and learn from experience

### Intent:

Knowledge and application of the formal elements of art that can be used confidently and creatively in the creation of artwork -Developing a broad understanding of art and artists -Developing skills in research, recording and analysis -Develop confidence in a range of practical

# **Key Stage 3**

materials and processes

### Cultures (Day of the Dead): 3D wire armatures and

HT5 **Cultures (Day of the Dead):** Observational drawing, exploring scale and media, oil pastel and paint – Day of the

Dead

### HT4 **Food Glorious Food:**

Realism - Observational drawing, exploring scale and media – Realism and artists Sarah Graham and Joel Penkman

Year

8

### HT3 **Food Glorious Food:**

Observational HT2 drawing, line and Under the Sea: wire – Pop Art and Design for 3D and Helaina Sharpley c<mark>eramics – Heath</mark>er Knight

### HT1 **Under the Sea:**

Pattern and line – Jason Scarpace Printmaking and development – Gilbert Ford

### HT6 **Cultures (Tribal**

and Ruth Allen

Year

9

Insects: Pattern Masks): Typography, and printmaking observational drawing Rosalind Monks and and 3D- Tribal masks Alison Headley and Kimmy Cantrell

## **Transition and Induction Phase**

Observational HT2 drawing, painting Landscapes: Colour, skills – Picasso and line, composition and Van Gogh architecture – Fauves

### HT1

**Elements of Art:** Colour theory, Line, Shape and Space -Kandinsky

# Year

7

## By the end of Y9, students will know how

the creative and

cultural

industries

- Develop their own ideas and execution of these -Handle a range of

processes and materials, including 2D and 3D -Use a range of techniques to record their observations including annotation -Analyse and evaluate their own work, and that of others

-Learn about the history of art and design, including historical and contemporary artists and designers