

Art

	Year 7	Year 8	Year 9
What do we teach in Creative Arts?	Formal Elements, Colour Theory and Japanese Art	Portraiture, Pop Art and Landscapes	Identity through Ceramic Sculpture and Printmaking
How does this meet the National Curriculum?	<p>This topic covers the following aims of the NC:</p> <ul style="list-style-type: none"> Students to become proficient in drawing (Aim 2). Students to evaluate and analyse creative works using the language of art (Aim 3). Students to explore their ideas and record their experiences (Aim 1). Students to know about great artists and understand the historical and cultural development of their art forms (Aim 4). 	<p>This topic covers the following aims of the NC:</p> <ul style="list-style-type: none"> Students to become proficient in drawing, painting, sculpture and other art, craft and design techniques (Aim 2). Students to evaluate and analyse creative works using the language of art (Aim 3). Students to explore their ideas and record their experiences (Aim 1). Students to know about great artists and understand the historical and cultural development of their art forms (Aim 4). 	<p>This topic covers the following aims of the NC:</p> <ul style="list-style-type: none"> Students to become proficient in drawing painting, sculpture and other art, craft and design techniques (Aim 2). Students to evaluate and analyse creative works using the language of art (Aim 3). Students to explore their ideas and record their experiences (Aim 1). Students to know about great artists and understand the historical and cultural development of their art forms (Aim 4).
Why does this knowledge matter?	<p>This topic covers the very foundations of art education without which students could not access the subject. It also lays the groundwork for key vocabulary, theory and drawing skills required by all artists. Artists such as Da Vinci, Sonia Delaunay and Yayoi Kusama are looked at closely to understand how artists explore themes of shape, colour, line and pattern. The colour wheel allows students to experiment with different medias to mix colours and colour schemes in order for them to make authentic opinions and choices about their own work and the art of others.</p>	<p>Portraiture is one of the oldest and widely documented art forms that features heavily in all forms of art education from early years through to Degree level. An understanding and appreciation of portraiture across a variety of disciplines is essential in order to achieve an artistic education. We contrast movements such as cubism with realist artworks to challenge student's perception of a portrait. The Pop Art movement is the foundation of what many students define as 'relevant' art nowadays, giving an artistic source to animation, cartoon and anime art. We then introduce the genre of landscape, making connections through different disciplines and skills, learning from the mark making of Vincent Van Gogh.</p>	<p>Ceramic sculpture and the glazing process is taught whilst continuing to explore landscapes through a modern lens. The work of David Hockney is explored, preparing students to present work in a GCSE examined style. The theme of identity allows students to personalize artworks, inspired further through the contemporary study of Grayson Perry. It is important students see how artists respond to society's current trends and issues, celebrated artists in the LGBTQ+ community.</p>
Why do we teach in this sequence?	<p>Vocabulary is taught first to ensure that this can be understood when used in subsequent lessons. Basic fine motor skills are practiced in sketchbooks first before moving onto more complicated drawing. Next colour is introduced to enhance the skills developed thus far. Finally a personal final composition is created using all the skills from the topic.</p>	<p>Drawing and observational skills are developed through self-portrait drawings in sketchbooks when rules of composition and proportion are taught. These rules are then subsequently challenged by looking at digital and abstract styles of portraiture and still life. The art of Da Vinci, Lichtenstein, Craig Michael Martin and Van Gogh are taught in depth with student outcomes in pencil and painting. Digital art, Photography, collage and Printmaking are also touched on as further disciplines.</p>	<p>Ceramic techniques and glazing techniques are taught first whilst consolidating prior knowledge of genres. It is important that students feel connected to the theme of their artworks, introducing new disciplines such as printmaking to explore their individual responses. The theme based projects prepare students for GCSE and building upon their initial artist research.</p>
What career links are made?	<p>References are made to the application of drawing skills to the wider world of work not just within creative fields but also appreciating transferrable skills.</p>	<p>References are made to working contemporary artists, like Craig Michael Martin, and their current exhibited works allowing students to engage with art within in a professional context.</p>	<p>References are made to working contemporary artists such as David Hockney and Grayson Perry and their current exhibited works, programmes and books, allowing students to engage with art within in a professional context.</p>