

KINGS' SCHOOL AL BARSHA

CURRICULUM OVERVIEW

Subject: ART



Purpose of Study

Art, craft and design embody some of the highest forms of human creativity.

A high-quality art and design education will engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

We believe in teaching students how to think like artists as well as equipping them with practical skills. Creative thinking is a transferable skill and we strive to make connections between Art and Design and all other aspects of life.

As students 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 a nation.

Aims

The National Curriculum for Art aims to ensure that all students:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

KS3 Art and Design prepares students for KS4 GCSE and onwards to GCE Advanced Level. We offer A' Levels in Fine Art and in Photography. Additionally, we aim to inform students of the considerable potential for progression to further education and careers in Art and Design related industries.

Programme of Study			
	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2
	OBSERVING NATURE	PATTERNS IN NATURE	NATURE AND ARCHITECTURE
YEAR 7 NATURE	<p>Students are initially given a diagnostic assessment in the form of an Art Passport. Students will then be introduced to the overall theme of Nature. They will develop skills in drawing mainly from the direct observation of natural objects. Outcomes will be produced in printmaking and painting.</p> <p>They will relate their work to Key Artists: Albrecht Durer, Georgia O'Keefe and Elizabeth Blackadder. Throughout the year much of the work students produce will be presented appropriately in sketchbooks.</p>	<p>Students will continue to develop their drawing skills, referring to Patterns in Nature and how natural forms have inspired Islamic Art and Design.</p> <p>Calligraphy, carpets and the decorative and applied arts will be explored.</p> <p>Students will learn how to create their own patterns from sources material produced last term using a range of media such as collage. This will be developed further as students build skills in using resist media such as Ink and Wax, using Sgraffito and Batik.</p>	<p>Students will focus on ways in which natural forms have inspired many architects, including Gaudi, Hundertwasser and Gehry.</p> <p>Students will explore the ways in which birds, animals and insects create architectural structures such as nests and bowers.</p> <p>This will all provide inspiration for drawings, sculptures and paintings. We will also consider the role of public and site-specific art and sculpture - for example, the beautiful work of contemporary artist, Andy Goldsworthy, who uses natural materials in the environment.</p>
Recommended sites	www.artchive.com www.moma.org www.tate.org.uk www.nga.gov www.khm.at/en/	www.nationalgallery.org.uk www.british-museum.ac.uk/ www.mia.org.qa/en/ www.vam.ac.uk/	www.guggenheim.org www.newbritishartists.co.uk www.leopoldmuseum.org/en/exhibitions/21/vienna-1900 www.kunsthawien.com/en/museum
Further Reading	http://uk.phaidon.com/store/art/the-art-book-new-edition-9780714864679/		

YEAR 8 FACES AND FIGURES	WHO AM I?	STANDING OUT FROM THE CROWD	CUBO POP- ULAR
	<p>Students are initially given a diagnostic assessment in the form of an Art Passport.</p> <p>Students will then be introduced to the theme of Faces and Figures and this term's focus on Portraits. They will develop skills in drawing mainly from direct observation, starting with the individual features and moving on to understand how to draw the whole face in proportion. Skills will be developed in painting, photography and collage/ photomontage. Key related artists include Van Gogh, Picasso, Frida Khalo and Chuck Close.</p>	<p>Students will research how the human figure has been represented in sculpture from Prehistoric times to the Western Renaissance then to Modern and Contemporary sculpture.</p> <p>Drawing remains a central focus of this term's work, and students will experience various ways in which we can draw the whole figure from static to moving poses. Skills will also be developed in 3D drawing with wire prior to moving onto making figures using materials such as clay, modroc and plaster. Key artists include Alberto Giacometti, Alexander Calder and Antony Gormley</p>	<p>This unit combines research and understanding of two of the key movements of the c20th, Cubism and Pop Art.</p> <p>Drawing is at the core of each element of the project, and students will learn how to experiment with these 2 very different styles.</p> <p>This work will lead into the creation of printed images of faces/ figures using Monoprint and/ or Screen printing.</p> <p>Research, analysis and presentation continue to be fundamental skills. Students will be inspired by key artists such as: Pablo Picasso, Roy Lichtenstein and Julian Opie.</p>
Recommended sites	www.artchive.com www.moma.org www.tate.org.uk www.nga.gov www.npg.org.uk	www.british-museum.ac.uk/ http://www.antonygormley.com http://www.fondation-giacometti.fr/en/art/16/discover-the-artwork/	www.guggenheim.org www.newbritishartists.co.uk

YEAR 9 OBJECTS	COLLECTIONS: CABINET OF CURIOSITY Found Objects; A History of the world in 100 objects	STILL LIFE: A SURREAL MEAL Objects in disguise; wrapped up objects	STILL LIFE: CLUDO Objects telling stories; murder mystery
	<p>The BBC programme "A History of the world in 100 objects" is a way to explore the significance of objects in understanding human activity from prehistoric times. We also examine the desire to collect objects - the Victorians were avid Collectors and c19th Cabinets of Curiosity relate to this. We look at the concept of the Found object and the Ready-Made in Modern and Contemporary art.</p> <p>Skills and techniques are developed in sculpture this term, focusing on using clay pressure molds and plaster casting.</p> <p>Key artists include: Marcel Duchamp, Pablo Picasso, Claes Oldenburg, Joseph Cornell, Lisa Milroy, Tony Cragg, Cornelia Parker and Rachel Whiteread.</p>	<p>The focus of this unit is Surrealism. Surrealists were inspired by analysis of dreams and the strange juxtaposition of unrelated objects that often occurs in our dreams. We explore this idea, and make drawings of wrapped up objects, inspired by Christo and Jeanne Claude, as well as researching and analysing the Surrealist movement. The main outcome will be in the medium of Printmaking in the form of lino prints of Surreal table settings.</p> <p>Key artists studied are: Magritte, Ernst, Dali, Miro, Oppenheim, Christo & Jeanne- Claude.</p>	<p>Students will understand the terms Iconography and Allegory: ways in which objects can be used as symbols and tell stories. Objects can also tell us about the people who used them in History and also in the context of the crime scene. This leads us to explore how artists have communicated ideas, messages and meaning or narrative through images throughout history.</p> <p>Key art and artists include: c17th Dutch and Spanish art, focusing on the paintings of Steenwyck and the "memento mori" or "vanitas" still life.</p> <p>Research and analysis skills are applied and presented in sketchbook pages. Students will create their own still life using photography and then acrylic painting.</p>

Recommended sites	www.artchive.com www.moma.org www.tate.org.uk www.nga.gov	www.guggenheim.org www.newbritishartists.co.uk www.frithstreetgallery.com/artist/s/bio/corneliaparker http://christojeanneclaud.net/	www.nationalhgallery.org.uk www.british-museum.ac.uk/ www.nationalgallery.org.uk/paintings/harmen-steenwyck-still-life-an-allegory-of-the-vanities-of-human-life www.gagosian.com/artists/rachel-whiteread www.michaelcraigmartin.co.uk
Year 10 Project 1: ORDINARY / EXTRA- ORDINARY	<p>Students start by creating a visually exciting mind map in, based on the theme of Ordinary/ Extraordinary. This is intended as a starting point for the project. We embark upon a journey of exploration and creativity, with no specific end product in mind from the outset. Students are shown how to collect secondary source material, both written and visual. Drawing is an important aspect of the process and as such is a large part of the assessment process.</p> <p>Students make a variety of observational drawings of related objects suggested or presented to them by their teacher. They consider tone,</p>	<p>Students will learn how to use a range of media and techniques to develop the images and ideas they have already collected. These can include print-making, textiles, painting and sculpture.</p> <p>Students begin to incorporate their own ideas, images and objects into their work, experimenting further with materials and techniques, making connections with other artists. They review and refine ideas and images, developing these towards a personal response and a more individual interpretation of the theme. With their teacher's advice they select from their experiments and ideas. Responding to the inspiration gained from looking at a range of</p>	<p>Project 1 is completed and assessed holistically for the internal summer examination. Students will then be given a theme for Project 2 which they continue working on throughout the summer break and into Year 11.</p> <p>This project takes the same format as Project 1 and work is assessed holistically under the label of Personal Portfolio. Examples of themes are: Structures; Parcels and Packages, and Surfaces. They are deliberately open ended and intended to be starting points for creative development, as opposed to being illustrated literally.</p>

	<p>form, line, colour, pattern & texture, scale (the so –called formal elements). Photography is also used as a tool for recording and exploring source material.</p> <p>Research and analysis skills are developed whilst making connections with related art movements and artists. Appropriate and creative presentation in the sketchbook is a vital component of the course.</p>	artworks, they create a personal piece of art as a final outcome for the unit.	
Recommended sites	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html	www.artchive.com www.moma.org www.tate.org.uk www.nga.gov www.nationalhgallery.org.uk	www.british-museum.ac.uk/ www.guggenheim.org www.newbritishartists.co.uk
Year 11	Students develop ideas towards a final piece for Project 2. This is done as the mock examination in December.	Students start Unit 2: the examination, which takes the form of another project, set by edexcel.	<p>All 3 projects are exhibited for final internal assessment and external moderation in May.</p> <p>Coursework 60% Exam 40%</p>
Recommended sites	http://www.bbc.co.uk/education/subjects/z6hs34j	www.artchive.com www.moma.org www.tate.org.uk www.nga.gov www.nationalhgallery.org.uk	www.british-museum.ac.uk/ www.guggenheim.org www.newbritishartists.co.uk
Further Reading	http://uk.phaidon.com/store/art/the-story-of-art-9780714832470/	http://www.nsead.org/home/index.aspx	

GCSE Specification	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html		

Year 12 PROJECT THEME "CHANGE, TRANSFORMATION: METAMORPHOSIS" COMPONENT 1.	<ul style="list-style-type: none"> • Personal Investigation - exploratory studies in response to set theme • Practical skills developed • Begin Personal Study research 	<ul style="list-style-type: none"> • Personal investigation continues: student led theme developed and explored through discussion with teacher • Continue Personal Study research and begin writing: minimum 1000 words 	<ul style="list-style-type: none"> • Final outcome/s produced as controlled assessment in Term 3 • Personal Study written and completed by September of Term 1 Year 13.
	<p>At the start of the A Level Fine Art course students will explore the idea of "Change, Transformation: Metamorphosis" in a range of ways as a starting point for their personal work. We explore the creative process as a whole and analyse different approaches to creativity in Art. Drawing is a fundamental part of the course.</p> <p>Students will begin by drawing in a range of media from a variety of sources both primary and secondary. Emphasis is placed upon research and analysis of</p>	<p>Students go on to develop ideas further, exploring these through new techniques and skills in 2 and 3 D. We will also further examine and analyse the creative processes of established artists.</p> <p>We look at the various roles and functions of Art and Design in society and make interdisciplinary connections.</p> <p>Students might develop Artwork that expresses political or ecological issues. They may decide to focus upon the formal elements: patterns, colours and composition in a more abstract manner.</p>	<p>Throughout the year students continue to develop their skills in media such as drawing, painting, printmaking, photography and sculpture. By Term 3 they may have decided to focus on one or more of these disciplines.</p> <p>The project will culminate in a final outcome of series of outcomes such as paintings, sculptures or prints.</p> <p>The A level Fine Art course encourages students to develop: intellectual, imaginative, creative and intuitive capabilities • investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement • independence of mind</p>

	<p>relevant Art and Artists. Students will be expected to visit galleries and museums as part of the course.</p> <p>They will collect visual source material from a range of sources for example photographs and other secondary sources, as well as memory and imagination.</p> <p>We experiment with media and materials. Through a combination of research, ideas, and experimentation, Ideas are generated for practical work referred to as the personal investigation.</p> <p>Sources and ideas will be collated using a sketchbook and a folder. Students will be expected to attend after school sessions and Drawing classes on a regular basis.</p>	<p>Key skills throughout the course:</p> <ul style="list-style-type: none"> • creative skills • critical thinking skills • research skills • synoptic skills (and the ability to pull all skills, knowledge and understanding together to produce a final outcome) • literacy skills. 	<p>in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes:</p> <ul style="list-style-type: none"> • an interest in, enthusiasm for and enjoyment of art, craft and design • their 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 experience of real-world contexts and, where appropriate, links to the creative industries • knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures • an awareness of different roles, functions, audiences and consumers of art, craft and design.
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Recommended sites	https://qualifications.pearson.com/en/subjects/art-and-design.html http://www.studentartguide.com/articles/sketchbook-ideas-and-portfolio-presentation	www.guggenheim.org www.newbritishartists.co.uk http://www.saatchigallery.com	www.artchive.com www.moma.org www.tate.org.uk www.nga.gov www.nationalgallery.org.uk www.british-museum.ac.uk/
Further Reading	<p>Little S – Isms – Understanding Art (A & C Black, 2004)</p> <p>Phaidon Editors – 30,000 Years of Art: The Story of Human Creativity Across Time and Space (Phaidon Press, 2007)</p>	<p>Berger J – Ways of Seeing, reprint edition (Penguin Classics, 2008)</p> <p>Hughes R – The Shock of the New – Art and the Century of Change, enlarged edition (Thames and Hudson, 1991)</p>	<p>Phaidon Editors – The Art Book, new edition (Phaidon Press, 2012)</p> <p>Murray L and Murray P – The Penguin Dictionary of Art and Artists, (Penguin, 1997)</p>
A level Specification	http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html		