

Landgate School Long Term Planning 2019-2022

Key Stage 3		Key stage 3 Intent: The aim of Art is to stimulate the learners mind to enhance the ability to think creatively, develop problem solving and interpersonal skills including self-esteem, behaviour and independence. To inspire, engage and challenge them. Learners are actively encouraged to explore the creation of creative pieces of work, learning and improving methods of drawing, painting, sculpture and other art. They will learn how to critically analyse their own and others work, while learning about the history of art as to have a foundational understand of the main artistic movements. The learners are supported to develop skills to use their imagination, express their feelings and communicate their ideas. We have the view that all the learners can enjoy and achieve in Art. We have high expectations, therefore the impact of the skills gained are transferrable to everyday life. We will ensure effective teaching and learning will make sure that the entire Art curriculum is available to all our learners through careful structuring of activities, scaffolding of skills and personalised teaching.		
		Key Stage Opportunities: <ul style="list-style-type: none"> • Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • Use a range of techniques and media, including painting • Increase their proficiency in the handling of different materials • Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work • About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day 		
		Year A 2019-20	Year B 2020-2021	Year C 2021-2022
Focus 1	Key Focus/opportunities: Sketchbook design/Drawing	Artist focus: Pablo Picasso, Mondrian, Kandinsky <ul style="list-style-type: none"> • Elements of Art, Key skills: line, shape, pattern • Introduction to lines, straight, zig zag, wavy, horizontal and vertical • Taking a line for a walk • How lines show direction • Using line to create a piece of artwork inspired by Piet Mondrian, Kandinsky 	Artist focus: Sarah Maycock. <ul style="list-style-type: none"> • Illustrator • Have you noticed the birds singing sweetly? • What does a bird's song look/ sound like? • How can you draw what you can hear? 	Artist focus: Keith Haring <ul style="list-style-type: none"> • Pop Art Graffiti • Graffiti artist
	Vocabulary and Knowledge:	Shape, line, space, straight, zig zag, wavy, horizontal, vertical, parallel, space, pattern,	Sarah Maycock, imagery, line, tone, mediums, colour, illustration, line, detail,	Keith Haring, bold, bright colours, cartoon-like style, lines, movement lines
	Key Skills:	Key skills: Elements of Art: line, pattern and shape Respond to range of artists Develop ideas and explore materials to create artwork in a variety of mixed media Drawing skills and techniques are explored using different materials. Use line and tone to represent things seen. Explore space the area in-between images or elements	Key skills Respond to range of artists Explore how artists draw to illustration Develop drawing skills through the understanding of how illustrators create their work Use prior knowledge of line, tone and colour to develop an illustration Use of literacy to inspire work Develop ideas and explore materials to create artwork in a variety of mixed media including ink Use line and tone to represent things seen	Key skills Respond to range of artists Develop ideas and explore materials to create artwork in a variety of mixed media including biro Shape, movement, Use line and tone to represent things seen Drawing skills and techniques are explored using different materials Discuss the works of the artist, activists Maximise the use of sketchbook pages Confidently build up details using mixed media Develop self-evaluation skills

			Drawing skills and techniques are explored using different materials Develop use of sketchbook page Develop self-evaluation skills	
Focus 2	Key Focus/opportunities: International Dot Day Painting	Artist focus: Yayoi Kusama project, George Seurat, Pablo Picasso, Lichtenstein <ul style="list-style-type: none"> • Abstract (freedom to explore the artwork and assign your own meaning to the piece) • Painting 	Artist focus: Henri Rousseau <ul style="list-style-type: none"> • Representational (painting that seeks to depict the physical appearance of reality) • Drawing/painting 	Artist focus: Pablo Picasso <ul style="list-style-type: none"> • Observational (still life) • Creative pen techniques. Step by step to create a watercolour painting of a vase of flowers.
	Vocabulary and Knowledge:	Colour theory, mood, primary and secondary colours, shades, drip painting, texture	Henri Rousseau, representational, colour theory, colour missing, mood, strokes, tonal variation, composition (where things are places)	Pablo Picasso, observational, colour missing, water colours, textures, mood, tone, strokes,
	Key Skills:	Key Skills project Develop ideas and explore materials to create artwork in a variety of mixed media Painting skills are developed along with elements of colour theory Use a range of brush sizes Use colour and marks to express mood Explore primary and secondary colours with the addition of black and white Explore finger painting (hand/finger paints)	Key Skills project Develop use of sketch books Develop self-evaluation Develop control of tools and techniques Create textures using twigs, sponge, scrunched paper Experiment with composition To explore the tonal variation in Rousseau's paintings Learn about great artists, architects and designers in history	Key Skills project Develop self-evaluation Record from first-hand experience and imagination Develop and select ideas Collect visual and other information to help develop ideas Learn about great artists, architects and designers in history
Focus 3/4	Key Focus/opportunities: Printing/textiles/collage	Artist focus: William Morris <ul style="list-style-type: none"> • Design wallpaper inspired by William Morris • Variety of printing techniques (poly printing, mono printing, block printing) 	Artist focus: Rebecca Mc Gill/Celia Birtwell <ul style="list-style-type: none"> • Design a cushion inspired by textile designer • Create a textured Collages • Recreate traditional botanical drawings and paintings, with a range of fabrics • Happa zome 	Artist focus: Hannah Hoch/Frida Kahlo <ul style="list-style-type: none"> • Photo Montage Collage • Mixed media
	Vocabulary and Knowledge:	Poly printing, mono printing, block printing, Styrofoam, rollers, overlaying, colour wheel, Arabesque rotation & overprinting,	Rebecca McGill, Ceila Birtwell, textiles, botanical, fabrics, collage, sewing techniques, tie dye, batik, repeated patterns, overlaying, weaving, felting, happa zome, stencils	Hannah Hoch, photomontage, mixed media, abstract, still life, portrait, landscape, surreal, distorted, Photoshop, scaling, cropping, distorting
	Key Skills:	Respond to range of artists Develop ideas and explore materials to create artwork in a variety of mixed media Gain an understanding of the printing process and using collage Create texture using rigid and plastic materials and a variety of tools	Experiment with stitches and cuts, threads and fibres Uses simple stitches- uses a long needle to make straight stitches Creates prints on fabrics, using stencil prints Dyes fabrics using tie-dye, batik Experiments with cuts and joins patterns, embellishing the components	Develop skills of manipulation of media when creating collage studies on Hannah Hoch and other artists Develop their ICT skills using Photoshop e.g.size, resolution, creating pages, opening, importing, basic selection tools, basic light / colour

		Use stimuli to create simple 2D and 3D images using a variety of tools and materials Explores images and recreates texture using wallpaper, string, polystyrene etc Explores repeating patterns -overlapping, using two contrasting colours etc Explore images through printing on a variety of materials	Explore images through printing on a variety of materials Use a sewing machine Explore repeating patterns-overlapping, using two contrasting colours Gain an understanding of the printing process	adjustments, scaling, cropping, distorting, saving, compressing, various file formats Create images, using images that already exist Explore decades of art and photography since 1914 Express an opinion about something Respond to a particular article, headline or quote in a playful or thought-provoking way Devise a method of randomly selecting images to use, such as throwing a dice for page numbers or picking images out of a hat (receptacle of choice for such matters) Contrast images from different photography genres, for example mixing fashion advertising with powerful news images
Focus 5	Key Focus/opportunities: Sculpture	Artist focus: Alice in wonderland 3D project <ul style="list-style-type: none"> Using papier mache or mod roc Hanging cardboard sculpture 	Artist focus: Clay cupcake 3D project, inspired by Wayne Thiebaud <ul style="list-style-type: none"> Using clay Food Art <u>Extension activity</u> Giant Cardboard Cakes Papier mache ice cream sundaes	Artist focus: Van Gogh 3D project <ul style="list-style-type: none"> Giant Wire flower sculpture Inspired by Georgia O'Keeffe workshop Alternative: Ice sculptures
	Vocabulary and Knowledge:	Junk modelling, Use materials, tools and techniques, mixing, colours, media and texture, design, form, cardboard, join, cut, manipulate, stick, architecture, sculpture, pattern, tone, shape, collage, overlaying, gluing, appearance , papier mache	Wayne Thiebaud, clay files, sculpture, slabs (textured and drawn) pebbles Clay dishes (thumb pots, coil pots) food art, form, texture, weight, shape, pattern,	Van Gogh, wire sculpture, environmental sculpture (found and natural objects), plait, weave, coil, knot
	Key Skills:	Develop ideas and explore materials to create artwork in a variety of mixed media Recreate 2D images in a 3D piece Gain aware of form, feel, texture, pattern and weight Experiments with basic tools on rigid and plastic materials Look at colour and pattern in 3D structures, transferring the knowledge to their own work	Uses stimuli to create simple 2D and 3D images using a variety of tools and materials Recreates 2D images in a 3D piece Explore how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour	Define 'wire sculpture art' Develop designs ideas for wire sculpture, by drawing sketches Create 3D pieces from drawings Learn about famous sculptors in the field of wire sculpture Explore the essential tools and techniques needed for creating wire sculpture Experiment with the wire to create a sculpture based on natural form Investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of their work
Focus 7	Key Focus/opportunities:	Introduction to Creative Computing programmes	Artist focus: Robbie Honey <ul style="list-style-type: none"> Photography 'Flowers in Paint Bath' 	Artist focus: Christopher Marley <ul style="list-style-type: none"> Digital drawings Symmetrical photography

		Alternative: David Hockney <ul style="list-style-type: none"> • Photography • 'Do Remember they can't cancel Spring' 	Alternative: Vik Muniz/Hew Locke <ul style="list-style-type: none"> • Photography of food, before it is eaten
Vocabulary and Knowledge:	Creative computing, digital drawings, Snapchat Geo Filters, animations,	Focus, perception, observations, colour, texture, form, space, creative expression, photography, camera, balance, proportion, repetition of elements, contrast, variety, movement, emphasis, unity (see vocab list)	Digital drawings, symmetrical photography, focus, perception, observations, colour, texture, form, space, creative expression, photography, camera, balance, proportion, repetition of elements, contrast, variety, movement, emphasis, unity (see vocab list)
Key Skills:	Use apps and computing programmes as a tool for art Design digital photography videos and digital drawings Use paint programmes to design and combine text and sounds to express ideas Create digital mosaic portraits Make animations by creating GIFs Combine traditional artmaking and technology skills https://theartofeducation.edu/2017/12/11/10-digital-art-projects-that-will-spark-student-creativity/	Illustrate themes from direct observation, personal experience, and traditional events Express ideas through original artworks, using a variety of media with appropriate skill Express a variety of ideas based on personal experience and direct observations Demonstrate technical skills effectively, using a variety of art media and materials to produce designs, drawings, paintings, prints and photographic imagery Evaluate their own personal artworks and the artworks of others Select and critique artworks in progress, making decisions about future directions in personal work	Use photography to show observations of symmetrical photography Use image editing, animation, and digital drawings Explore the camera; recording using the formal elements and basic editing techniques using a range of online editing tools https://braveintheattempt.com/2018/03/01/digital-art-for-students-no-photoshop-required/

Photography

Line - The most fundamental of the art elements. A moving point in space Can be real—a yellow line on a road—or implied— geese flying in a "V"Objects in your photo such as a rectangular door, a round tree, or square tiles add "shape" to an image.

Shape and Form - what takes your two-dimensional photograph and makes it appear life-like and three-dimensional. This is usually achieved by controlling the light on your subject.

Color - Saturation: The intensity or purity of a color. Value: The lightness or darkness of a color. In photography value is created by the amount of light and the range of tones, or light and dark areas, in a scene.

Tone - The quality of light and dark, both in terms of color and shades of gray in a composition. Light and dark values give you visual clues about the shapes and forms of objects. Black and white photos rely completely on tone because of their lack of color.

Space - the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when we create the feeling or illusion of depth, we call it space.

Texture - Appealing to the sense of touch In photography, a sense of texture can help to make a photograph look more realistic or to enhance a 3-D feel

Balance - The appearance of equal visual weight within a composition. Symmetrical—Mirror image composition, similar on either side. Asymmetrical—still looks balanced by objects, are not centred in the frame (Rule of Thirds). Radial—Circular style composition, all objects radiate from a central point. The relationship between the sizes of objects or components in an image

Proportion - Helps to indicate an object's size, distance, and location

Repetition of elements helps to create a sense of rhythm or movement in a photograph.

Contrast - the scale of difference between black and white in your images. Without contrast you wouldn't have an image because there wouldn't be any differentiation between light and dark; everything would be black, white, or a single shade of grey somewhere in between.

Variety - all the different elements in the photograph Variety helps to add interest to the work and keeps the viewer's eyes moving around the piece

Movement and rhythm - real or implied motion (think action photography). Movement can also refer to how a viewer's eye travels through a picture. Rhythm can be created by the organized repetition of art elements of objects.

Emphasis refers to the focal point of the work.

Unity occurs when all of the individual parts of the photograph come together and support each other to make one unified image.