



Northampton International Academy

Art and Design Curriculum – Overview

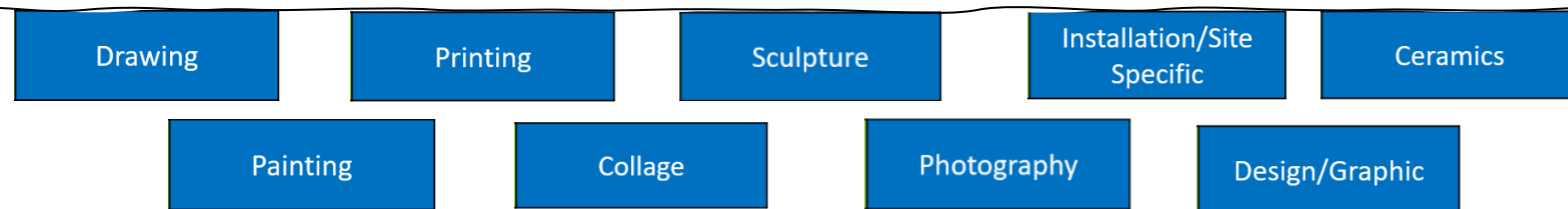


Why Teach Art and Design?

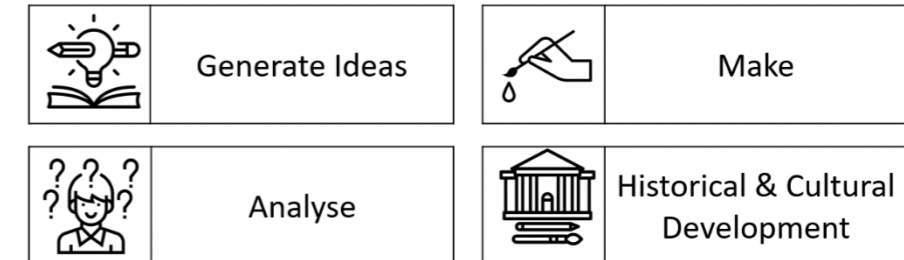
Art, craft and design embody some of the highest forms of human creativity. Art supports students' personal development through creativity and self-expression, alongside developing resilience, confidence and critical thinking skills. We aim to engage learners in the creative process, encouraging them to express their individuality, whilst building skills in problem solving, decision making about their own work and that of others - learning to reflect and evaluate as work progresses. We promote the enjoyment of Art for itself, the development of skills with increasing mastery as they progress and in their engagement in Art Craft and design. Art Craft and design in their many forms can then be taken forward either into exams, or for itself and have a lifelong impact with a love of art and artwork.

Our Curriculum will

- Produce creative work exploring their ideas and recording their experiences
- Enable learners to become proficient in drawing painting and other art craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design- and the Formal Elements.
- Enable learners to know about great artists form history and to current contemporary artists, craft makers and designers and understand the historical and cultural development of their art forms.



Substantive		Disciplinary
Practical Knowledge	Theoretical Knowledge	Discipline based knowledge



Practical Knowledge - Formal Elements of Art

Line
The path left by a moving point e.g. a pencil or brush dipped in paint. A line can take many forms e.g. horizontal, diagonal or curved.

Colour
A reflection of light, seen by the eyes.

Mood
Art can evoke certain feelings in the viewer or create a particular atmosphere.

Shape
A shape is an area enclosed by a line/edge (shaded in or just an outline).

Form
Form is a 3 dimensional shape such as a sphere, cube or a cone. Sculpture and 3D design are about creating forms.

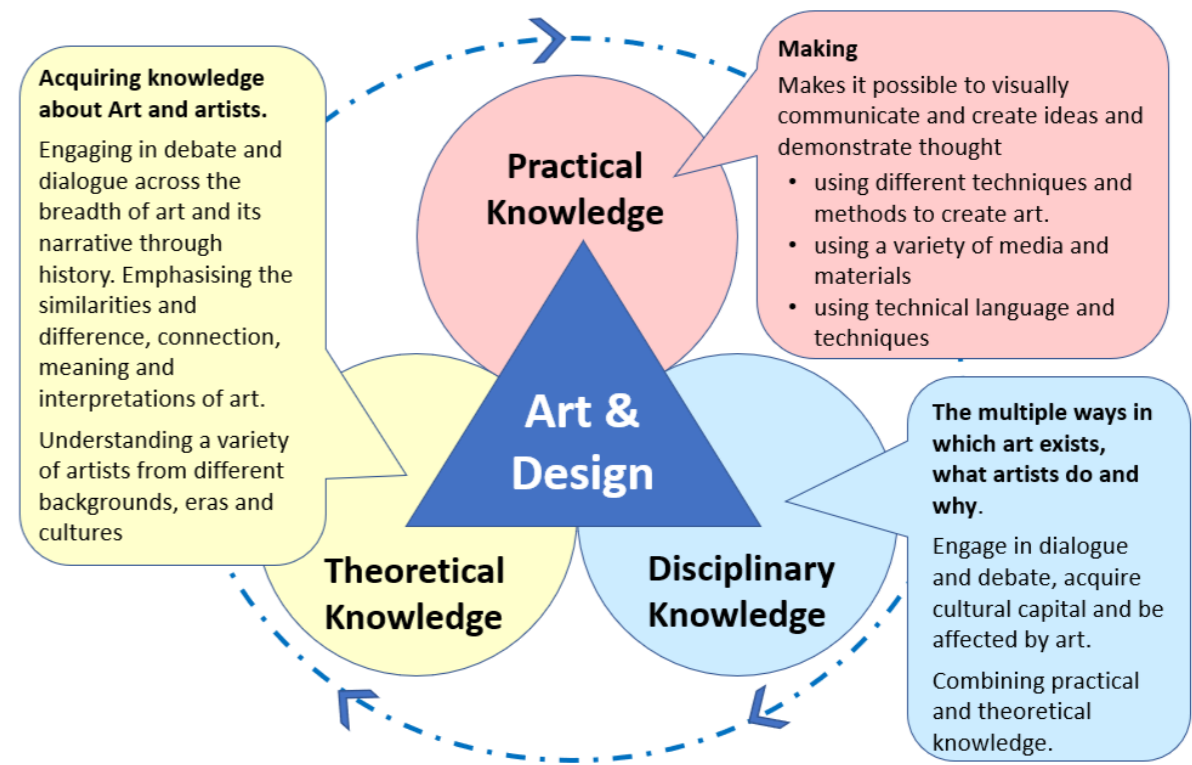
Space
The distance and area around, above, between or below objects.

Composition
The placement or arrangements of visual elements or ingredients in a work of art.

Tonal Value
Degrees of lightness or darkness. The difference between values is called value contrast.

Pattern
A design the is created by repeating lines, shapes, tones or colours. Can be manmade, like a design on a fabric, or natural, such as the markings on animal fur

Texture
The surface quality of something, the way it feels or looks like it feels. Actual Texture – really exists and can be felt or touched
Visual Texture – created using different marks to represent actual texture



Art and Design Teaching Approaches

We use the following approaches to teaching topics.

Primary Research

- Drawing in a variety of ways
- Looking at images from a variety of sources
- Looking at real objects

Contextual Research

- Studying a variety of art, craft and designers work to inspire and inform practical work.
- Learners are encouraged to form their own opinions and listen to other's viewpoints

Learn and Experiment with new materials

- Learner's practice and learn how to use a range of different media and art techniques. They are encouraged to experiment

Final Outcome

- Pupils will use prior learning, knowledge, and practice to help design and generate a final outcome that showcases their learning and understanding.



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Art Curriculum Map – Topics by Term



		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
		57x100 minute lessons per academic year	19x100 minute lessons per academic year	19x100 minute lessons per academic year	57x100 minute lessons per academic year	57x100 minute lessons per academic year	114x100 minute lessons per academic year	114x100 minute lessons per academic year
Topics Covered	Autumn	Colour: <ul style="list-style-type: none"> Responding to artwork Painting Drawing Mixing colours Balancing Blending Evaluating 	Day of the Dead: <ul style="list-style-type: none"> Responding to Culture Tonal drawing Chromatography Painting Cutting/collaging Designing Evaluating 	Radial Symmetry: <ul style="list-style-type: none"> Printing Carving/cutting Tracing Transferring Repeating Balancing Designing Evaluating 	Skills development <ul style="list-style-type: none"> Introduction to the course Mixed media Lino cutting and printing Scratch pens Pencil tone Developing ideas and using thumbnail sketches Water colour Paint Techniques 	'Identity' <ul style="list-style-type: none"> Completion of sustained personal project. Student led using a variety of media and techniques selected by the student. 	Sept to January Media Workshops <ul style="list-style-type: none"> Students complete a variety of media based workshops to expand their skills – including Drawing in a variety of media Printmaking Scale Paint 3D 	A-Level Portfolio: <ul style="list-style-type: none"> Personal Investigation completion Externally Set Supervised-timed Paper
	Spring	Creative Portraits: <ul style="list-style-type: none"> Planning Proportions- Measuring Observing drawing Responding to artwork Evaluating 	Surrealism <ul style="list-style-type: none"> Observing Tonal drawing Colour balancing Developing ideas Quality line work Evaluating 	Jasper Johns: <ul style="list-style-type: none"> Responding to artwork Oil pastel drawing Chromatography Designing Balancing Quality line work Evaluating 	<ul style="list-style-type: none"> Acrylic Paint Techniques Artist Research and responses Artist research and investigations Mind maps Collaborative Work 	January onwards GCSE exam work. Students develop a personal set of work in response to one exam question. 10 hr exam	All workshops incorporate artist research and understanding in relation to their work.	
	Summer	Bugs: <ul style="list-style-type: none"> Tonal drawing Planning Wire drawing Printing Collaging Evaluating 	Graffiti: <ul style="list-style-type: none"> Planning Designing Drawing Colour balancing Quality line work Evaluating 	Neurography Art Synaesthesia-drawing music: <ul style="list-style-type: none"> Responding to Culture Tonal drawing Making Embossing Manipulating Evaluating 	Sustained project 'Identity' Students develop a sketchbook and response to the title Identity		February onwards Personal Investigation Students select a personal theme to develop a sustained investigation of work.	
		Knowledge of a wide range of artist from different periods and places is embedded into each project, to inspire the students with their own idea developments and artwork.						