

Progression model Art & Design



Retrieval inbuilt at relevant and frequent points

National curriculum in England: art and design program of study:
Key stage 2
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Pupils should be taught:
to create sketch books to record their observations and use them to review and revisit ideas
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
about great artists, architects and designers in history

Pupils at KS2 have a varied art experience depending of their individual primary school.

**Year 7
KS3**

**Year 8
KS3**

**Year 9
KS3**

<p>Module 1 <i>Topic : SURREALISM</i></p> <ul style="list-style-type: none"> To introduce the art movement Surrealism and how it still used today. Learning how to put art into context (post war era) Painting skills, blending & tone Use imagination and development of ideas - creativity and creating a personal response. Connecting to the GCSE AO to help students make an informed decision about choosing art as GCSE option. Print making opportunity 	<p>Module 2 <i>Topic : Fantastic & strange/3D</i></p> <ul style="list-style-type: none"> Building on 3D knowledge develop from mod 2 in year 8, but with clay. Link to creative Careers and art industries – deepens understanding of art as a GCSE option Interest boys with links to film and gaming industries further to module 1, students developing creativity skills by designing their own fantasy creature (also links to GCSE AO 4) Using a grid method to develop drawing skills. 	<p>Module 3 <i>Topic :Pop Art</i></p> <ul style="list-style-type: none"> <i>This project runs as a mini GCSE project and examines all the assessment objectives from the AQA course</i> <i>Students will develop their own ideas from the work of other artists, designers and crafts people</i> <i>They will experiment with a range materials and techniques – developing skills from year 7, 8 and 9</i> <i>They will present a personal response to the work of the Pop Artists.</i>
Opportunities for cultural capital: LOOKING AT THE IMPACT OF ART AND DESIGN ON THE FILM AND GAMING INDUSTRY. POP ART AND POST WAR ERA ART AND DESIGN		
<p>Module 1 <i>Topic: The Jungle/environment/landscape</i></p> <ul style="list-style-type: none"> Developing drawing skills using different drawing methods. Exploring landscape paintings. midground, foreground, background building on Y7 under the sea project focussing on composition. Artist chosen is a naïve artist and uses basic tone in his work. Mixing and painting a range of tones of green building Y7 colour SOW. 	<p>Module 2 <i>Topic: Masks -Cultural influences</i></p> <ul style="list-style-type: none"> Using different cultures as a contextual reference rather than artists which is covered in National Curriculum. 3D building/construction skills. Exploring textures. Implementing colour theory explored in Y7. Looking in symbolism of colour and objects too Understanding the process from designing to making. 	<p>Module 3 <i>Topic: Bugs and Butterflies</i></p> <ul style="list-style-type: none"> <i>Patterns</i> <i>Symmetry</i> <i>Formal elements – line and mark making</i> <i>Control of materials and working mixed media to consolidate learning from year 7 and module 1 and 2</i> <i>Draw attention to the environment.</i> <i>Links to colour theory</i>
Opportunities for cultural capital: Intro to Landscape and perspective, Model making, Intro to line and Pattern IMPORTANCE OF THE ENVIROMENT GEOGRAPHY AND SCIENCE		
<p>Module 1 <i>Topic: Myself portrait project.</i> <i>Baseline test/assessment</i></p> <ul style="list-style-type: none"> <i>baseline test due to lack of information from primary schools and varied KS2 art curriculum.</i> <i>Pproject about themselves to help with transition from primary school.</i> <i>artist chosen is a simple style so that it is a simplistic outcome.</i> <i>link introduction to portraiture which continues KS4 and KS5.</i> 	<p>Module 2 <i>Topic: Colour Theory</i></p> <ul style="list-style-type: none"> Important element of art used in art education. developing painting skills colour mixing different types of paint and experimentation with wet and dry materials. understanding of how artists, designers and crafts people use colour to make their work effective. 	<p>Module 3 <i>Topic: Under the sea</i></p> <ul style="list-style-type: none"> Developing an understanding of composition. Applying knowledge of colour theory from module 2. Help students to develop a love and understanding of the natural world and how nature can inspire works of art. Deepens students understanding of colour theory.
Opportunities for cultural capital: AN INTRODUCTION TO A CONTEMPORARY ARTIST. CREATING A SELF PORTRAIT. IMPORTANCE OF THE OCEAN.		

Vertical planning: progression model
Access to future learning - Knowledge that is built upon, extended and results in schema development. Planned carefully across the students' whole time across the school. Ensures **key / threshold** concepts are introduced early in a school career and recur often – how does each year group build upon prior knowledge and develop schema? There should be a blend / overlap between modules