The Totteridge Academy
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Subject: ART & DESIGN

AIM AND PURPOSE

In the Art department, we aim to teach a high-quality art and design curriculum that should engage, inspire, and challenge pupils. This curriculum will equip them with the confidence, knowledge, and skills to experiment, invent and create their own works of art, craft, and design. As students progress throughout the key stages, they will be encouraged to think critically and develop a more rigorous understanding of art, craft, and design. They learn that art and design from all cultures reflect and shape history and contribute to the culture and wealth of the whole world. Art is a form of self-expression unique to the individual. This is reflected in the individual pieces produced at the end of GCSE and A Level courses, where students express themselves and their work is totally unique to them.

HOW DOES THE CURRICULUM INDUCT STUDENTS INTO THE DISCIPLINE OF THE SUBJECT?

Students are taught to love and appreciate the value of Art in the world across the three key stages. By the end of KS3 students will have learnt to appreciate the diversity of the art world after being exposed to a wide variety of cultural artists. By the end of KS4, students have acquired skills to prepare them to take their ideas and interests further. The knowledge, practical skills and written structures required for success at KS5 have become embedded, ensuring a smooth transition to A Level. By the end of Year 13 students have a portfolio of work that enables them to be interview ready.

Overall, the curriculum induces students to practice self-discipline and self-discovery by opening a world of possibilities, finding their own voice in the world of Art, Craft and Design.

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Subject: ART & DESIGN
Year:7

OVERVIEW

Year 7 are introduced to The Elements of Art. The purpose of this is to reveal the importance of learning the 'basics' and then applying those new skills into researching the work of artists from the twentieth century. Students will also explore a wide range of materials, techniques and processes and then be expected to apply the key language learnt in lessons within personal critiques.

Term	Focus	Assessment
Aut 1	The Elements of Art – Part 1 • Learning the basics: THE ELEMENTS OF ART • Applying the basics to learn new techniques • Reviewing how these new skills can be used when responding to artworks	Ongoing assessment in sketchbooks
Aut 2	The Elements of Art – Part 2 • Learning different drawing techniques : mark making • Learning different shading skills – light shade and tone • Artist references : Wassily Kandinsky, Sonia Delaunay and Paul Klee	MID YEAR ASSESSMENTS: HWK Booklet worth 34% of the mid-year assessment grade.
Spr 1	The Elements of Art – Part 3 • Learning about colour – Part 1 • The Colour Wheel in detail • How to create colours – naming colours • How to apply colour – brush skills	Ongoing assessment in sketchbooks
Spr 2	The Elements of Art – Part 4 • Learning about colour – Part 2 • Using colour in different kinds of art, from painting to collage to pattern making • Artist reference: Clare Youngs	Responding to the work of an artist using the formal Elements of Art
Sum 1	The Elements of Art – Part 5 • Creating form using modelling materials • How to create 2D into 3D using light shade and tone • Drawing from a primary source – still life	END OF YEAR ASSESSMENTS: HWK Booklet worth 34% of end of year assessment grade.
Sum 2	The Elements of Art – Part 6 • Working from a variety of artists : Bridget Riley exploring Op Art. • Creating a personal response • Learning to write annotation in a formal way	Responding to the work of an artist using the formal Elements of Art

Home Learning:
- Research of a wide variety of artists
- Worksheets that allow for practising skills

Useful resources:
- BBC Bite size Art and Design

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Subject: ART & DESIGN
Year: 8

OVERVIEW

Year 8 are introduced to the ideas and concepts around Abstraction in Art and Design. It helps to dispel the worry that everything in Art needs to be perfect and instead embeds the idea that imperfection is acceptable.
Many 20th Century artists explored abstraction in one form or another, but the grandmaster of abstraction - Pablo Picasso - was the most prolific in his work. He inspired even hardened Pop Artists to develop their work in an abstract way, so this theory of 'removing reality' allows us to refine our idea to another level in Year 8.

Term	Focus	Assessment
Aut 1	• Introduction to abstraction and methods in 'Cubism' • Learning about 'Guernica' and the impact this artwork had on the world • Picasso's portrait of Dora Marr – and how it changed opinions on Cubism	Ongoing assessment in sketchbooks
Aut 2	• Students to explore the work of Roy Lichtenstein and his developments with Cubism in his own artworks • Jean Du Buffet – taking a simple portrait and creating an abstract image without losing familiar characteristics • Creating cubist style images from everyday objects	MID YEAR ASSESSMENTS: HWK Booklet worth 34% of the mid year assessment grade.
Spr 1	• Exploring the work of Clare Youngs and her abstract images of animals • Students will print textures from everyday items onto white card • From these textured printed papers they will cut and create abstract shapes to construct 3D animals	Ongoing assessment in sketchbooks
Spr 2	• Observation drawing skills also explored this term from Natural Forms • Birds, plants and all manner of the natural world drawn from observation	Ongoing assessment in sketchbooks
Sum 1	• Exploring our local environment and studying the work of Ruth Allen • Drawing from our school environment – looking closely at the building, the structure, lines and form of our school architecture	END OF YEAR ASSESSMENTS: HWK Booklet worth 34% of end of year assessment grade
Sum 2	• Closer study of the work of Ruth Allen and how she creates her colourful landmark images • Looking at maps from London streets and how the abstract nature of the maps can be seen as artworks in their own right	Ongoing assessment in sketchbooks

Home Learning:
- Research of a wide variety of artists
- Worksheets that allow for practising skills

Useful resources:
- BBC Bite size Art and Design

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Subject: ART & DESIGN
Year: 9

OVERVIEW

Year 9 are introduced to the mid 20th Century phenomenon called POP ART – where they explore consumerism and the popular culture at that time. They will use a variety of materials, techniques and processes as well as studying a range of work by contemporary artists such as Andy Warhol, Peter Blake, Roy Lichtenstein and Robert Indiana. The Japanese artform of Notan will be a contrast of art style in the Spring term and then to follow the GCSE style study of Natural Forms.

Term	Focus	Assessment
Aut 1	• Study of the work of Andy Warhol, Peter Blake and Roy Lichtenstein • Creating work in the style of the artists – using key features of Pop Art • Looking at the iconic people of popular culture today and creating a Warhol style 'Marilyn'	Ongoing assessment in sketchbooks
Aut 2	• Using the work of Claus Oldenburg as inspiration, pupils will create a 3D model in the style of his work • Working with a range of materials, techniques and processes to complete the model fully	MID YEAR ASSESSMENTS: HWK Booklet worth 34% of the mid year assessment grade.
Spr 1	• Opposites in Art – Japanese style paper cutting from a single square. • Working from a very simple level to a refined more sophisticated level of paper cutting using scalpels	Ongoing assessment in sketchbooks
Spr 2	• Looking at the concept of 'Chiaroscuro' and comparing light and dark in art • Drawing on black paper to find negative space from Natural Forms	Observational drawing – from a primary source
Sum 1	• Studying the work of Angie Lewin and her printing techniques • Observational drawing of natural forms directly into sketch books of birds, fish, fleas and seashells	END OF YEAR ASSESSMENTS: HWK Booklet worth 34% of end of year assessment grade
Sum 2	• Looking closely at the work of Cheryl Cochran and Mariann Johansen-Ellis • Painting pigeons in sections onto card to create 3D construction of a flock of birds • Printing fish from rubber stamps carved with lino tools	Ongoing assessment in sketchbooks

Home Learning:
- Research of a wide variety of artists
- Worksheets that allow for practising skills

Useful resources:
- BBC Bite size Art and Design

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Subject: ART & DESIGN
Year: 10 GCSE

OVERVIEW

In Year 10 students are introduced to the AQA GCSE specification and the requirements needed to gain a qualification in Art and Design.
Students become familiar with the visual language and format of producing a portfolio.
Students attend 3 lessons a week that are run in the style of a workshop, in order to gain confidence in a wide variety of skills.

Term	Focus	Assessment
Aut 1	Unit 1 Project 1: • Students create a mind map based on a specific theme from AQA • Students research a wide variety of artists and produce a series of Design Sheets based on the theme	Ongoing assessment
Aut 2	Unit 1 Project 1: • A variety of skills taught: printing, painting and textiles • Annotation format developed with the use of writing frames	Ongoing assessment
Spr 1	Unit 1 Project 1: • Continuation of project theme • Developing skills in drawing and painting	Ongoing assessment
Spr 2	Unit 1 Project 1: • Students to conclude their portfolio work with a final piece • Students to be taught how to write an evaluation of their portfolio	Ongoing assessment
Sum 1	Unit 1 Project 2: • Students to begin a new project based on a suggested theme by AQA • Students to research a wide variety of artists based on the theme • Students to produce a mind-map linking their research to the theme	Ongoing assessment
Sum2	Unit 1 Project 2 • Continuation of theme, students to research artist's work in greater depth and respond on a series of Design Sheets • Students to link all their work to the Assessment Objectives to meet the criteria	

Home Learning:
- Research of a wide variety of artists
- Worksheets that allow for practising skills

Useful resources:
- BBC Bite size Art and Design

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Subject: ART & DESIGN
Year: 11 GCSE

OVERVIEW

In Year 11, students continue with the AQA GCSE specification and the requirements needed to gain a qualification in Art and Design.
Students are now familiar with the visual language and format of producing a portfolio.
Students attend 3 lessons a week that are run in the style of a workshop, in order to gain confidence in a wide variety of skills.

Term	Focus	Assessment
Aut 1	Unit 1 Project 2: • Continuation of project 2 – including annotation	Ongoing assessment in sketchbooks
Aut 2	Unit 1 Project 2: • Conclusion of Project 2 • Mock Exam – December	Create a book cover of The Natural World for Children
Spr 1	Unit 2 EXTERNAL SET TASK • Students given their exam paper and allowed to choose their own project • Students begin their portfolio with a mind map • Students produce a series of Design Sheets	Ongoing assessment in sketchbooks
Spr 2	Unit 2 EXTERNAL SET TASK: • Students to conclude their portfolio work with a final piece in a 10-hour final exam • Students to conclude their EXTERNAL SET TASK with an evaluation	Ongoing assessment
Sum 1		Ongoing assessment in sketchbooks
Sum 2		On going assessment

Home Learning:
- Research of a wide variety of artists
- Worksheets that allow for practising skills

Useful resources:
- BBC Bite size GCSE Art and Design