

BARKING ABBEY DEPARTMENT OF ART AND DESIGN - LONG TERM PLAN – KS4 ART AND DESIGN/GRAPHIC DESIGN

YEAR	UNIT 1-Landscape	Significance/relevance to student character and culture.	UNIT 2-Portrait	Significance/relevance to student character and culture.
9	<p><u>ART-Landscape</u> Landscape drawing from home and school environment.</p> <p>Colour Theory linked to Fauvism-Colour pencil, watercolour, acrylic painting.</p> <p><u>GD-Landscape</u> Landscape drawings from home and school environment. Links to Mondrian. Use of Photoshop tools in learning how to add colour, line and how to select and work with layers.</p> <p>Typeface planning and designing from observed researched fonts for 'Landscape To Abstraction' Range of layouts with previous work combined with typeface designs. Focus on impact of different compositional tools.</p>	<p><b>SMSC:</b> Students explore their creativity and imagination visually, through developing skills using relatively new art techniques and materials.</p> <p>In exploring the landscape genre from across continents and time, students are encouraged to appreciate that all cultures have expression, purpose and artistic worth.</p> <p>Students learn how their own environment can impact their identity and self-worth and character</p> <p><b>BEST HABITS:</b> Courage, perseverance, practice, creativity, open-mindedness.</p> <p><b>TRANSFERABLE SKILLS:</b> <b>Adaptability. Problem- Solving. Creativity. Staying positive and resilient.</b></p>	<p><u>ART-Portrait</u> Tonal planning of proportions of the face. Development of drawing skills Use of colour theory and mixing skin tones in producing self-portrait</p> <p><u>GD-Portrait</u> Use of line tool, pen tool, paintbrush and magnetic lasso tool with stroke in making digital portrait. Links to Chuck Close with gridded skin tone portrait. Use of grids to add in typeface designs, signs and symbols that have personal significance.</p>	<p><b>SMSC:</b> Students explore their creativity and imagination visually, through developing skills using new art techniques and materials.</p> <p>Students explore the theme of portraiture and how it has been used across time to communicate themes of identity, age, culture, relationships and experience and how new technologies have changed methods of representation.</p> <p><b>BEST HABITS:</b> Understanding, open-mindedness, practice, creativity reflectiveness.</p> <p><b>TRANSFERABLE SKILLS:</b> <b>Adaptability. Problem- Solving. Creativity. Staying positive and resilient.</b></p>
	<p><b>ASSESSMENT:</b> Independent study tasks marked 2/3 weeks. Assessment task – half termly.</p>		<p><b>ASSESSMENT:</b> Independent study tasks marked 2/3 weeks. Assessment task – half termly.</p>	

YEAR	UNIT 3-Still Life	Significance/relevance to student character and culture.		
9	<p><u>ART-Still Life:</u></p> <p>Links to Michael Craig-Martin, Giorgio Morandi and Memento Mori with objects drawn from observation relating to self and identity</p> <p>Combining all aspects of portraiture, still life and landscape in producing a personal outcome.</p> <p><u>GD-Still Life</u></p> <p>Use of Photoshop drawing tools with links to Michael Craig-Martin and Patrick Caulfield of objects personal to pupils.</p> <p><u>Personal response:</u> Poster design that combines all aspects of portrait, landscape and still life.</p>	<p><b>SMSC:</b></p> <p>The students are taught to reflect on the cultural context in which the work has been produced. Students study how still life has become a symbol of progress of the object, a reminder of mortality, the meaning we attach to our possessions and how objects can represent a person, their status and their attitude to collecting and consumerism.</p> <p><b>BEST HABITS:</b></p> <p>Courage, empathy, open-mindedness, adaptability, fairness, reflectiveness.</p> <p><b>TRANSFERABLE SKILLS:</b></p> <p>Adaptability. Problem- Solving. Creativity. Presentation and communication.</p>		
	<p><b>ASSESSMENT:</b></p> <p>Independent study tasks marked 2/3 weeks. Assessment task – half termly.</p>		<p><b>ASSESSMENT:</b></p> <p>Independent study tasks marked 2/3 weeks. Assessment task – half termly.</p>	

BARKING ABBEY DEPARTMENT OF ART AND DESIGN - LONG TERM PLAN – KS3

YEAR	UNIT 3 Clay Letter Design	Significance/relevance to student character and culture.		
8	<p>Students are introduced to the formal element of texture and how to explore texture as visual texture and actual texture</p> <p>Students consider the modern day practice of Javier Mariscal with his diverse output and his use of typeface designs.</p> <p>Students explore the historical context of typeface designs looking at illuminated manuscripts and how the Middle Ages related to the Renaissance.</p> <p>Pupils research and personalise their own illuminated lettering designs for their own initials and a letter from the school motto. Pupils explore use of identity and personalise the designs with personal signs and symbols.</p> <p>These are referred to for the clay letter tile design which focuses on one out of the three lettering designs and the use of actual texture with their clay</p>	<p><b>SMSC:</b></p> <p>Students explore their creativity and imagination visually, through developing skills using relatively new art techniques with motor skills and modelling with 3D materials.</p> <p>Pupils reflect on the adaptability and potential of working with clay and the qualities it possesses that other materials do not and how that has been utilised by a range of cultures.</p> <p>Pupils learn how typefaces are used to communicate an idea or identity and the perseverance involved in reproducing work by hand before photography and photocopying were introduced.</p> <p>Pupils reflect on methods of communicating aspects of their own culture and identity in a visual manner and what is important or means something to them.</p> <p><b>BEST HABITS:</b></p> <p>Courage, perseverance, practice, creativity, open-mindedness.</p> <p><b>TRANSFERABLE SKILLS:</b></p>		

	design. Pupils refer to sgraffiti and relief design work.	Adaptability. Problem- Solving. Creativity. Staying positive and resilient. Willingness to learn.		
	<b>ASSESSMENT:</b> Independent study tasks marked 2/3 weeks. Assessment task – half termly.			