



**Pathway
3**

**Year '601.1 Art & Design
Rotation 1 of 2'**
(Please contact the Arts Faculty
leader for further clarification on
your child's learning path).

Autumn Term

Course Title: Art and Design - GCSE and AS Level Accredited

Learning Intention: Title: 6O1.1AUT 'Art Fundamentals-From Prehistoric to Animatronic'

This Scheme of work is followed by pupils studying GCSE/AS Level Art and Design in the Autumn Term. The purpose of this SoW is to develop pupils' knowledge and understanding of Art and Design key Movements and design skill disciplines in order to prepare pupils for GCSE or AS Level study. The knowledge they gain from doing this Scheme of work will help them develop their ability to decide if they have a leaning towards Fine Art Disciplines or Design disciplines later in the year, it will inform their coursework direction and submission choices. It gives pupils the grounding in Fine Art and Design skills in order to help them make informed decisions about their Artistic leaning and will help them be more independently creative.

Unit 1a focuses on the Art Timeline and unit 1b Tim Burton -Design Layout and Animatronics

The Art History Timeline develops pupil's interest in different Key Art movements. Constructivism, Futurism and Pop Art. Concluding the first half of term with a group canvas based on the Black Arts Movements and the Key Art Elements. In the second half of term pupils develop their understanding of how to work to a Design brief creating a 3D sculpted maquette design and Art presentation pages based on 'Tim Burton Art' and his film the The Nightmare Before Christmas.

Accreditation:AQA Unit Tim Burton Art Level 1

(For 2022-23 this scheme of work is taught for all pupils in this 6th Form option block as they are all in in their first year of this new rolling cycle of learning)

**Key knowledge that should be learned
during this SoW**

All

Most

Some

<p>Concept:</p>	<p>Starting to:</p> <ul style="list-style-type: none"> ● To develop understanding of how to identify and compare some key differences in styles of Art Movements ● To develop understanding of how to layout and plan for a Graphic design brief 	<p>Improving the ability to:</p> <ul style="list-style-type: none"> ● To build on previous knowledge of Art Movements and periods improving pupils ability to critique Art ● To build on previous knowledge of Graphic design and research skills to produce design study pages, mood board and a Maquette for a design brief 	<p>Exploring the ability to:</p> <ul style="list-style-type: none"> ● To build on previous knowledge of Art movements and periods and broaden ability to competently discuss a range of Art Movements and Styles ● To be able to understand the key principles of page lay out and maquette making to be able to produce the design elements that could be used as part of a presentation for a company like John Lewis
<p>Knowledge:</p>	<p>Develop understanding of aspects the following Knowledge:</p> <ul style="list-style-type: none"> ● To understand that art Styles and movements change over time ● To develop knowledge of particular creative effects or Art Elements in at least one Art style ● To understand that Art should be inclusive. ● To understand the steps to follow to create a Mood Board and Tim Burton Study Page ● To develop the knowledge of 	<p>Develop a competent understanding of a range of the following Knowledge</p> <ul style="list-style-type: none"> ● To understand that art Styles and movements change over time and understand how Timeline dates work ● To develop knowledge of particular creative effects or Art Elements in a range of Art styles ● To understand that Art should be inclusive and show understanding of some key principles behind the Black 	<p>Develop a confident understanding of a range of the following Knowledge:</p> <ul style="list-style-type: none"> ● To understand that art Styles and movements change over time and independently show understanding referencing dates, movements or periods on the Art Timeline. ● To confidently give examples of particular creative Effects or Art Elements in a range of Art styles ● To understand and give examples of how Art and society should be inclusive

	<p>how to apply wire and Modroc to make a 3D maquette</p>	<p>Arts movement</p> <ul style="list-style-type: none">● To understand the 'Nightmare Before Christmas' Mood Board and Tim Burton Study Page have different requirements● To develop the knowledge of how to apply wire and Modroc to competently make a 3D maquette	<p>and show understanding of key principles behind the Black Arts movement</p> <ul style="list-style-type: none">● To understand key differences in the approach to the 'Nightmare Before Christmas' Mood Board and Tim Burton Study Page● To develop the knowledge of how to apply wire and Modroc to confidently make a 3D maquette
--	---	---	--

Key Skills:

Develop ability to interact with or use a range of the following skills with support:

- To trace images and create repeat drawings linking to Futurism
- To Monoprint examples of Pop Art remembering some process steps independently
- To name some colour differences between Art style i.e. Constructivist, Pop and Futurist Art styles
- To work with at least one other person to create a group freehand canvas piece or copied drawing using the grid method with support
- To create a Mood Board and Tim Burton studies page. Using and applying research and observational drawing skills from a secondary source with regular guidance
- To be able to make a 3D Maquette design for a character using wire and Modroc with regular support

Develop a competent ability to use a range of the following skills with some support:

- To competently trace images and create repeat overlapped drawings linking to Futurism
- To Monoprint examples of Pop Art remembering several process steps independently
- To name colour and other differences between Art Styles i.e. Constructivist, Pop and Futurist Art styles
- To work with at least one other Person to create a group freehand canvas piece or copied drawing using the grid method mostly independently
- To create a Mood Board and Tim Burton studies page. Using and applying research and observational drawing skills from a secondary source with reduced guidance
- To be able to make a 3D Maquette design for a character using wire and Modroc with regular guidance

Develop a confident ability to use a range of the following skills independently:

- To confidently trace images and create repeat overlapped drawings linking to Futurism
- To Monoprint examples of Pop Art competently remembering the process steps and producing good quality prints
- To name a range of differences between Art Styles i.e. Constructivist, Pop and Futurist Art styles
- To work with at least one other Person to create a group freehand canvas piece or copied drawing using the grid method independently
- To create a Mood Board and Tim Burton studies page. Using and applying research and observational drawing skills from a secondary source with occasional guidance
- To be able to make a 3D Maquette design for a character using wire and Modroc and wood with

			occasional guidance
Language and/or communication skills:	<p>To start to use subject related language with some accuracy:</p> <p>Theme: Art Timeline Pop Art Printmaking</p> <p>Elements: Line Pattern Colour Shape Texture Colour Block Colour</p> <p>Moodboard/Studies page/Observational drawing/Masking Tape/Wire</p>	<p>To use subject related language with increased regularity and accuracy:</p> <p>Theme: Art Movements Futurism Art The Black Arts Movement Monoprinting</p> <p>Elements: Space Movement</p> <p>Modroc/Base/Tim Burton/Research-layout</p>	<p>To explore subject related language with confidence and fluency:</p> <p>Theme: Art Periods Constructivist Art Canvas</p> <p>Elements: Value Form Repetition</p> <p>Colour: Contrasting/Blended</p> <p>Attach/Position/Animatronics</p> <p>Graphic Design</p>
Curricular Links	<p>Art developing basic drawing links to all art SoW</p> <p>PSHSCE/SMSC-Moral and social importance of inclusive Art and representation in Art galleries</p> <p>PSHSCE/SMSC-Learning about unusual looking characters and discussions around whether dangerous people in real life actually look scary or vice versa</p> <p>Numeracy-measuring metal wire to cut lengths of wire</p> <p>Science -applied Knowledge of how materials bend and adhere together</p> <p>Spiral Learning linking to:</p> <p>Year 9 Art & Drama Victims Villains and Heroes- discussing equal representation in Hollywood movies and designing Villain characters</p>		

	Year 9 Art & Design 'Graffiti' Design Brief Anti racism Graffiti
	Year 11.1 Art & Design 'Exploring 2-D & 3D' Design Plaster work and Pop Art

Talking points

Pupils should be encouraged to discuss Art movement, periods and styles. They should also be encouraged to visit Art galleries in their free time. Pupils should also be encouraged to look at a range of Art which is inclusive and discuss the importance of an inclusive society, wider links in home learning touch on the 9 protected characteristics

They should be encouraged to compare fine art methods of working, compared with Graphic design methods of working. Developing understanding of key differences in the style of work they are interested in pursuing.

Reference Links:

The Tate Britain

<https://www.tate.org.uk/visit/tate-britain>

25 Most Influential pieces of American protest art since world war 2

<https://www.nytimes.com/2020/10/15/t-magazine/most-influential-protest-art.html>

Tim Burton website

<https://www.timburton.com>

Implementation

key Elements: Introduction to Art timeline, movements/ periods **developing wider knowledge of contrasting Art styles from Fine Art to Graphic Design**

- Pop Art-Block colour and simple line
- Futurism-Movement, repeat patterns and colour blending
- Constructivist Art-Contrasting colours, political Art
- Black Arts Movement (BAM)-Key Art elements, Rights and Inclusive Art

- Observing and reflecting the Artwork of Tim Burton in 2D and 3D

Learning Through Research and Art Movement/style Exploration: Pupils are guided through a range of fine Art studies and then respond to a Graphic/Product Design brief

- Pupils are supported through checklists and modelled examples, they are encouraged to work as independently as possible and develop their ability to understand key Art and design processes.

Assessment:

- Assessment forms part of the ongoing: teach, review, marking and planning cycle. Pupils are assessed on their ability to work together, their keyword knowledge and their ability to meet the First 2 criteria for their Tim Burton Art AQA Unit

Impact

Core Outcomes:

1. Creating an Art Movement Timeline
2. Exploring moving lines in Futurism- App. Photography and repeat tracing
3. Obs. Drawing- colour Pop Art/ Futurism or Constructivist Art
4. Exploring Monoprint Colour Effects-Pop Art/ Futurism or Constructivist and key word Assessment
5. Assessment-Team Challenge-Review and develop a piece inspired by Black Arts Movement
6. Assessment-AQA UNIT Tim Burton Art-Moodboard/Studies page and Modroc Maquette

Wider Impact:

- Career Links- Learn to work with others on a set task
- Life Skills-Learn to complete a project with growing independence
- Career Links for Students Sitting AQA Unit Level 1 or 2- This unit provides a grounding for them to complete the units and build up a broad range of art portfolio examples.
- Career Links- Learn to work mostly independently on a short project, helping to support preparation for GCSE coursework and working after school
- Career links- Learn to plan and layout work like a professional designer
- Career Links- Develop the knowledge and ability to make informed choices about what they study so that a pupil make

more informed choices of what they wish to pursue in College

- Develop skills to be able to work in a professional style ie.e learning to follow a design brief for an advertisement
- Life Skills-Develop interest in a new type of Art which could become a hobby.