



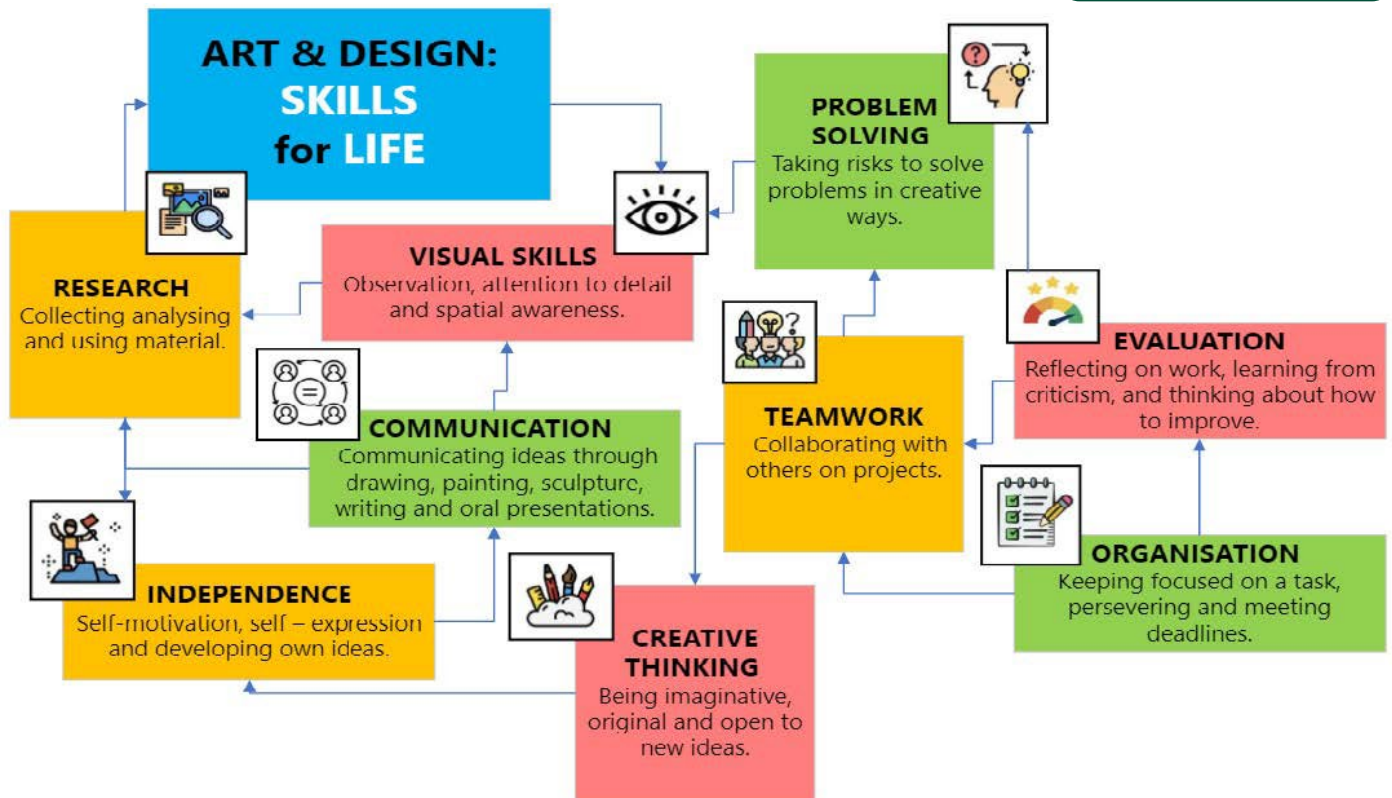
# ART & PHOTOGRAPHY

## Intent – What do we learn and why?

The Art Department at Chosen Hill aims to be a stimulating and inviting place where all students feel capable, supported, and challenged, whilst enjoying their learning. The intent of teaching art is to enable students to acquire a range of **Art and Design skills for life**.

*“Creativity is intelligence having fun.”*

Albert Einstein



The study of Art equips students with a range of transferable skills useful in other lessons, the world of work and life. Art is an essential component in preparing young people for life in the twenty-first century and as a department we aim to enable our students to become:

- Successful independent learners who enjoy learning, understand how to make progress, and achieve to their full potential.
- Confident self-managers and team workers who are curious, resilient, and confident in taking creative risks with their work.
- Responsible citizens who recognise and appreciate the wider impact art has on the world around them and enables them to engage with it in an informed way.

## Implementation – How is the curriculum planned?

Our Art curriculum is rich in skills and knowledge and has been collectively designed and structured to provide students with an exciting journey, that explores and responds to the formal Elements, which support all our lessons and themes. Throughout various projects the broad spectrum of art, craft, and design is covered using a range of practical skills, including drawing, painting, printmaking, and sculpting. Artwork is formed in response to an array of themes and subject matter often topical and global issues which are of interest to young people. Students are not only taught how to use formal elements in their work such as line, tone, colour, space, texture etc, but to also analyse how formal elements are used as powerful communication tools to create effect. Our Art curriculum is fully supported by visual literacy, critical thinking, and the language skills necessary to engage with historical and contemporary contexts, for students to develop an understanding as to how these can reflect and shape who we are.

Our Art curriculum has the following core aims:

- **Creative Expression & Personal Voice:** Encourage students to explore and express their ideas, emotions, and perspectives through various art forms, finding their unique artistic voice.
- **Art History & Cultural Context:** Introduce students to significant art movements, styles, and artists from different time periods and cultures to understand how art reflects and shapes societies.
- **Visual Communication:** Teach students fundamental elements of art (e.g., line, shape, form, colour, texture), composition, and storytelling to effectively convey messages and ideas through their artwork.
- **Artistic Techniques & Media Exploration:** Introduce students to a wide range of art materials and techniques, allowing them to experiment and discover their preferred methods of artistic expression.
- **Critical Thinking and Analysis:** Encourage students to analyse and interpret artworks critically, developing their ability to assess techniques, symbolism, and meaning in both historical and contemporary art, and fostering self-awareness in their own artwork and that of their peers.
- **Artistic Process and Problem-Solving:** Enable students to focus on the artistic process, from ideation and planning to execution and reflection, nurturing students' problem-solving skills within their artistic endeavours.
- **Collaboration and Communication:** Promote teamwork and communication skills through group projects and art-related activities, demonstrating how art can be a collaborative and communal experience.

### KS3

Years 7, 8 and 9 Art students complete baseline activities at the start of term 1 that cover drawing, shading and mark making skills. Then students complete 2 main projects over the course of the year. Project themes include **Native American Art of the Northwest Coast, Architecture and Endangered Animal.**

#### Native American Art of the Northwest Coast

For this project you will explore **Native American Art of the northwest coast** and gain Historical and geographical background knowledge on **Native Americans**.

While completing observational drawings using sketching, mark marking and painting techniques you will develop your painting and drawing skills. Skills will include:

- Investigating the techniques within Native American art and the use of **formline** design.
- How to use **Tone** to show form with Pen and Pencil.
- Understand **formline** basics and use of colour in Northwest Coast art.
- Learn to understand **Colour Theory** and **mix paint** to decorate your own totem pole – taking on Native American traditions.
- Blending and layering paint.
- Explore **Composition** by designing and creating your own two-dimensional **Northwest Coast artwork** and **Totem pole**.

**Artists and traditional art forms explored in this project:**  
Maynard Johnny Jr  
Bill Reid  
Masks  
Hats  
Canoes  
Totem Poles  
Formline stylized animals



**What will I learn?**

Extended observational drawing and painting skills. Discover and draw the elements that make up two-dimensional Northwest Coast art. These elements will then be used to draw animals in the Northwest coast style. Mix bright vibrant paint you will focus on the work of artist Maynard Johnny Jr, his use of bold, bright colours and graceful line work. Learning new techniques, you will tackle designing your own totem pole later adding a vibrant colour scheme.

**Why investigate Native American Art?**

Learning about other cultures and traditions opens an opportunity to study artists from around the world giving an insight and understanding of their values and experience different styles of art. An exposure to many different styles of art widens your artistic skills and knowledge.

**Drawing**

- Keep your pencil sharp when making a drawing, sketch lightly to begin
- Begin by drawing the main shapes and outlines of your image –check your proportions as you go
- Draw the larger shapes into your outlines before adding details to your work
- Review and refine your work as it progresses, altering any mistakes




**Knowledge Organiser Focus: Y7 Native American Culture & Symbolism**

**Key words and Terminology**

<b>Indigenous</b>	Originating or coming from a particular place.
<b>Tribe</b>	A group of people making up communities that are either related or linked by social or religious beliefs. Tribe shares a rules and traditions, a tribe typically has a leader.
<b>Native</b>	Where someone or something comes from. For example, a tiger in a zoo is native to Asia despite living somewhere else.
<b>Repeating Patterns</b>	Repetition refers to one object or shape appearing multiple times one after the other.
<b>Traditional</b>	The handing down of a beliefs and customs though generations of people over many years.
<b>Technique</b>	A way of carrying out a particular task, for example different painting techniques used to create texture on animals or plants.
<b>Symbolism</b>	The use of symbols or shapes to represent ideas or stories.
<b>Blending/ Gradient</b>	Gradients are the gradual change in colour or tone, for example you could use a paint brush to blend yellow into red paint creating a range of oranges in between.
<b>Formline</b>	Term used to describe the elements that make up two-dimensional Northwest Coast art.

**What is a totem pole?**

Totem poles are 3D monumental tribal wood carvings. They represent and honour ancestry, histories, people, or events. The animals on totem poles often symbolise people.

**Skills Workshops Y8 Architecture**

What is Architecture? **the art or practice of designing and constructing buildings.**

**Artist focus...**

- Ian Murphy
- Sunga Park
- Jon Measures
- Lucy Jones
- Evol



**Workshop focus Vocab!**

<p><b>Pencil</b></p> <p><b>Tonal Range</b> A range of tones from light to dark or dark to light</p> <p><b>Texture</b></p> <p>To show implied texture by using different lines and marks.</p> 	<p><b>Water colour</b></p> <p><b>wet-on-wet</b> The technique of painting wet color into a wet surface (paper). Colour applied this way usually dries without a hard edge</p> <p><b>Wash</b> In painting, a thin, translucent layer of pigment</p> <p><b>Graded wash</b> A wash that smoothly changes in value from dark to light.</p>	<p><b>Mixed Media</b></p> <p><b>Mixed media.</b> work that incorporates two or more art forms.</p> <p><b>Collage</b> an artistic composition made of various materials</p> <p><b>Experimental</b> A desire to extend the boundaries of art in terms of materials or techniques.</p>	<p><b>3D</b></p> <p><b>3D</b> Three Dimensional . Not flat.</p> <p><b>Model Shaping</b>, building or creating a 3D form.</p> <p><b>Relief sculpture</b>, any work in which the shapes project from a supporting flat background</p>
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**ENDANGERED ANIMAL PROJECT**

**For this project you will respond to the theme of 'Endangered'.**


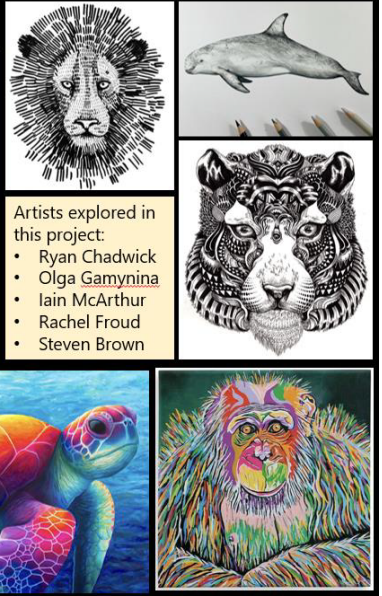
While completing observational drawings using sketching, mark making and painting techniques you will develop your painting and drawing skills.

Throughout this project you will practice and refine your technical skills, recording ideas as you progress. Drawing and Painting Skills will include:

- How to use **Tone** to show form with Pen and Pencil,
- How to use **Mark Making** to show **Texture**.
- Learn to understand **Colour Theory**.
- Blending and layering acrylic paint.
- Explore **Composition** and create your own mixed media piece.

**Final piece**

You will research one of the UN sustainable development goals and raise awareness of these issues. Following research, you will design and create a mixed media piece highlighting your painting/drawing skills and issues contributing to the extinction of animal species.

Artists explored in this project:

- Ryan Chadwick
- Olga Gamynina
- Iain McArthur
- Rachel Froud
- Steven Brown



## **GCSE Art**

Students begin the GCSE AQA Fine Art course by completing a series of skills-based projects which include drawing, printmaking, and painting. These projects serve to equip students with a basic toolbox of skills which they can use, develop, and refine in subsequent projects. Within these projects, they learn how to explore and respond to the work of other artists, record from observation and learn how to annotate and present their work. They are then provided with a theme for their main project which takes them right through into Year 11, when they start their Externally Set Task (exam) in January.

## **GCSE Photography**

Students begin the GCSE Photography course by completing a series of skills-based projects which includes camera and editing techniques. Most photography projects focus on the Formal Elements, this equips students with a basic toolbox of skills which they can use, develop and refine in future projects. Within these projects, they learn how to explore and respond to the work of other photographers, take and edit photographs and learn how to annotate and present their work. Projects are completed digitally on PowerPoint or physically in a sketchbook, all students create physical image manipulation work. They are then provided with a theme for their main project which takes them right through into Year 11 when they start their Externally Set Task (exam) in January.

## **A Level Art and Photography**

In our sixth form at Chosen we offer both A Level Art and Photography, they are both full 2-year courses with examining board OCR.

### **A level Fine Art**

Students start the course by completing skill building mini projects which cover drawing, painting and printmaking techniques in order to refine and develop students' skills to prepare them for their major project. Students also develop research and analysis skills. Work is presented on boards.

**Component 1** – Personal investigation (major project worth 60%). This project starts in Easter in Year 12 and continues through to the end of January in Year 13. The theme is chosen by the student and is assessed using the 4 OCR Art and Design Assessment Objectives. Work completed within a sketchbook.

**Component 2** – Exam (worth 40%) A choice of themes and starting points are provided by OCR and the student will have approximately 11 weeks to prepare prep work, this is then followed by a 15 hour (3-day exam).

### **A level Photography**

Students start the course by completing skill building mini projects which include camera, lighting and both physical and digital image manipulation techniques in order to refine and develop students' skills to prepare them for their major project. Students also develop research and analysis skills.

**Component 1** – Personal investigation (major project worth 60%). This project starts in Easter in Year 12 and continues through to the end of January in Year 13. The theme is chosen by the student and is assessed using the 4 OCR Art and Design Assessment Objectives. Work completed within a sketchbook. Or digitally.

**Component 2** – Exam (worth 40%) A choice of themes and starting points are provided by OCR and the student will have approximately 11 weeks to prepare prep work, this is then followed by a 15 hour (3-day exam).

## **Assessment – How do we assess student understanding?**

### **KS3**

There are many forms of Assessment in KS3 Art. Students receive live verbal feedback from their teachers and peers whilst lessons are taking place, allowing them to immediately review, refine and modify their work as it progresses. To small groups and individuals' teachers also use visual, practical demonstrations to enable students to grasp challenging skills and concepts. All students in Years 7, 8 and 9 receive feedback on specific skills tasks in their sketchbooks and when appropriate students are encouraged to self-assess and reflect upon their own work, an important element of the creative process in Art lessons.



## **KS4 and KS5**

Students studying GCSE/A Level Art and photography receive constant verbal feedback from their teachers during lessons, this method of feedback is impactful as it is immediate and live. Students also have 'checklists' which are used to track progress of coursework against deadlines, notes are also added to checklists for teacher and self-assessment. Students are provided with feedback at key points during skills-based projects, and more in-depth written feedback at the end of each project. Students are marked using the 4 AQA Art and Design Assessment Objectives and receive 'current' and 'most likely grades' at 3 points during the year. GCSE Photography students also receive live feedback and comments in their sketchbooks or on their PowerPoint presentations, supporting the student and enabling progress.

## **Home Learning**

Across all key stages home learning is an essential part of Art and Photography study and presents opportunities to extend learning beyond the classroom.

**KS3** - Art HW will be set using Class charts and Students are required to complete and upload tasks to this platform. At least 2 HW's will be set each term and should take 30mins to an Hour depending on the task set.

**KS4** – GCSE Art and Photography HW will be more varied as at times students will be working on individual tasks in sketchbooks or digitally on a Power point. In KS4 we would expect 2 hours per week completed outside of lessons. Homework will be set using 'Class Charts' and at times will be self- directed.

**KS5** – A Level HW will be coursework based and so is set in a far more individual way. Students are set tasks with weekly targets, in KS5 we would expect students to complete 6 hours of work per fortnight outside of lessons including directed study time.

