



# Cambridge Park Academy

Character - Preparation - Achievement



Art and Design

## Cambridge Park Academy Art and Design Entry Level KS4



Art and Design

### Curriculum Intent:

In KS4, we aim for pupils to further develop their artistic skills through individual exploration of Art, Craft and Design that complement our arc of learning from KS2 and KS3.

These 5 “Golden Threads” support pupils in deepening their knowledge and understanding in Art and Design and link into the OCR Entry level Art and Design specification objectives:

#### Drawing and Sketching



#### Painting and Printing (including textiles)



#### Sculpture and 3Dimensional work



#### Study a Range of Artists



#### Review



We share the aims of the OCR Entry Level Art and Design specification by giving our learners the opportunities to develop:

- Creative and imaginative skills
- Confidence when working with Art, Craft and Design materials and techniques
- Investigative, analytical, experimental, practical, technical and expressive skills
- Safe working practices in Art, Craft and Design

### Developmental Stages and Ages

| Developmental Stages and Ages  |  |  |  |  |
|--|--|--|--|--|
| <b>Stage 4</b><br><b>5 years</b><br>(The bridge from the foundation curriculum to the formal curriculum) | <b>Stage 5</b><br><b>5-6 years</b><br><b>Entry Level 1</b> | <b>Stage 6</b><br><b>6-7 years</b><br><b>Entry Level 1</b> | <b>Stage 7 &amp; 8</b><br><b>7-9 years</b><br><b>Entry Level 2</b> | <b>Stage 9 &amp; 10</b><br><b>9-11 years</b><br><b>Entry Level 3</b> |



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| Art and Design Long Term Plan |   |  |  |
|-------------------------------|---|--|--|
| Cycle                         | Autumn  | Spring   | Summer   |
| Year 1                        | <p><b>CITYSCAPES/ URBAN ART: Painting/ Drawing Focus</b></p> <ul style="list-style-type: none"> <li>➤ Urban Art and Cityscapes have interpreted or used by artists, designers and craftspeople throughout Art History and in contemporary society.</li> <li>➤ Street art has been used as a way of bringing art into everyday life and communities often to raise awareness of political, social and ethical issues.</li> <li>➤ Photographs, visit to Local buildings/ Architecture. Looking at Urban Art in Grimsby/ Hull.</li> <li>➤ Observational drawings/ drawing plein air of Architectural buildings in local area.</li> <li>➤ Primary and secondary research resources</li> <li>➤ Use of Graphics within drawing Typography,</li> <li>➤ Use a range printing mediums, experiment using materials and media- with written annotations including formal elements of Art and use of Art vocabulary : colour, line ,tone, texture</li> <li>➤ Produce a mixed-media/painting/printing inspired by their chosen artist and portfolio work</li> <li>➤ Final conclusions based on the initial ideas and development, relating to purpose and the theme of Urban Art/ Cityscapes</li> <li>➤ Personal response and a connection with the chosen artist work.</li> <li>➤ <b>ARTIST STUDY:</b> Architecture and Urban Art has featured in the work of many artists. <b>Robert Delauney, John Piper, Angela Wakefield, Sven Profmmer, Banksy, Shepherd Fairy, Ben Eine, Woskerski</b></li> </ul> | <p>Y11 – External Task Begin from Spring 1 Y10 complete Same task as Portfolio work</p> <p><b>SHOPPING: Textiles/ 3D Focus</b></p> <ul style="list-style-type: none"> <li>➤ Shopping' has been interpreted or used by artists, designers and craftspeople in many interesting or unusual ways.</li> <li>➤ Visit to Freeman Street Local market. Opportunity for plein air Observational Drawings of shopping centres/</li> <li>➤ Photographs of Shopping bag, clothes, high-street, food, supermarket, trolley, window, online, department store, consumer</li> <li>➤ Use of digital imagery to manipulate photographs</li> <li>➤ Primary and secondary research resource</li> <li>➤ <b>ARTIST STUDY:</b> Shopping has featured in the work of many artists. <b>Richard Estes, Lisa Milroy and Doreen Fletcher have all depicted the theme in a variety of ways. Banksy's 'Show Me the Monet' Nathalie LeCroc , Andy Warhol, Sarah Graham, Grayson Perry.</b></li> </ul> | <p>Y11- Completion by May.</p> <p><b>SHOPPING: Textiles/ 3D Focus</b></p> <ul style="list-style-type: none"> <li>➤ Design development of using materials/ joining/ making development of skills-3D Focus/ Textiles based 3D final piece</li> <li>➤ Produce a mixed-media/ 3D piece of work inspired by their chosen artist and portfolio work/ External Task boards.</li> <li>➤ Experiment using materials and media- with written annotations including formal elements of Art and use of Art vocabulary : colour, line ,tone, texture</li> <li>➤ Final conclusions based on the initial ideas and development, relating to purpose.</li> <li>➤ Personal response and a connection with the chosen artist work and the theme of Shopping</li> </ul> |
| Year 2                        | <p><b>IDENTITY: Portraiture Focus</b></p> <ul style="list-style-type: none"> <li>➤ Portraiture and Identity have been used by designers and craftspeople in many interesting or unusual ways throughout Art History and Contemporary society.</li> <li>➤ Self Portrait Photographs taken - use of digital imagery to manipulate photographs</li> <li>➤ Primary and secondary research resources</li> </ul>  | <p><b>METAMORPHOSIS: Printmaking/ Textiles Focus</b></p> <ul style="list-style-type: none"> <li>➤ Metamorphosis/ Transformation has been used or interpreted by artists, designers and craftspeople in many interesting or unusual ways. The transformation from one thing into another.</li> <li>➤ What does Metamorphosis mean?</li> <li>➤ Photographs of still life using skeleton/ skulls/ windows/ doors/ props/ insects/ flowers.</li> </ul>   | <p><b>METAMORPHOSIS: Printmaking/ Textiles Focus</b></p> <ul style="list-style-type: none"> <li>➤ Design development of using materials/ joining/ making development of skills-3D Focus/ Textiles based 3D final piece</li> <li>➤ Produce a mixed-media/ 3D piece of work inspired by their chosen artist and portfolio work/ External Task boards.</li> <li>➤ Experiment using materials and media- with written annotations including formal elements of Art and use of Art vocabulary : colour, line ,tone, texture</li> </ul>  |



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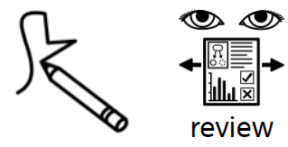
|  |  |   |   |
|--|--|---|---|
|  | <ul style="list-style-type: none"> <li>➤ Observational drawings</li> <li>➤ Experiment and develop a range printing and printing mediums,</li> <li>➤ Convey a message through Typography within portraiture-</li> <li>➤ Produce a mixed-media/painting/printing inspired by their chosen artist and portfolio work</li> <li>➤ Final conclusions based on the initial ideas and development, relating to purpose and the theme of Identity</li> <li>➤ Personal response and a connection with the artist work</li> <br/> <li>➤ <b>ARTIST STUDY:</b> Identity and Portraiture has featured in the work of many artists. <b>Anime, Picasso, Edvard Munch, Grayson Perry, Michael Volpicelli, Hannan Hock, Teesha Moore.</b></li> </ul> | <ul style="list-style-type: none"> <li>➤ Use of digital imagery to manipulate photographs</li> <li>➤ Primary and secondary research resources</li> </ul> <p><b>ARTIST STUDY:</b> Metamorphosis has featured in the work of many artists. <b>Salvador Dali, Damien Hirst, Maria Sibylla Merian, Iskra Sale, MC Escher, Eamon Murphy, Ai Wei Wei, Dorothea Tanning.</b></p> | <ul style="list-style-type: none"> <li>➤ Final conclusions based on the initial ideas and development, relating to purpose and the theme of Metamorphosis.</li> <li>➤ Personal response and a connection with the chosen artist work</li> </ul> |
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## Assessment Objectives Portfolio = 60 % External Set Task = 40 %

| Strand  | Entry 1<br>(Stage 5/6)   | Entry 2<br>(Stage 7/8)  | Entry 3<br>(Stage 9/10)  |
|---|--|---|--|
| <b>Develop Ideas</b><br>                   | <ul style="list-style-type: none"> <li>Undertakes <b>limited</b> investigations that provide relevant links to the development of the learner's informed ideas</li> <li>Idea creation is <b>limited</b> by the collection of contextual material. <b>Instinctive</b> response to the work of others from differing times and places, through a range of styles and approaches</li> <li>Idea creation is <b>limited</b> by the collection of contextual material. <b>Instinctive</b> response to the work of others from differing times and places, through a range of styles and approaches.</li> <li>Relevance of relationship is <b>limited</b> and approach may not always be apparent in practical work</li> <li>Demonstrates a <b>limited</b> understanding of source material used for research, showing attempted cultural understanding.</li> </ul> | <ul style="list-style-type: none"> <li>Undertakes <b>purposeful</b> investigations that provide relevant links to the development of the learner's informed ideas.</li> <li>Idea creation is <b>purposeful</b> and influenced by the collection of contextual material. <b>Purposeful</b> response to the work of others from differing times and places, through a range of styles and approaches.</li> <li>Relevance of relationship is <b>coherent</b> and informs the development of practical work</li> <li>Demonstrates a <b>good understanding</b> of a range of source material used for research, showing responsive cultural understanding</li> </ul> | <ul style="list-style-type: none"> <li>Undertakes <b>confident</b> investigations that provide relevant links to the development of the learner's informed ideas</li> <li>Idea creation is <b>confident</b> and influenced by the collection of contextual material. Positive response to the work of others from differing times and places, through a range of styles and approaches.</li> <li>Relevance of relationship is <b>well-considered</b> and positively informs the development of practical work</li> <li>Demonstrates a <b>confident</b> understanding of a range of source material used for research, showing well-considered cultural understanding.</li> </ul> |
| <b>Refine and Explore</b><br>            | <ul style="list-style-type: none"> <li>Shows <b>attempts</b> at refinement of ideas in <b>simple forms</b>.</li> <li>Demonstrates <b>an attempt</b> to experiment with media, materials, techniques and processes</li> <li>Shows <b>limited ability</b> to select resources independently; choice of resources is <b>minimal</b> and these often vary in quality of application and control.</li> <li>An <b>attempt</b> is made to develop a relationship and sense of purpose between materials, ideas and potential outcomes.</li> </ul>   | <ul style="list-style-type: none"> <li>Shows a <b>coherent</b> refinement of ideas.</li> <li>Demonstrates <b>some ability</b> to experiment with a range of media, materials, techniques and processes.</li> <li>Shows <b>some ability</b> to select resources independently; choice of resources is <b>purposeful</b> and usually appropriate.</li> <li>A <b>considered attempt</b> is made to develop a relationship and sense of purpose between materials, ideas and potential outcomes</li> </ul>  | <ul style="list-style-type: none"> <li>Shows <b>effective</b> and <b>confident</b> refinement of ideas</li> <li>Demonstrates <b>sound ability</b> to experiment with a range of media, materials, techniques and processes.</li> <li>Selects resources <b>independently</b>; choice of resources is <b>informed</b> and used with <b>purpose</b> and <b>control</b>.</li> <li>A <b>well-considered</b> attempt is made to develop a relationship and sense of purpose between materials, ideas and potential outcomes.</li> </ul>  |
| <b>Record Ideas and Observations</b><br> | <ul style="list-style-type: none"> <li>Demonstrates an <b>uneven ability</b> to record observations and insights.</li> <li>Demonstrates <b>attempted</b> understanding through observations and insights that are <b>disconnected</b> from intentions.</li> <li>Ideas and observations for different purposes are put across instinctively with attempts made to vary purpose.</li> <li>Additional research and source material may be in evidence, intending to <b>support instinctive final ideas</b>.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrates <b>responsive ability</b> to record observations and insights.</li> <li>Demonstrates <b>responsive</b> understanding through <b>obvious and predictable observations</b> and insights that show some <b>connection</b> to intentions</li> <li>Ideas and observations for different purposes <b>are expressed creatively</b> with a <b>bold sense</b> of purpose</li> <li>Additional research and source material may be in evidence and used in a <b>coherent</b> way to <b>support final ideas</b></li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrates a <b>confident ability</b> to record observations and insights.</li> <li>Demonstrates <b>confident understanding</b> through <b>informed and relevant</b> observations and insights that show effective connection to intentions.</li> <li>Ideas and observations for different purposes are <b>communicated imaginatively</b> with a strong sense of purpose</li> <li>Additional research and source material may be in evidence which informs and contributes to the <b>development of practical work</b>.</li> </ul>  |



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## Present



- Attempts to present an informed and meaningful personal response, showing **minimal** critical understanding
- Demonstrates **attempted** realisation of intentions.
- The presentation of a conclusion **may not relate fully** to initial ideas or to purpose.

- Demonstrates ability to **present an informed** and appropriate personal response, showing some critical and analytical understanding
- Demonstrates a **purposeful** realisation of intentions.
- The presentation of a conclusion **relates to** purpose and initial ideas

- Demonstrates a **confident** ability to present an informed and meaningful personal response, showing good critical and analytical understanding.
- Demonstrates a **purposeful and effective** realisation of intentions
- The presentation of a **well developed** conclusion that relates effectively to purpose and initial ideas.