

## OAW Art and Design Curriculum

### **“Art, craft and design embody some of the highest forms of human creativity”**

#### **KS3**

Art and Design forms a crucial part of the student timetable at Oasis Academy Wintringham. In KS3 it provides all students with opportunities to develop their skills and creativity through the exploration of materials, techniques and influences.

Our schemes of work have grown out of the national curriculum and through years of refinement, we believe that we have crafted projects that specifically support and engage the learning of students at Oasis Academy Wintringham.

Our intent is to embed practical skills that help to build the students' confidence in their abilities and removes negative self-misconceptions, showing the students clear pathways to successful work. Giving them opportunities to experiment and problem solve through creative endeavours.

**“A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art”**

We ask our students to reflect on a wide range of traditional and contemporary artists and illustrators, allowing the students to recognise the breadth of choice and cultural differences art and design can offer its audience.

#### **In Year 7**

- We look at proportion through our portraiture project and the students explore their identity by responding to Peter Blake.
- We move on to use basic shapes to create more elaborate imagery in our marine life project, these two projects help to give the students key skills that they will return to throughout their art and design education..
- As year 7 progresses we look at the design aspect of the subject and the students use the Op Art movement as a starting point for the creation of pattern and fashion illustration.
- We finish the year by responding to the theme of book illustration. We start this project by looking at how a range of artists create characters and environments, allowing the students to combine their love of literature with their imaginations and creativity.

#### **In Year 8**

- We return to proportion and basic shapes to look at figure drawing and movement in our Eco Warrior project, here the students are asked to consider environmental issues to create a super hero, whilst being introduced to the art of sequential illustrators.
- In the buildings project we explore, perspective and linear drawing in response to Paul Klee and Dorothy Coke. This project also explores Fauvism and the work of Andre Derain.
- In the Pattern in Nature project the students will see students developing their use of basic shapes, proportion and design elements to create illuminated letters, based on animals and the natural world. This will then develop into pattern designs, using William Morris as an influence.

- Our penultimate project in year 8 is Japan and the students explore the traditional and contemporary approaches in Japanese art and illustration. In this project we look at Japanese culture and iconography to create a montage of images.
- Our final year 8 project is still life, here we encourage observational studies and look at how an artist's approach and style can develop over a period of time by looking at the work of Pablo Picasso.

### **In Year 9**

We change our approach to give the students many opportunities to develop personal responses and to encourage development over a sustained period of time, focusing on the theme of Pop Art and Illustration. We return to aspects of portraiture, allowing students to refine the skills that they started to develop in the early stages of Year 7.

- The students will look at established artists such as Andy Warhol and Roy Lichtenstein as well as active artists such as Luke Dixon. They will also explore grid drawing and collage when looking at James Rosenquist.
- Then we look at how still life is portrayed through Pop Art, utilising the skills developed in Year 8 to respond to artists such as Patrick Caulfield and Wayne Thiebaud.
- As the project draws towards its conclusion we start to focus on how other cultures represent popular culture through their artwork and allow the students to present a personal response based on the theme of Pop Art.

## **GCSE Fine Art**

**Fine Art is:** “that aspect of art, craft and design where work is developed primarily for aesthetic, intellectual or purely conceptual purposes rather than purposes that have a necessarily practical function.”

**In KS4 Fine Art our intention is to provide a broad range of opportunities and experiences.**

**At Oasis Academy Wintringham, our Fine Art students will engage in a wide range of creative approaches. They will acknowledge and appreciate the work of others whilst valuing their own artistic achievements.**

**Through our expansive schemes of work, our Fine Art course will allow students to investigate traditional and contemporary artists. Through these explorations students will develop their cultural awareness.**

**Our intention to nurture a learning environment that allows all students to present their ideas with clarity and originality. Our students will seek to carve out their own personal approaches that are new and individual.**

This will be achieved through two long term projects.

### **Natural World**

- The first and main project is The Natural World. This project focuses on working artists who have successful careers creating imaginative and representational art, we select our artists carefully to ensure that students receive inspiration from a variety of genders and cultural backgrounds and they become aware of the opportunities art presents them with.

- In the early stages of the project we look at the dark illustrations of Paul Jackson, the morbid decorative art of Lauren Marx, the spiritual watercolours of Jen Mann, the digitally manipulations of Flora Borsi and the unresolved portraits of Elly Smallwood.
- Then we turn our attention to more traditional, recognised names such as Van Gogh, Hockney and Monet. This is so we can focus on landscapes and to give the students a stronger understanding of the history of art and its influence on contemporary artists

### Surrealism

- The second project, introduce in Year 11 is Surrealism. Here we start to explore digital art and image manipulation. We create strange landscapes and creatures using the work of artists such as, Uelsmann, Alex Castro, Kim Nguyen and Giuseppe Mastromatteo. These modern approaches are compared and contrasted with the work of Dali and other established Surrealists.
- Both projects have elements that crossover, so there are strong elements of surrealism in the Natural World project and equally there are strong elements of the natural world in the surrealism project. This helps reinforce the students understanding and their ability to make insightful discoveries.
- Both projects also allow for the students to continue exploring to finding out new approaches and to experiment with a wide range of materials and resources.
- When both projects are completed the students can then create their personal response. This is an opportunity for students to build a body of work around the Natural World or Surrealism or a combination of both.

## GCSE Photography

### Year 10

- Project 1: Landscapes and Environments: Composition. Students will explore how they can compose their own images using food and everyday objects. They will learn the importance of how these objects are placed and how to position their camera. They will look at Carl Warner, Dan Cretu, Tony Cragg and Andy Goldworthy to understand how these skills can be used.
- Project 2: Landscapes and Environments: Use of shape and colour. Students will consider how photographers such as Georges Rouse, Mattie Brass and Catherine Yass have used shapes and colour to manipulate their images. It will introduce students to some simple computer editing techniques.
- Project 3: Landscapes and Environments: Framing. They will look at the work of Shakmekh Bluwi, Nikolai Tolysh, and John Pfhall to gain an understanding of how framing is used in photography as a frame of composition. Students will create their own templates which they will use to take photographs with.
- Project 4: Landscapes and Environments: Surrealism. Students will learn more in depth editing techniques which will work on improving their skill and ability to use Photoshop. Students will look at photographers such as Jerry Ulsmann, Liu Di and Ari Mahardhika.
- Project 5: Landscapes and Environments: Working in black and white. Students will explore the use of light and shadows in photography, they will focus on black and white images to help them to identify light and shadows in a photograph more easily. They will do this by looking at the work of Ansel Adams, Olivia Parker and John Blakemore. They will be taught editing techniques to help them improve the levels in their own images.
- Project 6: Portraiture: Manipulating paper. This will focus on manual editing techniques which requires students to be more hands on with the photographs they have taken. They will create collages, rip paper, weave paper and consider different ways to combine printed images.

## Year 11

- Project 1: Portraiture: Surrealism. Students will focus on surrealism within portraiture by looking at photographers such as Flora Borsi, Alex Castro and Guiseppe Mastromatteo. This will provide an opportunity to reinforce skills and techniques learnt using Photoshop.
- Project 2: Portraiture: Double exposure. Students will learn how to use levels and change the opacity of an image using Photoshop.
- Project 3: Exam. Students will receive their exam papers where they will be guided through the process of selecting their chosen themes and developing research and photographs based on their theme.

At this point they are the driving force behind their learning, they start to determine the artists that influence them, they start to specialise in a material or technique. It gives them a chance to be a creative, resourceful individual, who is confident in their abilities and this has been our intention right from the start.