

De Lacy: Five-Year Plan Art

Art provides pupils with the tools to be creative, ambitious and resilient. Every great artist must, at first, fail to achieve their goals.

At De Lacy Academy we stretch and challenge our pupils through experimentation and expression. We aim to teach practical art lessons, every lesson. This engages our pupils and fosters a love for the subject. We aim to give our pupils the skills and knowledge to further their education at college and beyond.

The De Lacy artist's journey begins with learning the key formal elements. This gives our students a strong base which they can build upon. Our pupils look at their work and others with a critical mind and contextual knowledge.

Throughout Key Stage 3 pupils will look at and be inspired by contemporary and historical artists. As each year passes, pupils will develop a more rigorous understanding of art and the cultural world around them. Here at De Lacy, we truly want our pupils to leave school with a love and understanding of art.

Our pupils at KS4 will be given much more freedom to express themselves through their own ideas. Students will work on briefs and themes which are designed to bring the best out of everyone. They will refine their skills and work to clear objectives. They will experiment with a wide range of materials and techniques. This broad approach will give pupils an opportunity to discover their specialist pathway for when they enter higher education. De Lacy students will work on sustained units of work that show how they have developed as an artist.

Our teachers will demonstrate to question and challenge every single pupil over Key Stage 4 aiming to ensure learning that will be remembered for life.

Here at De Lacy, we build passionate and reflective pupils through our curriculum to have a brave approach when developing skills with media and their techniques, using the physical act of art as a tool for looking, experiencing and learning.

Understanding and applying the formal elements of art across all disciplines: line, shape, form, tone, texture, pattern, colour and composition are vital in underpinning creative work and successful students, and this is reinforced throughout the curriculum. We are committed to nurturing resilient, ambitious and curious students who will embed creativity in their own futures, careers and everyday life.

Year 7	Rotation 1	Rotation 2
Knowledge	<ul style="list-style-type: none"> • Da Vinci • Rembrandt • Seurat • Kollwitz • Van Gogh • Dali 	<ul style="list-style-type: none"> • Street Art • Jon Burgerman • Ben Eine • Contemporary art • 3D making
Skills	<ul style="list-style-type: none"> • Shading/ tone pencil • Cross hatching tone • Pointillism • Charcoal • Watercolour • Acrylic • Researching • Expressing opinions • Presentation skills 	<ul style="list-style-type: none"> • 3D making techniques • Illustration • Drawing • Graffiti • Painting • Researching
Topic Sequencing	<p>In this unit pupils research the work of important artists and experiment using their material or technique. Pupils learn how to use pencil, watercolour, acrylic paint, charcoal, crosshatching, pointillism and colour pencil.</p> <p>The first artist year 7s learn about is Leonardo Di Vinci and the follow up lesson is how to experiment with drawing and tonal techniques. Students look at how Da Vinci applied tone in his anatomical studies. Drawing, tone and Da Vinci were chosen first because the Italian master is a key and fundamental artist everyone should know about. He is regarded as one of the finest minds ever to have lived.</p> <p>Drawing and tone were chosen as the first technique to learn because drawing and shade are the most important formal elements of art to learn. Following on from Da Vinci, students then study the life and work of Rembrandt, one of the Dutch masters. The follow up technique taught is crosshatching as this builds upon applying tone as a skill. Rembrandt was a master at applying crosshatching in his preliminary sketches. The next important artist students study is French master, George Seurat who was famous for his pointillism tonal technique which students then experiment with to broaden their knowledge of how to apply tone specifically in colour. The first three artists and techniques chosen give pupils a rigorous understanding of historical art and give deep knowledge of tonal techniques. Following on from this, students then learn about how to apply charcoal by studying the work of powerful female artist Kath Kollwitz. Kollwitz was a very influential artist during the turn of the century in Germany which gives pupils the opportunity to think about poverty and how people were treated during that time. Charcoal was chosen after pencil techniques because it's difficult to understand without knowing how to use a pencil beforehand. In order for pupils to become more proficient using materials students then study Van Gogh and learn how to use watercolour. Van Gogh is a one of the great artists and watercolour is a natural step forward in terms of using creative art skills.</p> <p>Acrylic is the next material pupils' experiment with through the study of Dali, one of the finest painters ever to live. Acrylic mixing and painting are the next natural step for students to explore because the outcomes are can be amazing but extremely difficult to achieve. The skills are sequenced in an order which makes sense for any starting artist while at the same time giving pupils the opportunity to learn about great artists through time.</p> <p>Artist research pages throughout key stage 3 give pupils the opportunity to develop skills analysing and evaluate works of art.</p>	<p>In this unit, pupils learn all about the work of Jon Burgerman and the art movement Street Art.</p> <p>They explore Burgerman's work then develop original ideas working to a brief. This unit is sequenced after unit 1 because it gives pupils the opportunity to explore an important, British contemporary artist. Students learn about the nature and ethics surrounding street art. Burgerman's work is engaging for young people because of its bright, graphic and fun nature. It allows pupils to get creative using their drawing skills.</p> <p>Developing your own original ideas is the next step an artist needs to take in order to become successful. This is a very hard skill to learn and become confident with which is why I chose the simple graffiti style of Burgerman. It allows students to feel comfortable creating their own designs. The combination of unit 1 (skills) and Unit 2 (creativity) maximizes and broadens pupils critical understanding and practical skills.</p> <p>The next artist students learn about is Sheffield born street artist Ben Eine who created a graffiti alphabet. Pupils then learn how to create 3D sculptures using cardboard construction skills. They create a 3D version of Ben Eine's work using their own initial. Pupils then use painting skill to colour their design.</p>

Literacy Focus	Students read information about artists and annotate their sketch books.	Students read information about artists and annotate their sketch books.
Assessment	Formative feedback through learning journey green pen/summative assessment at the end of rotation in Enrichment assessment handbook.	Formative feedback through learning journey green pen/summative assessment at the end of rotation in Enrichment assessment handbook.
Year 8	Rotation 1	
Knowledge	<ul style="list-style-type: none"> Sandra Cardillo Georgio Morandi Pop Art Marvel 	<ul style="list-style-type: none"> Pablo Picasso artist research Cubism Abstract Spanish Civil War
Skills	<ul style="list-style-type: none"> Mono printing Still life observational drawing Creating original ideas based on artist research Creating characters 	<ul style="list-style-type: none"> Making artist studies Expressing art-based opinions Subversion Fracturing (cubism technique) Creating original ideas Creating thumbnails Creating a final piece
Topic Sequencing	<p>In this unit, pupils develop their artist knowledge further by learning about a different set of artists to that in Unit 1 in year 7. Once again, the artist research is intertwined with techniques students will learn. They learn new skills including printing, collage, and sculpture. These skills are the next natural skills in formal elements a budding artist would learn because of their difficulty to master and their exciting potential to create great outcomes. Skills such as printing and observational drawing are taught after tonal drawing and painting because there are branches of the art skills set that naturally develops after drawing Art history has taught us that drawing is the foundation artist need to learn before they branch out into new techniques.</p> <p>Students start year 8 by exploring the work of contemporary print artist Sandra Cardillo before learning the skill of mono printing. Printing gives students the opportunity to explore creative skills outside of drawing. Giorgio Morandi is the next artist chosen to study because he is a master of still life drawing and painting. Drawing from observation is a key skill needed in order to become a proficient artist. Drawing still life objects is the hardest skill learned so far as it takes observing 3d objects and the attempting to draw them realistic on paper. Pupils need to think about perspective, light and dark and proportion as they endeavour to learn this new skill. Following this, students learn about the pop art movement and create an original pop art piece of art. I sequenced this at this stage because I feel pop art is very conceptual and difficult for many young people to understand.</p> <p>This unit ends with pupils studying the Marvel universe and developing their own original character or piece of art. This is last in the sequence of learning because students get the chance to work independently and use materials they choose and apply techniques they want in order to create an original piece of art. This is the hardest part of the art process because its time for pupils to use what they know and apply it in a creative way. Marvel is currently very relevant, so this engages pupils and gives them a focus to develop their own ideas in a fun and interesting way. Developing your own ideas and creating an outcome is naturally the last phase of the artistic approach, therefore I sequenced this stage last. During this stage students will annotate their work and learn to evaluate their own ideas.</p>	<p>This unit focuses on the work of Pablo Picasso, one the world most revered and beloved artists. Pupils research his life and work then create original ideas based on their identity. This unit stretches pupils like never before as they learn to understand cubism and abstract expressionism through research and making copies of Picasso’s paintings.</p> <p>The unit starts by research Picasso and cubism before an experimental stage where pupils learn to work in the style of cubism. They then develop their own cubist ideas through fracturing their image of observational drawings before developing a final and original creative outcome.</p> <p>This project was chosen as the last stage of year 8 because it involves a lot of conceptual and critical understanding and independent development of ideas.</p> <p>Students will then work on a large final piece which they haven’t done before. This large-scale painting will encompass a lot of the skills they have learned but they will apply them in a difficult yet original cubist style.</p>
Literacy Focus	Students read information about artists and annotate their sketch books.	Students read information about artists and annotate their sketch books
Links to Prior Learning	Research develops by looking at artists, understanding movements and production companies. New skills are added to pupils skills sets to broaden their knowledge and understanding.	More in depth artist research and linking movement. This builds on student’s artist knowledge and research/analysing skills. They further develop their practical skills by adding fracturing, subversion and thumbnail development.
Preparation to future learning	<p>Artist research: <i>Students learn how to research an artist and make creative pages</i></p> <p>Experimentation: <i>Students learn how to control and experiment with different material and processes.</i></p> <p>Creating ideas – <i>students start to develop their skills in creating ideas</i></p>	<p>Developing original ideas for a final piece is introduced.</p> <p>The creation of final piece will be introduced.</p>
Assessment	Formative feedback through learning journey green pen/summative assessment at the end of rotation in Enrichment assessment handbook.	Formative feedback through learning journey green pen/summative assessment at the end of rotation in Enrichment assessment handbook.
Year 9	Rotation 1	
Knowledge	<ul style="list-style-type: none"> Paul Cezanne Expressionism Styles of art 	<ul style="list-style-type: none"> Tim Burton Gothic art
Skills	<ul style="list-style-type: none"> Mind mapping Research Viewfinder Primary source Colour/tone 	<ul style="list-style-type: none"> 3d modelling Illustration Mod roc Wire skills Painting

	<ul style="list-style-type: none"> • Creating ideas • Creating final piece 	<ul style="list-style-type: none"> • annotation
Topic Sequencing	<p>This project-based unit focuses on image making of fruit and vegetables. Fruit and veg are a timeless classic for art students to study because of their form, tones and textures.</p> <p>Students will explore artists who have created work based on this project before experimenting with different materials and processes.</p> <p>They will then develop their own ideas based on observational drawings. They will use the view finder technique to create original ideas. Students will be given the chance to explore their own images online to create own subversive ideas.</p> <p>This project is 'gearing up' towards GCSE Art in its's style as there is a lot of room for students to develop their own original ideas and take their own pathway with the theme. Tonal skills, texture skills, realism skill and line skills are of the utmost importance in this project for the pupils to learn and become proficient in. Students will learn the importance of drawing from observation and primary source images</p>	<p>This model making project will focus on the work of influential film director, Tim Burton. The aim of the project is for student to create 3d models using wire and mod roc to create Tim Burton inspired original characters based on a brief for an imaginary new film. Students will experience what it would be like working for a production company and the design process that may be involved. Students will learn about the design process before learning how to use wire and mod roc to create intricate 3d sculptures. This unit is the last project in the ks3 sequence because I feel I uses harder skills in design, creativity, working to a design brief and intricate 3d model making skills, it also introduces the new materials of wire and mod roc.</p>
Literacy Focus	Students read information about artists and annotate their sketch books.	
Links to Prior Learning	<p>Students sustain skills in experimenting with techniques, material and processes</p> <p>Students sustain their skill researching the work of others</p> <p>Students further develop their skills in creating ideas</p>	
Preparation to future learning	<p>Primary source materials – students will be expected to use their own photographs in year 10 to create original ideas.</p> <p>Developing ideas – assessment object 3 at KS4 requires the generating of ideas before a final piece is created</p> <p>Mind mapping allows students to develop ideas from starting points</p>	
Assessment	Formative feedback through learning journey green pen/summative assessment at the end of rotation in Enrichment assessment handbook.	Formative feedback through learning journey green pen/summative assessment at the end of rotation in Enrichment assessment handbook.

KS4 10 - 11

<p>A01 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Students are given the opportunity to achieve this objective by creating research pages on portrait artists, Chuck Close and Josh Bryan. They explore techniques used by these artists to create ideas for the next objectives. These skills, however, also cover the other three objectives because materials, processes are used within their research pages. Students also research by making accurate copies of the artist's work. They write their own personal insights and thoughts about the artist's and their own copies which demonstrates a deeper understanding of the work. As students progress in KS4 they research the work of Robert Cottingham plus Pop Art and again make copies of his work. This provides two examples of pupil's covering the objective.</p>	<p>A02 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>This objective is explored throughout all the objectives as students experiment with all the materials to create artist studies, sketch book pages, experimental ideas and final outcomes. Students are given the independence to explore the materials they want to find the best route to their outcomes. This process allows students to master their techniques.</p>	<p>A03 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Students work to a theme followed by artist research which gives them sufficient inspiration to explore ideas through different artistic experiments.</p>	<p>A04 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Students create their final piece based on all their research, experiments and idea development. They usually use their most effective material or process, although some are often mix media pieces.</p>
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