

Art

**Intent**

The Belvue Art curriculum seeks to empower pupil’s enjoyment of self-expression through the exploration of artists, art materials and ideas.

Pupils practice organising art compositions, tools and materials to generate their own creations. Through voicing their own opinions about art they develop confidence in their individuality. They explore new artists, images and ideas through a wide range of materials and are encouraged to express themselves verbally and visually throughout. Through this they experience many sensory materials and have the opportunity to play with their potential to create art.

They see the respect that adults have for their artwork and come to understand the value of their own and others vibrant and sensitive creations.



Art

**Overview**

Through their Art study at Belvue we want pupils to:

Understand and develop their ability and confidence to express themselves both through making art and in responses to art that they look at.

Develop and fine tune a range of art making skills through focus, care and discipline.

To enjoy engaging with art materials playfully thereby encouraging invention, imagination and the process of making art.

To approach their art making with individual intention and respectful ownership

Respond to, discuss and reflect on their own work and the work of others.

Each summer term Belvue holds a week long Artsweek in which all lessons are Art lessons delivered by school staff following inset delivered by Access Arts (<https://www.accessart.org.uk/>). The week explores a different theme each year (past weeks include: The Moon, 3d Form, Re-Invention, Plastic and recycling).

|  |  |  |  |
| --- | --- | --- | --- |
| KS4 MLD | Autumn | Spring | Summer |
| **Cycle 1** | ***Ceramics*** |  | ***Painting and Drawing*** |
| Overview | Students will be introduced to an artist whose work they will respond to in different art mediums (drawing, painting, photography, printing and multi-media) before focussing on planning and making a response in ceramics. They will do individual and group work and discuss issues that the artist’s work depicted.  Examples of artists studied: Fernand Leger, Marc Chagall, Diego Riviera | Students will build on their understanding of the artist explored and make work in clay, plaster and paper before using these skills to create their final piece in clay and coloured glazes. This completes their Ceramic Entry level accreditation | Students will explore and develop their painting and drawing skills through experiencing and examining the outside world. In the summer term outdoor opportunities to observe, photograph, draw and paint outside are plentiful. Students may study weeds, trees, plants, insects, wildlife and Bees as their area for group focus and discussion. This study will also look at artists whose work explores these outdoor elements. |
| **Cycle 2** | ***Graphic Design*** |  | ***Painting and Drawing*** |
|  | Students will be introduced to an artist whose work they will respond to in different art mediums (drawing, painting, photography, printing and multi-media) before focussing on planning and making a response in Graphics. They will do individual and group work and discuss issues that the artist’s work depicted. | Students will build on their understanding of the artist explored and make work in stencils, photography, collage, ink painting and paper before using these skills to create their final piece in a graphic medium of their choice. This completes their Graphic design Entry level accreditation.  Examples of artists studied: Bob and Roberta Smith, Eric Gill, Soviet poster campaigns. | Students will explore and develop their painting and drawing skills through experiencing and examining the outside world. In the summer term outdoor opportunities to observe, photograph, draw and paint outside are plentiful. Students may study weeds, trees, plants, insects, wildlife and Bees as their area for group focus and discussion. This study will also look at artists whose work explores these outdoor elements. |
| Cycle 3 | ***Printmaking*** |  | ***Painting and Drawing*** |
|  | Students will be introduced to an artist whose work they will respond to in different art mediums (drawing, painting, photography, clay and multi-media) before focussing on planning and making a printed response. They will do individual and group work and discuss issues that the artist’s work depicted. | Students will build on their understanding of the artist explored and make work in stencils, photography, collage, ink painting and paper and a range of printing techniques before using these skills to create their final piece in a print technique of their choice. This completes their Printmaking Entry level accreditation.  Examples of artists studied: Matisse, Hokusai, Andy Warhol, Robert Raushenburg. | Students will explore and develop their painting and drawing skills through experiencing and examining the outside world. In the summer term outdoor opportunities to observe, photograph, draw and paint outside are plentiful. Students may study weeds, trees, plants, insects, wildlife and Bees as their area for group focus and discussion. This study will also look at artists whose work explores these outdoor elements. |
| KS4 SLD | Autumn | Spring | Summer |
| **Cycle 1** | ***Portraits*** | ***Maps*** | ***Twisting*** |
| Overview | Students will explore portraiture drawing and painting made by several artists. They will make portraits of themselves and other people. Their exploration will focus on a specific artist: e.g: Frida Kahlo and Mexican traditions and Art | Using collage, painting skills and printing students will explore artists inspired by aerial views and photographs from aeroplanes. They will create maps of their own area and school as well as paintings that experiment with the surface of the earth. | Using rope/string/branches as a starting point, students will experiment with making images in response to things that can be twisted including themselves. They will experiment with a variety of materials before creating their own twisted sculpture in 3d materials. |
| **Cycle 2** | ***Myths: The Golem of Prague*** | ***Myths: The Green Man*** | ***Myths: Anansie the Spider*** |
|  | Looking at myths from different cultures and paintings/videos made of these stories, students will explore the feelings and narratives relating to them and develop drawings/paintings and sculptures in several art materials and techniques. | In a similar vein to the Golem Myth, students exploration will take them into the schools woods to experiment with camouflage and identity using inks, paints, collage and clay | In a tight and more complex narrative this myth allows students to include textiles and prints from Africa and consider life for a spider and also African identity while they experiment with collage, painting and printing |
| Cycle 3 | ***Food*** | ***Northolt*** | ***Water*** |
|  | Using collage, developing drawing and composition skills as well as colour mixing, students respond to different types of food considering the benefits to their health of good and bad food. | Using the immediate surroundings and the students familiarity and own stories of these places as a source for imagery and developing their own painted compositions and collages. | Imagery of water in its different forms allows students to experiment with water, paints and inks. And observe it in different settings and discuss its uses. Students experiment with painting, blowing, splashing in making art about water. |



Art





