



SYLLABUS OVERVIEW

YEAR 9 ARTS AND DESIGN 2023-2024

The Art and Design Department at Wesgreen International School promotes individual vision and creative excellence. The curriculum provides a strong foundation in the creation, history, and theory of the visual arts that prepares students for graduate studies. The department emphasizes experimentation, problem solving, social media and interdisciplinary collaboration informed by global awareness and trends.

Learning Outcomes

Students in the Art and Design Department will be able to:

- Produce a strong body of work.
- Establish and maintain a rigorous creative practice that is productive and professional.
- Develop an articulate, sophisticated visual, verbal, and technical vocabulary related to art and design from a broad range of styles and cultures.
- Apply comparative reasoning in evaluating works of art and design.
- Contribute to diverse, cross-disciplinary, collaborative endeavours.
- Resolve problems and challenge assumptions through innovative thinking and visual expression.
- Demonstrate integrity and make ethical decisions in creative expression and professional practice.
- Perpetuate a life-long commitment to learning, inquiry, and discovery.
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.

Ongoing Objectives

Students are expected to develop their creativity and ideas, and become more efficient in executing them. They look critically at the work of historical and modern working artists and Art movements, architects, and designers, making their own judgements. They are taught to:

- Use a range of techniques and mediums to record their observations.
- Use a range of techniques and media, including drawing, the use of colour, scale, proportion and placement of drawn work on the picture plane.
- Become proficient in confidentially handling a range of different materials to meet a required outcome.
- Analyze and evaluate their own work and other people's.
- Become confident working against a design brief in a given time frame.
- Recognize how and where to collect relevant research from, to support and inspire their developing ideas.
- Understand the importance of recycling within the lessons, such as the collage task.
- Understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times to the present day.

Unit Overviews

Term 1

The students will explore the theme of contemporary Street Art with a focus on graffiti and the stencil work of British artist Banksy. Students will create an artist identity for themselves with an artist name (such as Banksy), analyse and investigate the characteristic elements of spray paint graffiti designs in particular graffiti “tags” before experimenting with creating their own in the classroom, and learn how to use new artistic processes and tools through stencil-making with box-cutter knives.

- The students will develop their technical skills through different drawing and painting tasks, using new artistic tools and equipment such as box-cutter knives and spray paint, and discover how these can be used to create an artwork.
- Assessment will be conducted through two assessment tasks during the term, mid-term and end-of-term. Both tasks will assess students levels of creativity and imagination through their ability to combine and mix sources in unique and innovative ways, and well as review their ability and skill level of the current task.

Task One:

Think of unique artist persona and name that reflects own identity, and use characteristic elements from graffiti design (i.e overlapping letters, dripping fonts, thick black outlines) to create own graffiti “tag” artwork.

Task Two:

Take inspiration from artist Banksy to create a stencil design which is either humorous or political, and cut-out design using a box cutter knife to create a stencil. Clearly print the image using spray paint or paint and sponge.

Students will be encouraged to practice collaboration and teamwork where possible, e.g. peer support and brainstorming of ideas, to help encourage and motivate specially the lower achievers. Differentiated tasks will be given to students to cater all types of learners, abilities and any SEN students present. Feedback to students will be given formatively and summatively in a variety of forms, e.g face-to-face during lessons, written notes on artworks, term reports, and via online platforms.

Term 2

- Term Two will combine conceptual thinking with technical skills looking at how Art is used as a tool of protest and social commentary. Students will look at the work of Bob and Roberta Smith and artists who text and slogans in their work as inspiration to create “protest art” to communicate and express a concept they personally feel strongly about.
- The students will develop their technical skills with 3D and sculpture through making paper mache pinata sculptures which will also serve as performance pieces to interact with and video record. This term students will also explore using recycled materials through utilizing old newspapers, magazines, and cardboard boxes in their artworks.
- Assessment will be conducted through two assessment tasks during the term, mid-term and end-of-term. Both tasks will assess students levels of creativity and imagination through their ability to combine and mix sources in unique and innovative ways, and well as review their ability and skill level of the current task.

Task One:

Students choose a social, cultural or historical issue they feel passionately about and create and design a protest placard using recycled cardboard including a message or slogan of their own design – featuring painted lettering and images.

Task Two:

Build and make a painted 3D sculpture using paper mache from recycled newspapers and magazines which functions as an interactive pinata to use as part of a performance piece video recorded by the teacher.

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Term 3

- The students will explore the possible career paths they could follow if they study Art & Design at IGCSE level and beyond. Students start by looking at architecture and technical drawing before moving on to produce a variety of digital Art, including drawing, painting and animation through combining technology with Art & Design. They will learn how to use online platforms and software such as Procreate, as well as further develop their prior tech skills, to create digital artworks using their own day-

to-day devices. Students will explore how to create line, shape, form and texture with an electronic pencil, how to paint with different software tools, and how to turn their artworks into animations.

Assessment will be conducted through two assessment tasks during the term, mid-term and end-of-term. Both tasks will assess students levels of creativity and imagination through their ability to combine and mix sources in unique and innovative ways, and well as review their ability and skill level of the current task.

Task One:

Students look at a career in architecture by first learning and observing how to use “two-point perspective” in technical drawing before creating their own large A3 architectural design for a building of the future.

Task Two:

Students look at a career in digital design (graphics, advertising, marketing, computer game and website design) by creating a digital artwork using ipads and devices and software such as procreate, exploring different digital art tools to create different effects and finishes. Students exhibit their work online to share with parents and the school community.

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Assessment

Formative: Throughout the terms, students will assess their own weekly progress and outcomes. They will also use peer assessment and the teacher will provide immediate and relevant verbal feedback. Written feedback will be provided when the task is complete. The goals of these assessments are:

- to help the students develop their ideas and creative response to the topic individually and as a group
- ensure independence through one-one-one discussion as well as personal and peer reflection using the WWW and EBI as basis of questioning
- develop their understanding of critical analysis of their own work and that of others

Summative: Internal assessments recognize the skills and knowledge built throughout the year.