



SYLLABUS OVERVIEW

YEAR 7 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 endeavors.
- 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 conceptual theme of "MASHUP" where they look at how an artist "appropriates" ideas from other artists and sources to create his own new and unique artwork. Students will experiment with combining and mixing different and often contrasting elements from Fine Art (through the examination of artist Keith Haring and his work), Pop Culture and Islamic Design to create new and imaginative artworks.
- The students will have the opportunity to produce artworks from a range of different artforms including drawing, watercolour and acrylic painting – also at different scales, small and large – to stretch and challenge their technical skill and develop their confidence in their own ability.
- 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:

Create a design which mixes at least 3 Islamic design elements: geometric shapes, floral motifs and Arabic calligraphy. Use watercolours to paint their design and finish with neat presentation.

Task Two:

Create a design which combines images and symbols from Pop Culture with a Keith Haring artistic style (large simplified characters, bright flat colours, and thick black outline).

Draw design on large A1 paper, paint with acrylic paints, outline with thick black marker.

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

- The students will investigate the work of two great "masters" of Art: Salvador Dali and Pablo Picasso through an analysis and discovery of their work and why they are considered pioneering innovators of their movements Surrealism and Cubism. Inspired by these artists, students will be encouraged to think outside the box and "see differently" and take inspiration from Dali's dreamlike fantasy artworks and Picasso's fractured vision-of-the-world Cubism to look at see their own (students') worlds differently.
- The students will have the opportunity to produce artworks from a range of different artforms including drawing, painting and clay sculpture – also at different scales, small and large – to stretch and challenge their technical skill and develop their confidence in their own ability.
- 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:

Create a narrative artwork which expresses and communicates the story of a dream or nightmare through drawing. Choose own combination of materials (e.g. watercolours, pencils, and oil pastels) to paint the artwork in way which expresses and communicates the feeling of the dream or nightmare.

Task Two:

Produce a large abstract drawing which demonstrates key elements of Cubist Art: depicts multiple sides of the same object, includes details as well as simplified shapes, uses a variety of lines at different angles.

Expresses the "essence" of an object without being a realistic depiction of the object.

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Term 3

- Term 3 will explore Graphic Art with an exploration of comic books as an artform. Student will look at graphic novels, and famous graphic artists such as Bob Kane, Stan Lee, Jack Kirby and Frank Miller and what characteristics make up their signature styles of drawing.
- The students will have the opportunity to produce artworks from a range of different artforms including drawing, painting, mixed media comic books, and digital Art using programmes such as Procreate on the Ipad to be inclusive of all types of learners and skillsets, and incorporate technology into their Art & Design experience.
- 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:

Design and draw own comic book cover inspired by the work of legendary comic book artists such as Jack Kirby and Stan Lee, featuring a famous existing character (or confident students can also design their own new character) and background scene, and comic book cover features such as title, issue and price. This task challenges students technical drawing skill as well as imagination and creativity.

Task Two:

Use a digital platform or software such as Procreate on the Ipad to produce a single comic book panel telling a snapshot from a story or scene from a famous sequence involving a classic character (or one of their own design). Students will use the digital platform to demonstrate their tech skills as well as digital drawing and painting.

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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.