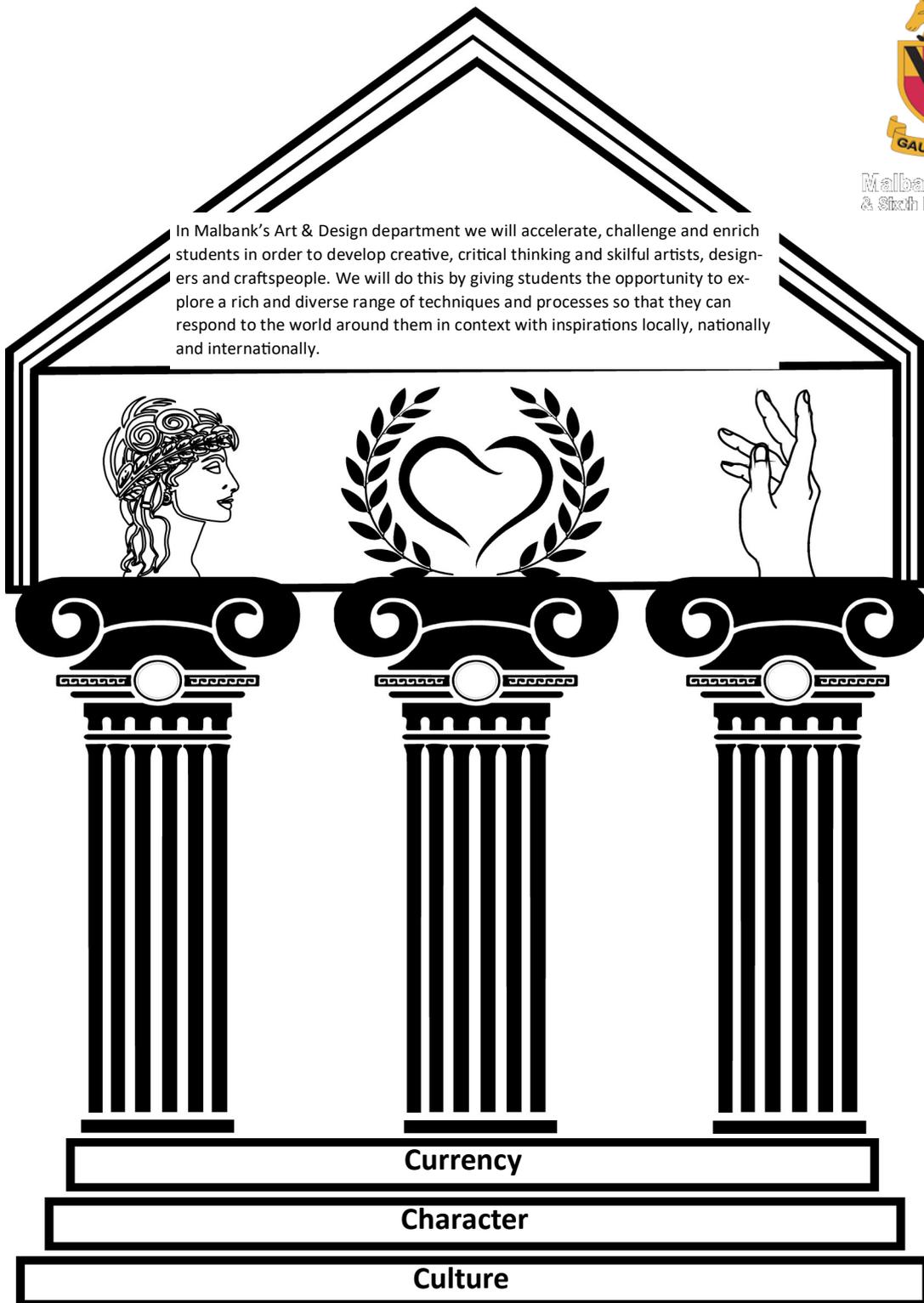


Malbank School Art & Design



Malbank School
& Sixth Form College

In Malbank's Art & Design department we will accelerate, challenge and enrich students in order to develop creative, critical thinking and skilful artists, designers and craftspeople. We will do this by giving students the opportunity to explore a rich and diverse range of techniques and processes so that they can respond to the world around them in context with inspirations locally, nationally and internationally.



Culture		
Head	Heart	Hand
<p>Head: students will develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.</p>	<p>Heart: students will grow more confident as individuals using art, craft and design as a platform to explore identity by using themes and contexts that will help with enhanced social and emotional skills leading to spirited wellbeing and mental health.</p>	<p>Hand: students will explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</p> <p>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>

Malbank School Art & Design Curriculum for Year 7: Shape, Space and Colour



In **year 7**, students will embark on a journey of artistic discovery with emphasis on shape, space, colour and pattern as their main focus in a foundation level project. They will use the work of the American abstract artist, Frank Stella as inspiration to showcase their knowledge, LORIC attributes and creative art skills using four distinctive assessment objectives:

AO1: research on a piece of work named: 'Earthquake in Chile'

AO2: skills acquisition in mark-making, application of colour, cutting and material manipulation, awareness of three dimensional form, and rules of composition

AO3: drawing skills in context with the ability to deal with proportions (shape, size and scale), the ability to observe, interpret and record details and textures, and the ability to observe, interpret and record appropriate tonal shading

AO4: the ability to present a meaningful response to the knowledge, concepts and skills developed throughout this project

LORIC

HEAD

HEART

HAND

Assessment Objective 1: Research

Students will **communicate** their knowledge and understanding of 'colour theory'. Those students who have the confidence and **leadership** skills will help their peers to access the correct knowledge will use their **initiative** to share their knowledge in small groups or the whole class.



Students will explore and **communicate** the influences of colour on emotions using colour psychology.



Students will **organise** the space in their sketchbook and complete a task on their understanding of colour theory.

Students will **communicate** the knowledge and understanding of the work of artist, Frank Stella and his work, 'Earthquake in Chile'. Ongoing discussions and plenaries will highlight those students who have the **initiative** and **leadership** skills to share their ideas with their peers in small groups or whole class contexts.



Students will explore the emotions that people might face if they were directly affected by an earthquake and discuss what solution orientated advice they might offer families and communities to show **resilience** in overcoming such a devastating event.



Students will use transferable skills to present their research in such a way that represents the chaos and turmoil of an Earthquake, inspired by Frank Stella's artwork. They will **organise** the space within their sketchbook to show a creative response to

HEAD

HEART

HAND

Assessment Objective 2: Skills Acquisition

Students will **communicate** their knowledge and understanding of the techniques and processes used by Frank Stella and in particular the techniques, processes and materials used in his piece of work, 'Earthquake in Chile'. Ongoing discussions and plenaries will highlight those students who have the **leadership** skills to share their ideas with their peers in small groups or whole class contexts.



Students will respond to the affects of an earthquake on people, communities, the surrounding landscape, and the local economy by producing an abstract mixed media painting.



Students will **organise** their materials, techniques and materials to articulate their ideas with skill, appropriate to their intentions. Students with **initiative** will bring in their own recycled collage materials and information to improve their work further.

Skills developed:

- rules of composition
- colour mixing
- painting skills
- cutting and material manipulation skills
- collage skills
- mark-making skills
- drawing skills
- typographical skills

Assessment Objective 3: Observation skills

Students will learn a series of keywords both adjectives and verbs linked to earthquakes using imagery to prompt ideas. Students will **communicate** their knowledge and understanding in the form of annotations in their sketchbooks. Ongoing discussions and plenaries will highlight those students who have the **initiative** and **leadership** skills to share their ideas with their peers in small groups or whole class contexts.



Students will respond to a photograph which represents ideas of decay, wreckage, rust, damage and respond to imagery by reflecting on the devastating impact an earthquake can have on people, communities, the surrounding landscape, and the local economy



Students will respond to the visual aid photography and respond to imagery by reflecting and responding to the devastating impact an earthquake has on people, communities, the surrounding landscape, and the local economy

Drawing principals:

Proportions: **the ability to observe and record appropriate size, shape and scale**

Detail and texture: **the ability to interpret key features and detail and use allocated drawing tools to observe and render effectively**

Line quality: **the ability to control drawing tools to carefully and**

Tonal range: **the ability to observe and interpret tonal range and add tonal shading from light to dark in appropriate areas**

HEAD

HEART

HAND

Assessment Objective 4: Final outcome (resolution)

Students will consolidate their knowledge and understanding of the concepts, techniques and processes used by Frank Stella to create a final outcome which demonstrates how much students have learned throughout this project. Students will **communicate** their knowledge and understanding of all aspects of the assessment objectives 1,2 & 3.

Ongoing discussions and plenaries will highlight those students who have the **initiative** and **leadership** skills to share their ideas with their peers in small groups or whole class contexts.



Students will respond to the affects of an earthquake on people, communities, the surrounding landscape, and the local economy by producing an abstract mixed media painting.



Students will learn from experience after developing foundation skills in assessment Objective 2 and appraise what went well and what requires improving. Students will show **resilience** by working hard to improve their work and resolve their ideas so that they can produce a final outcome to the project.

- rules of composition
- colour mixing
- painting skills
- cutting and material manipulation skills
- collage skills
- mark-making skills
- drawing skills
- awareness and understanding of three dimensional form