

Department: Art



Our Curriculum Aims:

The aim of the Art and Design department is to give pupils an awareness and understanding of visual language and the skills to develop their own.

Our aim is to provide students a curriculum that encourages students to be confident and independent learners. Our curriculum will provide students opportunities to develop drawing, painting, sculpture, collage, textiles, print and digital media skills. The schemes of work are varied demonstrating a wide range of Art disciplines. Students will be introduced to a range of artists from historical masters to contemporary artists. Students will explore Art history each term to broaden their understanding of how Art has influenced our society. We believe it is important that students develop their critical understanding and can reflect and evaluate their own and the work of others. All pupils study Art and Design in year 7 – 9. We aim to foster the enjoyment of the subject for those not intending to study it beyond key stage 3 as well as providing a solid foundation for those who do. Our key concepts involve the making of art, students will explore the formal elements of art, techniques materials and processes and creative responses. the Appreciation of art which includes Art history, analysing art and develop art terminology.

Key Stage Three Curriculum Overview

All projects will be taught within a given Year group. However, the order to which they are delivered may vary.

Year 7

Project	Name of topic	Key Content of the Topic	Assessment points
1	Foundation Skills	Students arrive with us with varied experiences from Primary school. The first half-term is designed to ensure all students have a solid consistent foundation of skills and they have a good understanding of key art terms (e.g. tone, texture, marks, line, form, pattern, colour, perspective). Examples of historic and contemporary art are used to support the teaching of the formal elements, aiding the development of their understanding of visual language.	FEDS Title page Perspective Drawing Tonal pencil and colour pencil understanding Colour Wheel
2	Sweets	Inspired by the work of the photorealistic painter Sarah Graham. Students work towards producing a painting of a selection of sweets. She wants the viewer to enjoy looking at her work, and what is more enjoyable than looking the vibrant colours and patterns of delicious sweets? During this project students will be taught how to mix, apply paint accurately as well as to carefully observe whilst drawing and photographing from real sweets. Students spend time looking at the work of Sarah Graham and understanding why it is important that we reflect on the work of existing artists.	Artist Research page Photography of sweets Drawing of sweets Painting of sweets
3	Our changing seas	Our changing seas – Is a project that investigates the environmental changes of the coral reef. Students will be introduced to the work of Courtney Mattison who creates ceramics that highlight the everchanging sea. This project will enable students to explore Pattern, texture, form and design in 2D and 3D. Including print techniques and ceramics.	Close up drawings of shells and coral. Basic ceramic techniques and texture samples Print outcome Design page Ceramic outcome

Exam	Drawing from observation	Shoe Observational Drawing (Drawing is an important skill within art. But we recognise the limitations examining only observational drawing has. Therefore, when arriving at a final grade for the year the student's teacher will also reflect on the work produced throughout the year)	FEDS
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Year 8

Project	Name of topic	Key Content of the Topic	Assessment points - FEDS
1	Concept Art and perspective	From Walt Disney to Piet Mondrian, gaming has long been taking visual cues from a great number of artists past and present. In this project, students choose one artist to investigate independently. During lesson time, students learn the technical skills required to draw in two-point perspective. This equips them with the skills to design and draw their own 'scene' from a video game that they have created, inspired by their artist of choice. With the ever-growing digital world, designers within it, concept artists are more frequently becoming a clear career path for some of our A-level art students.	Basic shapes with tonal shading. Guided Perspective drawing. Digital Artist research page. Design page Final Perspective Game
2	Still life, Vanitas	Still Life is one of the principal forms of Western Art. Within this project students look more specifically at the work of Vanitas Paintings and begin to unpick the messages behind the images. As well as looking at contemporary artists Michael Craig Martin. Students will look to develop their own compositions, reflecting modern day representations of the values displayed in the vanitas paintings of the past. This project focuses its skills within collage, photography lighting, composition, colour theory, line and form.	Vanitas Artist Research. Vanitas Photography. MCM Artist Research. Vanitas/MCM Collage.
3	Textile Donut	This concise project is intended to allow all students to have an experience craft and a basic understanding of hand sewing and construction of a 3D textile object. The designing of the doughnut is brief but allows students to express themselves creatively as the inspiration behind the design is only limited by the students' imagination. Students will look at the work of Lucy Sparrow.	Donut Design and research page. Drawing of ice-cream cone. Felt 3D donut. Painting of donut.
Exam	Painting	Students will complete a painting tonal bar and painting of a vegetable/fruit. This is to solidify the painting knowledge that they have gained during this year. At this stage we expect students to be able to mix and apply paint using an image for reference. This painting will be using only two different colours/hues, with this exam students will explore range using paint.	Mixing the correct hues/tints/shades. Smooth consistency Grid method drawing

Year 9

Project	Name of topic	Key Content of the Topic	Assessment points
1	Cubist Portraiture	Cubism was one of the most influential styles of the twentieth century. Cubism inspired related movements in music, literature, and architecture. Students will explore cubism and portraiture during this topic, they will develop their observational drawings of the face and understand the proportions of the face. Then experiment with compositions to create a cubist	1-9 Observational drawing Digital exploration (photography and photoshop) Collage Watercolour and pen.

		inspired piece. Students will research different artists such as Picasso, Alim Smith, Yi Chen Belin.	
2	Urban Structure	Students will produce their own 3D urban structure. It will be based on the interior or exterior of a building. Students will explore a range materials and techniques through guided workshops. Enabling students to produce their own 3D structure made from card and cardboard, other household materials and paint. Techniques will be inspired by Michael C McMillen. These urban structures will then form the backdrop for a piece of their own street art – informed by the work of street artists such as Bansky. Students will be encouraged to produce street art the reflects a current social issue they are passionate about.	1-9 Painted Texture samples Drawn study of a building 3D structure 2D Street art outcome with annotation.
	Final structure	No exam - Students will create a final structure for the Urban structure or final portrait for their cubist portraiture.	

What can parents do to support their sons?

Our Art teachers may vary the projects slightly from class to class whilst giving your son a variety of experiences to help him develop his art.

Teachers ask that parents help students to develop the ability to concentrate for an extended period on a drawing etc. and to encourage him to be creative and have the tenacity to modify and refine his work to improve it. If possible, it would be helpful if you could visit a wide range of stimulating places such as art galleries and museums. You Tube and other online providers also have on-line tutorials. This can be an excellent for students to develop technically proficiency at their own pace. We encourage students to show us work produced in their own time so we can offer support and encouragement in their chosen area of art.

Please note: Students occasionally need an apron or overall, of some sort to wear during their Art lessons, usually a technology apron is fine to use.

GCSE Course Followed: Art

Specification: AQA

Why Choose GCSE Art craft and design

The course in Year 10 is dynamic and exciting, and although it follows a natural development of that in Year 9, the range of work, materials and processes broaden, and become more experimental as the year progresses. The main areas of study will include:

1. Drawing and painting (oil pastel, chalk pastel, pen, ink, oil paint, acrylic paint and a range of mixed media)
2. Graphic design using Adobe Photoshop on Mac/PC.
3. Three-dimensional work (wire, clay, card, mesh, casting etc)
4. Critical Studies – regularly referencing the work of artists/movements to support the work in practical areas 1, 2 and 3.

As with all option subjects, homework is an integral part of the course, though this can take a variety of forms and is often set by the pupil himself in consultation with the teacher. As students develop their independent skills students will follow a work timeline to manage the expectation of work.

Assessment

An important feature of the GCSE Art and Design course is the assessment. The final grade at the end of the course is made up of 60% from the coursework and 40% externally set assignment. Students produce project-based work. These projects that make up the coursework and externally set assignment are marked using the same four assessment objectives. The four assessment objectives have equal weighting and run through the heart of this course. This means all projects are based on the principle of learning and responding from the work of artists and other critical sources, recording insights and observation (most commonly, but not exclusively, though the use of drawing and photography), developing experimenting and refining ideas and techniques to produce personal responses and outcomes. Throughout the two years it is encouraged that students take risks and push past what comes easily. They are expected to respond to feedback and refine work at every stage up until the moment for final submission. Due to the ongoing nature of the course students benefit from being organised and working consistently throughout the two years. We structure the course and setting of tasks to support students in developing these skills.

Coursework

It is important that students understand the nature of the 'Coursework' requirements, as the term is used here in a slightly different sense than may be the case in some other subject areas.

'Coursework' here simply refers to all work produced during lesson and homework time over Year 10 and up until January of Year 11 can be used as submission for the 60% coursework. However, it is normal that the class teacher along with the student will decide on a selection of this work ensuring it reflects the highest standards that student has displayed across the four assessment objectives. Throughout it is encouraged that students respond to feedback and refine work at every stage up until the moment for final submission.

The Externally Set Task

This is a project produced by students during classwork and homework between February and the end of April which concludes with a 10hr controlled exam setting for students to produce an outcome of their choosing. The starting point for this project is set by the exam board. The exam paper contains a range of starting points that allows students an opportunity to find a starting point that interests them and an opportunity to explore artists and techniques of their choice. All the work produced from February including the work produced in the 10 hours is submitted to make up the final 40% of the student's final grade.

Key Stage Four Curriculum Overview

Year 10

	Name of topic	Key Content of the Topic	Assessment points
HT 1	Food	Food has been a source of inspiration for centuries to artists and designers. Food can vary in texture, colours, shape, structure, and intricacy. Food is so diverse whether it is produced by nature or produced in a factory or by the work of an artisan baker. This unit allows students to find a balance between these various elements to ensure they reflect the best and worst of food as they see it. Reflecting on the work of various artists that differ greatly in style (each covering different formal elements such as tone, colour and composition) to help guide their own investigations.	1-9 Written feedback Oct Verbal feedback/ self-assessment and reflection (each lesson)
HT 2	Food	Investigate the theme of Food through drawing, painting, photography, and clay. Investigate the work of Itsuo Kobayashi, Wayne Thiebaud, Heikki Leis, Kate Malone. Develop outcomes in a range of media and techniques including. Drawing Painting Photography	1-9 Formal Tutorials (Oct) Written feedback (Dec) Verbal feedback/self-reflection (each lesson)

		Sculpture	
HT 3	Food	Develop their work, selecting imagery and techniques as appropriate to create well balanced compositions. Create a range of outcomes to realise intentions An understanding of the GCSE course structure and marking scheme. To build skills to allow for greater autonomy in future projects. To produce outcome for this project (A04)	1-9 Final grading.
HT 4	Urban environment	'An urban area is the region surrounding a city. Most inhabitants of urban areas have non-agricultural jobs. Urban areas are very developed, meaning there is a density of human structures such as houses, commercial buildings, roads, bridges, and railways. "Urban area" can refer to towns, cities, and suburbs.' Students will explore their own surroundings and respond.	Trial Exam Verbal feedback/self-reflection (each lesson)
HT 5	Urban environment	Students will investigate the theme of Urban environment through drawing, painting, and 3D structures. Students will explore different artists of their choice.	Exam grade 1 -9
HT 6	Start y11 task – Identity	Students will start their year 11 Theme - Independent working focusing on the four assessment objectives. (A01,A02,A03 and A04). Workshops on portraiture will underpin the some of the technical skills that may be required by the students in the project.	Verbal feedback/self-reflection (each lesson) Watercolour portrait Tonal drawing portrait Photography skills using photoshop

Year 11

	Name of topic	Key Content of the Topic	Assessment points
HT 1	Identity/ Portraiture	Students will continue with their Identity/ portraiture Component 1 60%. In year 10 students explored watercolour and tonal drawings of the face. Now students need to continue to understand what they would like to portray within this theme. Students will be introduced to different artists that they can select to develop further. This theme allows students to dig deeper in their creativity and personal responses.	1-9 Written feedback Oct Verbal feedback/ self-assessment and reflection (each lesson)
HT 2		A01 – Students will research in depth artists and creators to develop their ideas further. Once they have selected artists that they would like to take further, Students will respond to each artist and analyse their work within their annotations. During this time students will be expected to show their understanding of the artists and critically understand how why artists create work. A02 – As students gain more understanding of the artists that they have selected, they will explore this further with different developments. This includes using different media that to gain more of an understanding on how they will create personal outcomes.	1-9 Formal Tutorials (Oct) Written feedback (Dec) Verbal feedback/self-reflection (each lesson)
HT 3		A03 – During the recording phase of their component 1 students are expected to photograph their subjects, draw their ideas, throughout their portfolio students will annotate their investigations. A04 – The outcome will be a conclusion	1-9 Final grading.

		of their component 1. As students have worked through the assessment objectives, they will present a personal response. Students will have a Mock exam (10 hours) to create a final piece.	
HT 4		NEA – component 2	1-9 Final grading.
HT 5	Reviewing and Refine Component 1		Formal Tutorials and Verbal feedback/self-reflection (each lesson)
HT 6	NA		GCSE exams

Recommended Revision Guides for GCSE

No revision guides.

Each student will be provided with a handbook. This is a working document between the student and teacher which outlines weekly tasks and expectations for the course.

Support available for GCSE Students

Support sessions offered at lunch and after school by appointment.
Intervention sessions are provided

Key Stage Five Curriculum Overview A Level Students – Art, Craft and Design

Specification: AQA

<https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design-7201/subject-content/art,-craft-and-design>

The first 6 weeks contains a range of skill and creative thinking-based workshops to encourage students to take the step from GCSE to A Level.

This Unit of work provides a focus on observation studies and on key art, craft & design techniques to provide students with a ‘tool kit of practical knowledge’.

Aims

- Learn to develop their own ideas as a starting point to a project
- Develop observational skills.
- Investigate Artists and designers.
- Develop outcomes in a range of media and techniques including;
 - Drawing
 - Painting
 - Photography
 - Collage
 - Mixed Media
- Develop their work, selecting compositions and technique as appropriate
- Create a range of developmental outcomes exploring technique and process

Year 12

	Name of topic	Key Content of the Topic Teacher 1 and teacher 2	Assessment points
Term 1	Workshops/refresh	Teacher led workshops – Each workshop will be based on specific skills. Students will develop prior knowledge on: Drawing Painting Sculpture Critical thinking Presentation/displaying work	A* - D Written feedback Oct Verbal feedback/ self-assessment and reflection (each lesson)
Term 2	Project 1	Students will be given a past exam paper to create a mini project. Students will follow the assessment objectives and conclude with an outcome in their mock. Both teachers will be working with each student on their chosen theme.	A* - D Formal Tutorials Written feedback Verbal feedback/self-reflection (each lesson)
Term 3	Personal investigation Component 1	Students will start their personal investigation.	A* - D Formal Tutorials Written feedback Verbal feedback/self-reflection (each lesson)

Year 13

	Name of topic	Key Content of the Topic Teacher 1 and teacher 2	Assessment points
Term 1	Summer task review Continue with personal investigation	Students will present their work so far. During term one students will continue with their personal investigation.	A* - D Written feedback Oct Verbal feedback/ self-assessment and reflection (each lesson)
Term 2	NEA – personal investigation Exam 15 hours	Students will be given their NEA – personal investigation Each student will select their theme and work independently Students will be working through the assessment objectives. <ul style="list-style-type: none"> • Initial Artist research • Initial Recording • In-depth research • Development of your Recording/ Composition and techniques 	A* - D Formal Tutorials Verbal feedback/self-reflection (each lesson)