

Learning to believe. Learning to succeed



Subject:-

Art

Head of Department:-

Mrs D Parris

Teachers in this department:-

Miss R Sparkes

Year 7 overview

Within Year 7 students will cover 2 main topics covering Formal elements in art and design, with the broader theme of assessing existing knowledge and building on basic art and technical skills in order to progress into year 8 with the opportunity to broaden knowledge and develop new techniques

Each term students develop skills based on the formal elements such as line, tone, shading, form, texture, colour and composition. There is a mix of practical and theory based activities but the emphasis is on 'thinking skills' and 'practical skills'

At the end of each topic is a test that formally assesses their understanding of the ideas covered and work on misconceptions brought up from primary school.

Terms 1,2 & 3

Formal Elements in art and design- Still life and Natural Form

Covering the basic skills starting with shading and developing knowledge of colours and form. Students will look at artists such as Van Gogh- Sunflowers (1888), Paul Cezanne- Skulls (1898), and Georgia O'Keeffe- Cow Skull (1931)



Term 4, 5 & 6

The Sea and Exploring cultures

Covering more of the formal elements through exploration starting with a sea themed approach. Mixing media together and working from observation. Students will look at contemporary artists such as Jen Richards and Mike Savlen. This will then develop into cultures as students move towards year 8



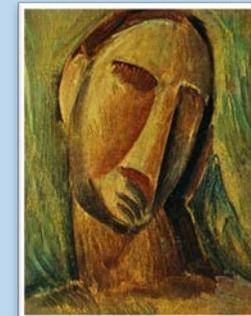
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Year 8 overview

Within year 8 students will cover 3 main topics covering a recap of the formal elements with Still life drawing, Mexican Art and African Art and cubism, ready for the start of year 9 when students will look at option subjects and undertake a mixture of creative sessions on a carousel.

Each term students will further develop their existing skills and develop new skills based on the formal elements such as blending, colour, texture, shape and composition. The content is mostly practical based work, however there are opportunities for theory when researching relevant artists for each theme.

<u>Term 1 and 2</u> <u>Still life drawing</u>	<u>Term 3 & 4</u> <u>Mexican Art Influences</u>	<u>Term 4 and 5</u> <u>African Art</u>
<p>Recapping the basic skills starting with shading and developing knowledge of colours and form</p> <p>Students will develop drawings directly from observation looking at mannequins, bottles and jars and moving forwards towards an Autumn theme of still life.</p> <p>Students will look at artists such as contemporary artist Jenny Baron and Giorgio Morandi- still life (1946)</p>	<p>Covering cultural art focusing on Mexico and the Day of the Dead celebrations</p> <p>Students will look at Mexican animal art and Jose Posada- Calavara (1910)</p>	<p>Covering cultural art focusing on Africa, looking at 3D techniques and processes, and knowledge of different artists</p> <p>Students will look at the work of African artists and Pablo Picasso- Head of a women (1908)</p>



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Year 9-11 overview

In year 9 students start to work on their skills towards a possible GCSE art and design choice, and they are building on the key stage 3 basic knowledge and developing their understanding of how the GCSE process for Art and design is structured.

Students are given the first themed project of POP art and start to build up a coursework project that includes explorations into different artists and designers as well as a variety of different materials and techniques that they wouldn't have previously seen. They are given detailed demonstrations and guidance with new processes and have the opportunity to explore these, hands on to show developments with their skill level.

In year 10 and 11 students are developing their coursework to a higher level in order to reach expected target grades.

They are given two projects, Natural Forms and Sweets in which they will start to build on gaps in their observational studies, developments with ideas and additional artist research. The two projects are then submitted to be marked as one before the students receive their art examination paper in year 11.

The art examination paper is given to year 11 in the January with a selection of questions. The students choose one question to work on and build up a body of work. In a 10-hour examination time (across 2 days) they are required to produce a final piece, additional book work and an evaluation for the question which is then marked and submitted to an external moderator with the coursework marks.

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Year 9-11 overview

Year 10

Term 1-2 SWEETS Project	Term 3-4 SWEETS Project	Term 5-6 NATURAL FORM Project
<ul style="list-style-type: none"> • Observational drawing and mood boards • Photography • Experimentation with media and annotating the outcomes 	<ul style="list-style-type: none"> • Developments of techniques and scales of work • Artists studies • Additional observational studies and analysis • Final piece ideas and final design • Evaluation 	<ul style="list-style-type: none"> • Observational studies and mood boards • Photography • Collage and mixed media work • Artists research pages

Year 11

Term 1-2 NATURAL FORM Project	Term 3-4 EXAMINATION PREPARATION WORK AND EXAM
<ul style="list-style-type: none"> • Refining of designs using mixed media processes • Additional observational studies and analysis • Final piece designing and evaluation 	<ul style="list-style-type: none"> • Examination question selection and build-up of body of work • Final piece and evaluation



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Post-16 Art and Design

Year 12/13 BTEC Level 3

In Year 12 students will begin their BTEC Level 3 qualification in Art and design which covers 4 units of study.

Within this the students will be required to work in all forms of media and develop work towards a final exhibition of work within the school.

They will also be required to look at historical and contemporary artists and designers and, where possible, visit exhibition spaces and draw from observation.

