

SUBJECT ART AND DESIGN

Year 7

Topics studied:

Autumn1- Spring 1.

Students will build on their drawing skills from their previous project and create a series of observational drawing of natural forms such as shells and feathers. They will then learn about the designer and milliner Philip Treacy, making connections to his hats and the sculptural shapes in their drawings. They will look at his unusual and creative hats and fascinators to help inspire their own designs. The students will create a mini GCSE style unit of work, where they will work through each Assessment Objective, learning the process of each skill. They will research and experiment with media before creating their own outcome.

Spring 2- Summer 2.

The students will be taught about the of events in the Spanish civil war that affected the town of Guernica due to the bombing by the Nazi's in 1937. Students will look at the painting Guernica by Picasso and learn about the meanings and the story the work depicts, paying attention to shapes and colours. Drawing in this project will be a scale drawing of the painting Weeping woman, also by Picasso, which they will copy using a grid to master proportion and shape as well as tone. They will then look at Dove of Peace and Woman on a red chair by Picasso and make contrasts between features of Peace, shapes and colours. Designs will be produced that depict a mask with contrasting areas that feature war elements from Guernica and Weeping woman and peace elements from Woman in a red armchair. The students will learn how to cast masks on moulds and build onto them using cardboard and string. They will paint their masks, learning colour mixing techniques and how to use colour to depict feeling and emotion in the work.

Keywords/Skills that students should know by the end of Year 7:

Keywords

Formal Elements

Line

Tone

Form

Shape

Texture

Colour

Composition

Skills

Observational drawing

Casting

Painting

Cardboard/ string relief work

Researching

Designing

Developing

Exploring

Experimenting

To help your child this year in Art you can:

Encourage them to draw for observation at home.
Ensure they have HB and a 2B pencil and a rubber.
Art equipment such as pencil crayons, glue scissors etc are essential in completing their Home Learning Project.

Additional Information:

The year 7 students will complete their Home Learning Project, which will be issued in the first term.

The students will be asked to create a research sheet on Philip Treacy. Good quality printouts of the artist's work would be beneficial, together with basic art equipment such as collage paper, scissors, glue and pencil crayons.

Year 8

Topics studied:

Autumn 1-Spring1

Students will develop a series of observational drawings of paper manipulations. They will then learn about the artist and glass blower Dale Chihuly, making connections to his three dimensional and sculptural glass works. The students will create a mini GCSE style unit of work, where they will work through each Assessment Objective, learning the process of each skill. They will research the artist and experiment with media in the style of Chihuly before designing their own outcome.

Spring 2- Summer 2

Students will use the art of Aboriginal Australians to make their own 'dreaming' painting. Through a process of understanding the art of native Australians, year 8 students will design, develop and invent a journey that uses colour, pattern and meaning taking inspiration from the Aboriginal works that they have researched.

The students will learn about the lives of Aborigines and the importance of their art to them and their culture. They will develop their own compositions and paint their outcomes using a range of different painting techniques.

Keywords/Skills that students should know by the end of Year 8:

Keywords

Formal Elements

Line

Tone

Form

Shape

Texture

Colour

Composition

Skills

Observational drawing

Painting

Mixed Media work

Collage

Manipulation of media

Researching

Designing

Developing

Exploring
Experimenting

To help your child this year in Art you can:

Encourage them to draw for observation at home.

Ensure they have HB and a 2B pencil and a rubber.

Art equipment such as pencil crayons, glue scissors etc are essential in completing their Home Learning Project.

Additional Information:

The year 8 students will complete their Home Learning Project, which will be issued in the first term.

The students will be asked to create a research sheet on Dale Chihuly. Good quality printouts of the artwork would be beneficial, together with basic art equipment such as collage paper, scissors, glue and pencil crayons.

Year 9

Topics Studied:

In this introductory unit the students will learn the structure of the GCSE course and how to fulfil each assessment objective. The students will look at the artist Frank Stella and in the style of his work they will create 3D work to draw from. They will be taught how to scale up using a grid to create accuracy when drawing an outline, they will then learn how to use a range of 2D media successfully.

The students will research the artist creating a series of presentation sheets looking at Stella's work and finally they will design possible outcomes which are influenced by their findings.

The student will then begin to build on these skills to begin their GCSE Portfolio which they will start in March of their year 9.

Collections

Students will be asked to create a large Jar of a collection of items, such as jewellery, toys, sweets etc.

The students will use gridding techniques to create the outline and develop an A2 tonal observational drawing which will count towards Assessment Objective 3 of their portfolio GCSE coursework. This will take the remainder of the year 9 year.

Exam Board:

OCR

Assessment structure:

Component 1- Portfolio non-exam assessment- 60%

Component 2- Externally set task- 40% (preparatory period +10 hours under exam conditions)

Subject specific websites to support revision and independent learning:

Students will be asked to independently research the artists provided in supporting their Portfolio work. They should also be able to use search engines to find their own critical and contextual inspiration for their project themes.

Students will be creating their own Portfolio of work based on a shared starting point, they will need to create work at home, at least two hours each week, to support their project.

Keywords/Skills that students should know by the end of Year 9:

Formal Elements

Line
Tone
Form
Shape
Texture
Colour
Composition

Skills

Observational drawing using a range of media
Painting
Mixed Media work
Collage
2D/ 3D
Researching
Designing
Developing
Exploring
Experimenting
Refining
Creating

To help your child this year in Art you can:

Please support in ensuring the students do a minimum of 2 hours independent work (homework) each week.
Encourage the students to complete their homework every week as their portfolio work counts for 60% of their grade. If they are issued compulsory intervention sessions please support in their attendance.

Additional Information:

The introductory unit is to prepare the students to be successful when completing their Portfolio and does not count towards their GCSE qualification.

The students will need to purchase and A1 folder from their Art teacher to transport their work to and from school.

A range of Art materials such as pencil crayons, scissors and glue etc are beneficial to ensure the students can work on their Portfolio at home. .

After school extra provision or work detentions may be compulsory should your child fall behind on their work and attendance is essential to support them.

Year 10

Topics Studied:

Collections

The main body of work for the students GCSE Portfolio (coursework) will be produced in year 10, completing Assessment Objectives 1,2 and 3
Firstly, students will be expected to finish off any observational drawing following year 9.

For Assessment Objective 1 they will create a series of presentation sheets developing ideas

through investigations and demonstrating critical understanding of sources. Students will research a range of artists and other sources linked to the theme of collections.

For Assessment Objective 2 Students will refine their work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. They should create in-depth experiments using a range of media and then use their findings to help design their final outcome ready for making in year 11.

Exam Board:
OCR

Assessment structure:

Component 1- Portfolio non-exam assessment- 60%

Component 2- Externally set task- 40% (preparatory period +10 hours under exam conditions)

Subject specific websites to support revision and independent learning:

Students will be asked to independently research the artists provided in supporting their Portfolio work. They should also be able to use search engines to find their own critical and contextual inspiration for their project themes.

Students will be creating their own Portfolio of work based on a shared starting point; they will need to create work at home, at least two hours each week, to support their project.

Keywords/Skills that students should know by the end of Year 10:

Formal Elements

Line

Tone

Form

Shape

Texture

Colour

Composition

Skills

Observational drawing using a range of media

Painting

Mixed Media work

Collage

2D/ 3D

Researching

Designing

Developing

Exploring

Experimenting

Refining

Creating

To help your child this year in Art you can:

Please support in ensuring the students do a minimum of 2 hours independent work (homework) each week.

Encourage the students to complete their homework every week as their portfolio work counts for 60% of their grade. If they are issued compulsory intervention sessions please support in their attendance.

Additional Information:

A range of art materials such as pencil crayons, scissors and glue etc. are beneficial to

ensure the students can work on their Portfolio at home.

In completing their research the students will need to be able to get good quality colour images/ printouts. They will also need to add annotation to their work, preferably using a computer.

If your child is issued compulsory extra provision sessions please support in their attendance.

Year 11

Topics Studied:

The students will be completing their Portfolio of work and have until the end of November to do this. They will work on completing Assessment Objective 4, in making an outcome for their project.

The students will be issued with their Externally Set task (exam work) issued by OCR exam board in January. They will have until the April (date TBC) to create work for Assessment Objective 1, 2, and 3. They will work on Assessment objective 4, making an outcome, in the 10 hour exam. This is an intensive period as the students have a lot of work to do to prepare for their exam. They must work consistently from the start of this exam period to ensure they complete all the work that is needed to be successful. 75% of the marks for their exam as based on their preparation work, so it is essential that they fulfil each Assessment Objective fully. 25% of the marks can be gained in the 10 hour exam.

Exam Board:

OCR

Assessment structure:

Component 1- Portfolio non-exam assessment- 60%

Component 2- Externally set task- 40% (preparatory period +10 hours under exam conditions)

Subject specific websites to support revision and independent learning:

Students will be asked to independently research the artists provided in supporting their Portfolio work. They should also be able to use search engines to find their own critical and contextual inspiration for their project themes.

Students will be creating their own Portfolio of work based on a shared starting point; they will need to create work at home, at least two hours each week, to support their project.

Keywords/Skills that students should know by the end of Year 11:

Formal Elements

Line

Tone

Form

Shape

Texture

Colour

Composition

Skills

Observational drawing using a range of media

Painting Mixed Media work Collage 2D/ 3D Researching Designing Developing Exploring Experimenting Refining Creating
<p><u>To help your child this year in Art you can:</u></p> <p>Parental support during the exam period is vital in getting the students to complete the work in the preparation time.</p> <p>Please support in ensuring the students do a minimum of 2 hours independent work (homework) each week. Although in the exam preparation period time students may need to complete more.</p> <p>The preparation work counts to 75% of the students' exam mark, with them able to gain 25% in the 10 hour exam.</p> <p>If they are issued compulsory extra provision sessions please support in their attendance.</p>
<p><u>Additional Information:</u></p> <p>A range of art materials such as pencil crayons, scissors and glue etc. are beneficial to ensure the students can work on their Portfolio at home.</p> <p>In completing their research the students will need to be able to get good quality images/ printouts. They will also need to add annotation to their work, preferably using a computer.</p> <p>After school extra provision or work detentions may be compulsory should your child fall behind on their work and attendance is essential to support them.</p>

Year 13 Subject Information

<p><u>Topics Studied:</u></p> <p><u>Personal investigation continued</u></p> <p>This is a practical investigation which was started in year 12 and finalised in year 13.</p> <p>Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.</p> <p>The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.</p> <p>The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.</p> <p>The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</p>

The written material must confirm understanding of creative decisions which they make when creating the work. They will need to submit between 1000 and 3000 words.

February- May

The students will be issued with an exam paper in February; they will select 1 starting point and produce preparation work fulfilling Assessment Objective 1-3.

The students will then sit a 15 hour exam to create an outcome and complete Assessment Objective 4.

Exam board:

AQA

Assessment structure:

Component 1 Personal Investigation 60% of A Level

Component 2 Externally Set Assignment 40% of A Level (preparatory period +15 hours under exam conditions)

Subject specific websites to support revision and independent learning:

Students will use relevant search engines to research artists based on their own personal investigation and exam question.

Additional Information:

Please ensure your child works independently each week in creating their portfolio work. Should your child fall behind with their work they may be issued work detentions or asked to attend compulsory intervention sessions. If they are issued compulsory extra provision sessions please support in their attendance.