

ART and DESIGN

YEAR 7

Topics studied:

The Fairfax Year 7 Art and Design curriculum prepares all pupils to develop both their knowledge and skill in Art and Design. Students begin in the Autumn by establishing their understanding of the **Visual Elements** and building on their prior knowledge. In Spring and Summer students go on to apply this understanding when talking about the work of influential **Artists throughout History**.

Knowledge:

- An understanding of all the **Visual Elements** (Tone, Pattern, Texture, Space, Colour, Shape and Form) and how they can be used to describe, analyse and evaluate their own artwork and that of others.
- An understanding of the work of **great artist and contemporary artists** and how their work is informed by meaning and historical context.
- An understanding of how a range of **techniques and media** can be applied to create art.
- An understanding of the wider applications of art throughout **society and culture**.
- To begin to understand that **creativity is a process** and understand the importance of experimentation.

Skill:

- To develop their ability to draw from **first and second hand observation**, developing motor skills to aid with **control** over materials and media.
- To develop the ability to **record tonal values** using pencil and pen and where to apply this to create a sense of **form**.
- An understanding of **basic colour theory**-the purpose of the **primary colours** and how to mix **secondary** and **tertiary** colours. An understanding of the use of cool or warm colours.
- An introduction to a **range of processes and techniques**.
- To write about the work of **artists** using **the visual elements** and provide facts, opinions about the work.

Students will be required to collect household materials or print off resources for some elements of the curriculum. Students will be ample time to gather these resources and will appear as a homework on SMHW.

Subject specific websites to support revision and independent learning:

Keywords that students must know, and be able to spell, by the end of the course:

YEAR 8

Topics studied:

The Fairfax Year 8 Art and Design curriculum prepares all pupils to be able to develop their knowledge and skill in Art and Design through exploring the themes of **Perspective, Culture and Environment**.

Knowledge:

- A **thorough understanding** of all the Visual Elements (Tone, Pattern, Texture, Space, Colour, Shape and Form) and how they can be used to describe, analyse and evaluate their own artwork and that of others.
- An understanding of the work of other artists and how their work can inform their own **exploration**.
- A further understanding of the creative process, **generating ideas** and being **selective** with materials, techniques and processes to communicate.
- An awareness of how **historical and contemporary** genres, periods, styles and movements **shape the meaning** behind artwork.
- A growing **understanding of the application** of art throughout society (designers, advertising, galleries, fashion).

Skill:

- To develop their ability to draw from **first and second hand observation**, developing motor skills to aid with **control** over materials and media.
- To develop the ability to **record tonal values** using pencil and pen and where to apply this to create a sense of **form**.
- An understanding of **basic colour theory**-the purpose of the **primary colours** and how to mix **secondary** and **tertiary** colours. An understanding of the use of cool or warm colours.
- An introduction to a **range of processes and techniques**.
- To write about the work of **artists** using **the visual elements** and provide facts, opinions about the work.

Subject specific websites to support revision and independent learning:

Students will be required to collect household materials or print off resources for some elements of the curriculum. Students will be ample time to gather these resources and will appear as a homework on SMHW.

Keywords that students must know, and be able to spell, by the end of the course: Formal Elements Line Tone Form Shape Texture Colour Composition Skills Observational Drawing Painting Mixed Media Collage Manipulation of media Researching Designing Developing Exploring Experimenting

YEAR 9

Topics studied:

The Fairfax Year 9 Art and Design curriculum prepares all pupils to be able to develop their knowledge and skill in Art and Design, through exploring the themes of Portraiture, Identity and Society.

Knowledge:

- An **embedded understanding** of all the Visual Elements (Tone, Pattern, Texture, Space, Colour, Shape and Form) and how they can be used to describe, analyse and evaluate their own artwork and that of others.
- An appreciation of the work of a range of artists and how artists can inform their own practice. Students may begin to develop a **style** inspired by the work of other artists.
- A further understanding of the creative process, **generating ideas** and being **selective** with materials, techniques and processes to communicate.
- An understanding of **historical and contemporary** genres, periods, styles and movements **shape the meaning** behind artwork.
- A developed understanding of how artists use their practice to communicate themes, concepts and societal issues.

Skill:

- **Increased proficiency** in the execution of observational drawing with a focus on challenging the accuracy of proportions and a confidence when rendering form.
- An ability to **refine the use of colour mixing** and apply the theory using a range of media.
- Be able to recall and apply a **wider range of techniques and processes**, including print making, clay, mixed media, watercolour, colour pencil, pencil tone, biro, textiles with increased proficiency and **demonstrate growing skill** with the execution of media.
- To **analyse the work of an artist in depth using subject specific vocabulary**. To **describe** the work of artists using **subject specific vocabulary** and provide facts, opinions and **analyse the meaning behind the work**. Students may also begin to comment on the cultural impact of the work or how the work has been influenced by context of the time.

Subject specific websites to support revision and independent learning: Encourage students 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.

Students will be required to collect household materials or print off resources for some elements of the curriculum. Students will be ample time to gather these resources and will appear as a homework on SMHW.

Keywords that students must know, and be able to spell, by the end of the course:

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

Year 10

Topics Studied:

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.

Non-exam Assessment Style Projects:

There will be no exam in Year 10- only the Non-Exam Assessed Portfolio.

YEAR 11:

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.

Non-exam Assessment

Until January in Year 11 students will continue on their Portfolio with is the Non-Exam Assessment portion of the course.

Exam preparation:

Revision of topics

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:

Recommended subject guides:

Year 12 & Year 13

Topics Studied:

Personal Investigation

This is a practical investigation which will begin in Year 12 and finalised in Year 13.

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. 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.

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.

The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

The students will be issued with their Externally Set task (exam work) issued by AQA 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 15 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 15 hour exam.

Non-exam Assessment Style Projects:
The entirety of Year 12 will form the NEA.

Exam preparation:
Revision of topics

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.

Recommended subject guides:
N/A