

yr7

PROJECT OUTLINE

AUTUMN

INITIAL BASELINE TESTING - T1a start
Students undertake a baseline test devised by the art department to ascertain each student's ability in art on their practical skills.

LINE & TONE - T1a/b
Students develop their skill of drawing through the use of line and tone.

SPRING

COLOUR - T2a
Students will be able to understand the colour wheel, harmonious and complimentary colours through a variety of different exercises.

PAINTING SKILLS - T2b
Students will explore and develop a variety of painting techniques which lead to a skilful outcome, linking to the work of the Fauvists and other artists.

SUMMER

ABORIGINAL ART - T3
Students develop and create work using the theme of Aboriginal Art as a starting point - thematic extended project.

REVIEW OF THE YEAR

yr8

PROJECT OUTLINE

AUTUMN

**SURREALISM -
Drawing/painting**

Students explore, develop and create paintings and drawings based on the Surrealist art movement.

**SURREALISM -
Drawing/collage**

Students further develop their understanding of the Surrealist movement by developing creative personal outcomes using a variety of different media and processes.

SPRING

PERSPECTIVE

Students learn about perspective through discussion and practical projects where they will develop accurate perspective drawing skills.

DISTORTED PORTRAITS

Students investigate the theme of portraiture through drawing and painting which will enable a deeper understanding of the ideas surrounding identity.

SUMMER

**HOW ARTISTS USE
COLOUR**

This is an experimental painting project that uses a variety of different materials and techniques utilising paint.

REVIEW OF THE YEAR

yr9

PROJECT OUTLINE

AUTUMN

All work produced at KS4 makes up the 60% coursework mark as part of the final GCSE grade. Students receive feedback regularly through verbal conversation and teacher marking within their feedback logs.

PORTRAITURE

GCSE students will explore the theme of portraiture in detail using the GCSE project structure.

IAN MURPHY

Students will respond to this artist using different materials to create highly creative backgrounds to draw/paint onto.

Students will develop their practical and analytical skills through the use of different materials – drawing, acrylic painting, water colour paint and fine liner pens.

SPRING

MEXICAN FOLK ART

During this project students use their research skills to develop their own ideas relating to Mexican Folk Art – specifically Mexican Day of the Dead festival.

Exploration of the theme -

Drawing from images, face painting, photography, clay skulls.

SUMMER

EXPLORING MATERIALS THROUGH ARTIST RESPONSES

Students will be exposed to a number of different artists from different times and cultures, that they will respond to - building up their knowledge and understanding of the processes artists go through, in preparation for GCSE.

yr10

PROJECT OUTLINE

AUTUMN

**NATURAL FORMS
(1st UNIT)**

Autumn 1 and 2
Observational Studies of
Natural Forms: Focus on the
work of Georgia O'Keeffe

Skills Area: Observational
drawing at a high level with the
inclusion of chiaroscuro,
texture and awareness of
composition

Historical & Cultural Studies:
Study the work of Georgia
O'Keeffe. Students will carry
out their own individual
research into the work of other
artists such as Andy
Goldsworthy.

SPRING

**NATURAL FORMS
(1st UNIT)**

Spring 1, 2 & Summer 1:
Ceramics: Focus on the work of
Kate Malone and Alice Ballard.

Skills Area: Development and
refinement of individual
ceramic pieces. Students will
learn new and complex skills in
the creation of these and the
glazing process of these.

Historical & Cultural Studies:
Study the work of Kate
Malone, Alice Ballard and Andy
Rogers. Students will carry out
their own individual research
into the work of other artists
such as Andy Rogers and
independently researched
influences.

SUMMER

IDENTITY (2nd UNIT)

Summer 2
Exploration of the theme of
IDENTITY

Skill Area: Students will gain an
in-depth understanding of the
human face/form and how they
might respond to the theme in a
personal manner. Alongside the
development of the theme
students will continue to
practice and explore a variety of
materials to create personal
responses.

Historical & Cultural Studies:
Study the work of Françoise
Neilly alongside other artists.
(male/female/race/style...)
Students will independently
research self selected artists
that link closely to the theme.

yr11

AUTUMN

SPRING

SUMMER

IDENTITY (2nd UNIT)

Yr10 Summer 2, Yr11 Autumn 1 and 2.
Final hand in of all CW January

Skills Area:

Historical & Cultural Studies:
Self portraits and Portraits, symbolism of objects.

Use of mixed media and linking ideas with imagery.

ESA

ESA paper handed out in January – EXAM PREPERATION

Skills Area: Development of original ideas using a variety of media linking closely to the students chosen exam theme.

Historical & Cultural Studies:
Research and use of artists work and contextual links to the exam theme.

ESA

Spring 2 –
Final Exam Date - MAY.

Skills Area: Development of original ideas using a variety of media linking closely to the exam theme.

Historical & Cultural Studies:
Research and use of artists work and contextual links to the exam theme

Assessment Objectives

A01

A02

A03

A04

- Developing ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding
- Refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- Recording ideas, observations and insights relevant to intentions in visual and/or other forms
- Presenting a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements

PROJECT OUTLINE

KEY SKILLS AND DIFFERENTIATION

Year 7 Key skills

- Ability to research and identify artists who's work links to the project theme
- Observational drawing using tonal pencils, coloured pencils and pen
- Painting with a variety of paints and mark making equipment
- Sculptural work - fired, painted, clay sculpture with modelled elements
- Artist research: know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
- Evaluating and analysing their own and others work, verbally and in writing.

Year 8 Key skills

- Ability to research and identify artists who's work links to the project theme
- Observational drawing using tonal pencils and coloured pencils
- Painting with a variety of paints and mark making equipment
- Mixed media working, using a range of materials and medias to create artwork
- Sculptural work - fired, painted, clay relief tile with a focus on texture and form
- Artist research: know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
- Evaluating and analysing their own and others work, verbally and writing.

Year 9 Key skills

- Ability to research and identify artists who's work links to the project theme
- Observational drawing using tonal pencils, coloured pencils and pen
- Painting with a variety of paints and mark making equipment
- Mixed media working, using a range of materials and medias to create artwork - explorative approach
- Sculptural work - fired and glazed/painted ceramics with coiling and modelled elements
- Artist research: know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
- Evaluating their own and others work, verbally and writing.

Supporting students

The tasks are written so they can be differentiated to each pupils needs. Alternative ways of working are devised so each pupil can be successful within each project.

Strategies for ABLE, SEND & Disadvantaged students

- **1:1 working**
- **Seating plans**
- **Tasks that challenge**
- **Alternative materials**
- **Lending/purchase of materials when appropriate**
- **Access to Art room at lunchtimes and after school.**
- **Data and info to inform teaching and expected pupil outcomes.**
- **Literacy support: sentence structures, command words, Use of SOLO to create analysis of the work of artists and students' own work.**
- **Numeracy support: Use of mathematical equipment, enlargement & reduction, ratio, shape & form,**