

CURRICULUM MAP ART & DESIGN KS4

YR10 & 11	GRAPHICS	TEXTILES	ART	3D
	<p>PLAYING CARD DESIGN Students will be given to the brief - design the front and back of a playing card. They will explore the work of the Illustrators Hennie Haworth and David Hale whose work is inspired by Native American Art. They will identify symbols and motifs related to this culture and use them to create their own drawings lino prints. Their drawn designs will be transferred onto Photoshop and Illustrator to edit and create digital designs, ready to be laser etched.</p> <p>SONG LYRICS Students will design a piece of illustration work based upon a song lyric inspired by their favourite music. They will look at typographic art by designers and illustrators such as Jay Roeder, Andrew Hudson, Alan Kitching, and Mary –Kate McDevitt. Through these artists, they will explore drawing, collage, paint, and digital media such as Photoshop and Illustrator to create their final piece.</p>	<p>PORTRAITS Refine skills established at KS3 and introduce new Textiles techniques. Students will learn various textile techniques connected to the featured designers, enriching their understanding and skills. Machine embroidery, reverse applique, hand embroidery, presentation skills drawing & painting skills. Producing Textiles work based on the designers Brenda Riskey, Bisa Butler and Kris Trappeniers. Visit to the Whitworth Art Gallery.</p> <p>ANATOMY Students will explore a range of textile designers linked to the theme of Anatomy, such as Carla Madrigal, Emma Shin, and Aline Brant. These designers, along with students' own chosen influences, will inspire and shape their final fashion outcomes. Students will refine practical skills, independent explorations including quilting, rouching, gathering, tearing, and fraying, layering, and bonding to create their own fashion garment or hanging to reflect their understanding of texture and surface quality. Materials might be stitched, couched, pulled, twisted, woven, dissolved, distorted, or combined with hand or machine effects.</p>	<p>NATURAL FORMS Building upon drawing and painting skills, working in a variety of media; pencil, graphite, charcoal, ink, watercolour, acrylic. Learning additional skills such as lino printing, collage, freehand machine embroidery, mono-printing, and clay. Developing analytical skills, researching the work of traditional and contemporary artists such as Karl Blossfeldt and Stef Mitchell. Sketchbook work, large development sheet and clay outcomes. Whole class trip to WORLD museum and The Walker Museum, Liverpool.</p> <p>DISTORTED PORTRAITS Step-by-step workshops in drawing facial features and the basic proportions of the face, building upon knowledge from KS3. Investigating the work of several artists including Andrew Salgado, Ellie Smallwood, Mark Powell and Luke Dixon. Students are given more autonomy in selecting artists and developing independent ideas. Developing photography skills, basic photoshop skills, improving watercolour techniques, learning colour mixing through acrylic workshops.</p> <p>CONWAY ARTS RESIDENTIAL Led by subject specialists, students will add breadth and variety to their portfolio, whilst learning new skills, techniques and meeting all assessment objectives. Away from modern distractions and in beautiful surroundings, the dedicated time away from home gives young people the opportunity to engage and immerse themselves in their Art coursework.</p>	<p>ARCHITECTURE Students will be introduced to the brief of designing and modelling an off-grid 'Wilderness Cabin'. Their architectural designs will be influenced by the Brutalism and Modernism design movements. Key Architects and designers will be studied to help influence design outcomes. They will explore a wide range of tools, techniques and processes from hand-built models through to digital 3D modelling. They will learn about how to communicate their ideas through sketching, photography and simple maquettes.</p> <p>BRIDGES In this complimentary project students will design a digital outcome for a footbridge. The project will be inspired by natural form and the work of Santiago Calatrava.</p>

YR.11

EXAM UNIT-40%

AQA

Students select from given questions with a variety of stimulus. Students work independently during the preparatory period, researching, developing, and recording their ideas. This can be done in a variety of ways, such as sketchbooks, journals, design sheets. Students must also reference appropriate sources, such as the work of artists, craftspeople, designers, and/or photographers.

Having planned a final piece, students have 10 hours supervised time to complete a personal response. This can be in the form of a painting or sculpture.