

Curriculum Area: Art and Design



		Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7		<p>We begin Yr 7 with a project based on The Formal Elements. We explore ideas and collect visual information based on the basics in art and design. Students will develop skills in working with basic 2D and 3D media depicting tone; colour; line; shape; form and pattern. This will then inform a final outcomes still exploring those basic themes. The unit will provide students with an excellent introduction to the use of a sketchbook in which they will be encouraged to be creative and experiment.</p>			<p>ART-KEEMO TEXTILES- DAY OF THE DEAD 3D DESIGN- ARCHITECTURE GRAPHICS- FANTASTIC CREATURES</p>		
		<p>ART- Formal Elements- Students will investigate the elements of Art- line, tone, colour, shape, pattern and texture using a variety of materials. This will be over a period of 4 lessons. 3D ARCHITECTURE - Introduction to Architecture. What it involves and initial studies on some of the world's most iconic Architects. Graphics- Introduction to typography and the role of the Graphic Designer TEXTILES - Introduction to and research Day of the Dead Festival</p>	<p>ART-KEEMO- contemporary portrait artist Keemo is introduced. Analysing techniques- Content, Form, Process, Mood are introduced, and sketchbook research pages begin. 3D ARCHITECTURE - Learn how to develop ideas using a variety of different drawing techniques. Graphics- Students will undertake a series of drawing workshops and will experiment with type. TEXTILES – Look at relevant artists, key themes and vocabulary - create design sheet with a focus on colour theory, blending, tonal pencil drawing and key words. Self-assessment.</p>	<p>ART-KEEMO- formal elements knowledge and begin the shading/colour mixing process on their Keemo characters. 3D ARCHITECTURE - Model making processes and techniques. Cardboard modelling inspired by Daniel Libeskind and Rem Koolhaas. Angular shapes and forms. Graphics – Introduction to logos and branding TEXTILES – Continue design sheet, mono print, creative writing, use of fine liner to refine work. Peer assessment.</p>	<p>ART-KEEMO- Pupils will look at more traditional Artists including Picasso and produce a development piece of work using their own photographs. 3D ARCHITECTURE - Paper and card modelling. Tooling in the workshop with the introduction of acrylic moldings using the strip heater. Sanding and MDF modelling. Graphics – Students will learn about text as image TEXTILES – Learn basic hand stitching techniques including running, cross, blanket stitch and French knots. Design Sugar Skull outcome.</p>	<p>ART-KEEMO- collage papers will be prepared for the Keemo character using paints and mark making techniques. How to interpret drawing through collage techniques. 3D ARCHITECTURE - Designing and 3D modelling on SketchUP. Development of presentation skills and tools and techniques of the software. Graphics – Introduction to personification with the work of Paul Thurlby and Luciano Lozano TEXTILES – Create Sugar Skull outcome, learn to cut templates, use of felt, how to applique and apply stitching techniques learnt in Spring 2</p>	<p>ART-KEEMO- Constructions and refinement of final piece 3D ARCHITECTURE - Final piece refinement, finishing and evaluation. Detailing on the models, Graphic – create a poster, evaluate and refine. TEXTILES – Refinement of final outcome and design sheet. Evaluation of project.</p>
Assessments		<i>Ongoing assessment of sketchbooks and homework.</i>	<i>Ongoing assessment of sketchbooks and homework..</i>	<i>Ongoing assessment of sketchbooks and homework.</i>	<i>Ongoing assessment of sketchbooks and homework.</i>	<i>Ongoing assessment of sketchbooks and homework.</i>	<i>Ongoing assessment of sketchbooks and homework.</i>

Year 8	Yr 8 are introduced to three-dimensional construction, relief work and a more extensive range of both 'wet' and 'dry' materials. Pupils are encouraged to use their sketchbooks more fluently to explore a range of Artist and Cultures.		ART- CELLS TEXTILES- TRIBAL MASKS GRAPHICS -BURGERMAN 3D-HEADPHONE TIDY			
	<p>ART- Cells Artists are introduced and mixed media techniques are developed</p> <p>GRAPHICS – Introduction to logo design. Basic elements, shape, size, layout & typography.</p> <p>3D – Project intro. Initial research into the brief and problem solving. Mind mapping questions around functionality and ergonomics.</p> <p>TEXTILES – Intro to Tribal Masks, African Culture and symbolism. New textiles techniques in addition to developing hand embroidery skills taught in Y7</p>	<p>ART-Cells Continuation of mixed media techniques focusing on pattern and shape</p> <p>GRAPHICS – Logo design continued. Development of ideas producing a logo for a children's juice brand.</p> <p>3D – Sketching techniques, rounding and finding shapes and from. Learning how to present ideas and visualise the development of product ideas.</p> <p>TEXTILES – Research design sheet, printing techniques and innovative use of the heat press, hand embroidery, applique, beading, looking at relevant designers as well as theme, pattern and texture</p>	<p>ART- Cells introduced to ceramic artist and development begins for their pinch pot designs</p> <p>GRAPHICS – Research into drinks packaging before researching and exploring Jon Burgerman's work. Use of continuous line and character design.</p> <p>3D – Workshop tools and techniques. Students will learn about and gain practical knowledge on the main tools and machinery in the workshop. They will manufacture their design ideas using a variety of different tools and materials.</p> <p>TEXTILES – Design mask based on animal template and the work of Chris Wintercroft and other relevant artists</p>	<p>ART Cells-Students watch a demo on how to create a Pinch Pot and begin the design process of producing their own</p> <p>GRAPHICS – Create a short story based on character designs before making artwork suitable for a juice box wrap. Develop skills of layout and size.</p> <p>3D - Workshop tools and techniques. Students will learn about and gain practical knowledge on the main tools and machinery in the workshop. They will manufacture their design ideas using a variety of different tools and materials.</p> <p>TEXTILES – Make final outcome and apply new techniques to design</p>	<p>ART- Cells students apply Oxide and Glaze to the pots</p> <p>GRAPHICS – Combine all elements together to complete box design. Refinement.</p> <p>3D – Computer aided design on SketchUP and Illustrator. Designs will be developed from the work they produced in the workshop.</p> <p>Overview of computer software and links to computer aided manufacturing in the form of 3D printing and laser cutting.</p> <p>TEXTILES – Continue to make final outcome, develop and modify</p>	<p>ART- Cells The finished pot is then drawn from focusing on tonal values and form. The process of start to finish is also drawn out.</p> <p>GRAPHICS – Produce an advert to advertise the juice box.</p> <p>3D – Computer aided design on SketchUP and Illustrator. Designs will be developed from the work they produced in the workshop.</p> <p>Overview of computer software and links to computer aided manufacturing in the form of 3D printing and laser cutting.</p> <p>TEXTILES – Evaluate final outcome and refine – extension produce a short story based on mask and culture</p>
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Year 9						ART-REX RAY TEXTILES- IMAGE AND IDENTITY GRAPHICS- PERSONIFICATION 3D- PHONE HOME PRODUCT DESIGN	
		<p>ART- Rex Ray- introduced to the Artists using CFPM. Backgrounds will be prepared. ART-Coastal Clutter. Still life discussion and preparation for their visual mind map. Collection of materials subtle washes, torn collaged papers including maps, old envelopes. Composition ideas discussed. Text guidance for title.</p> <p>GRAPHICS – Understanding branding and design for editorial print. 3D – Intro to product design and project brief. Students will be designing a portable speaker with reference to natural forms and biomimicry. Students will start the design process by modelling with paper and card to explore ways of amplifying sound. TEXTILES – Introduction to Portraits, timeline in history/contemporary from fine art perspective to editorial work - research theme and artists/designers including Maurizio Anzeri and Edo Morales</p>	<p>ART- Rex Ray students will be taught to develop their observational drawing skills by producing studies from Natural Forms Primary and secondary sources. Art- Coastal Clutter - introduction to a range of Artist using a variety of techniques. Existing skills discussed but also the introduction to abstract art and mix media, paint and graphite.</p> <p>GRAPHICS – Students will learn about different styles of typography they will analyse the work of artists and designers. 3D – Students will develop and refine these initial ideas through sketching and referring to natural form. Artist study work looking at Brazilian designer Athos Bulcao. TEXTILES – Design sheet continued, existing knowledge and new techniques including printing, innovative use of the heat press, collage and use of recyclable materials, wax entrapment, layering, referring to pattern, shape, form, applique and new stitching techniques</p>	<p>Art- Rex Ray Students will look at the shapes within his work and develop compositions using prepared papers. Art- Coastal Clutter Students will continue with Artist investigations but also include some still life observations of natural forms.</p> <p>GRAPHICS – Students will experiment with a variety of media such as collage and photography to create different letter forms. 3D – Further development of ideas produced using 3D computer software with the opportunity to develop ideas on illustrator. Group design phase incorporated into this phase. TEXTILES – design final outcome and apply techniques learnt</p>	<p>Art- Rex Ray- Looking at Mandalas and the link with pattern. Art- Coastal Clutter development of ideas will continue, and students will be introduced emulsion mark making and texture studies in preparation for their outcome. GRAPHICS – Introduction to work of Loui Jover. Students will create a collage in his style. 3D – Modelling process in the workshop to produce the mobile phone home/ organiser. Variety of materials used to include paper and card. TEXTILES – Continue with final design, modify, refine and evaluate</p>	<p>ART – Rex Ray experimenting with mix media and refining all work Art- Coastal Clutter Using the natural form objects students will organise their own composition on an A4 piece of paper and then photograph ready to draw from. GRAPHICS – Understanding layout and how image and text work together. Students will create their magazine title and brand 'Disguise' 3D – Modelling process in the workshop to produce the mobile phone home/ organiser. Variety of materials used to include paper and card. TEXTILES – mini project based on 'apart and together' looking at flowers and leaves ahead of GCSE landscape project</p>	<p>ART- Rex Ray enlarging a section of his work and doing an Acrylic study in preparation for GCSE Art-Coastal Clutter - carefully observing the found objects, fill each box with marks that imitate the texture of each object you select. Using emulsion paint add different textures for the different elements of your composition When dry add an ink wash can be added.</p> <p>GRAPHICS – Students will create their final magazine cover putting together image and text. Evaluate and then refine. 3D – Refinement, evaluations and opportunities for improving the final outcomes. TEXTILES – innovative use of PVA, primary work, grounds and CAD ahead of GCSE</p>
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Year 10		<p>Art- Life Graphics- Disguise Textiles- Cultures 3D- Bridge Graphics/3D - Identity</p>	<p>Art- Life Graphics- Disguise Textiles- Cultures 3D- Bridge Graphics/3D - Identity</p>	<p>Art- Life Graphics- Disguise Textiles- Cultures with 3D- Bridge Graphics/3D - Identity</p>	<p>Art- Distortion Graphics- Playing Cards Textiles- Landscapes 3D- Architecture Graphics/3D - Identity</p>	<p>Art- Life Graphics- Playing Cards Textiles- Landscapes 3D- Architecture Graphics/3D - Playing Card</p>	<p>Art- Life Graphics- Playing Cards Textiles- Landscapes 3D- Architecture Graphics/3D - Playing Card/Typography concertina</p>
		<p>ART- Life students will look at a range of Artists related to Natural Forms using a selection of mix media Graphics- Introduction to magazine cover design. Research into the work of Hattie Stewart. Skills will include drawing, photography, collage and digital media. 3D – Introduction to the initial mini project. Pedestrian and cycle bridge. Key designers and Architects introduced. Workshops on the key processes and techniques for 3D design. TEXTILES – Intro to Landscape project looking at relevant artists and using a selection of mixed media – sketchbook and outcome</p>	<p>ART-Life direct analysis from artists' work. Students are taught workshops related the Artist. Aquatic Life/Cells/Botanical. 3D – Continuation of practical based processes and techniques and Sketchbook presentation. TEXTILES – Workshops including use of sewing and embellishing machine, heat press, PVA and plastic, screen printing, hand embroidery, bead work, CAD using primary photographs Graphics – research typography, improve drawing skills and learning Adobe Illustrator</p>	<p>Art Life -3D paper vessel artists are investigated and drawn from. Students experiment outside of their sketchbooks and produce a 3D Vessel using a range of papers, fabrics and natural forms. 3D – Development of ideas and models based on Santiago Calatrava. TEXTILES – Continue workshops and produce a series of samples to create a stitch-scape Graphics – Basic magazine cover layout, improve and refine Photoshop skills</p>	<p>ART- Distorted Portraits Investigation into several Artist. Workshops are delivered for each. Artist covering a range of techniques- Ink, acrylic, mix media, graphite. 3D – Completion of final models and presentation of Bridges. TEXTILES – Refine Landscape sketchbook and outcome – evaluate and reflect on skills learnt Graphics- Playing Card Project Looking at Native American Art and natural forms. Exploring natural forms through primary research.</p>	<p>ART- Distorted Portraits Students begin to find their own artists and develop their work using their own photographs. Development pages are worked on and independent work and ideas is encouraged. 3D – Architecture project introduced (main piece of coursework for GCSE). Project outline specified and students guided to develop this personal project thoroughly and creatively. TEXTILES – Intro to Culture project and jewellery/collar design looking at Africa and Native America, relevant artists and designers Graphics – Design a Suit for a playing card looking at the style of David Hale.</p>	<p>ART- Distorted Portraits Development work continues and 3 options for a final idea are produced. Students will work out scale, media and composition. 3D – Initial project work completed and summer photographic project set. TEXTILES – New techniques in addition to those learnt in project one – dying own fabrics, making own beads, constructed textiles including folds and pleats. Design sheet and techniques and development board produced detailing designs and plans for outcome Graphics- Improving and refining digital skills by making a card design using existing drawings in Photoshop. Laser etched final designs will be created using Adobe Illustrator</p>
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Year 11	<p>Art- Distortion Graphics- Album Covers Textiles- Landscapes 3D- Architecture Graphics/3D - Playing Card</p>	<p>Art- Life Graphics- Album Covers Textiles- Landscapes 3D- Architecture Graphics/3D - Playing Card</p>	EXAM UNIT	EXAM		N/A
	<p>Art- Distorted Portrait- Final piece in progress Graphics -Look at text as image. Research the work of Jay Roeder and Mary- Kate McDevitt. 3D – Continuation of Architecture project. TEXTILES – Create final outcome and employ techniques used throughout Y10/11</p>	<p>Art- Distorted Portraits- Final piece in progress. Graphics - Create an album cover for an artist or band using text as image. Skills will include drawing, painting and digital media 3D – Completion of Architecture project. TEXTILES – Continue to create outcome, modify and refine prep work and final piece – evaluate project</p>	<p>AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.</p>			
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