



## Art & Design Curriculum – Year 7

	Autumn Term			Spring Term			Summer Term		
<b>Big Ideas &amp; Purpose</b>	<b>Creatures in the Jungle</b> Everyday household plants are the basis for primary observation in a variety of media including photography. The study of historical and contemporary artists influence experimental work with paint, colour mixing, collage and printmaking. Photocopied enlargements are used for experimentation with scale and composition until a final successful design is achieved. Pupils select, study and carefully paint a jungle animal of their choice. All work is collaged together to produce a final work inspired by Rousseau.			<b>Contemporary African Art</b> Pupils create a fanzine using sourced imagery of traditional African art. The work of Francois Thango is used to inspire the creation of contemporary African ceramic masks using pattern and symbols from their fanzine. Design work has a strong emphasis on appropriate colour which is applied with blended pencil crayon.			<b>Beautiful Bugs</b> Pupils explore recordings through observation and investigation into the drawing methods of Hook and Seguy with reference to science and the use of the microscope. Experimental collagraph prints form the final outcomes of this project.		
<b>Programme of Study</b>	<b>Media Focus</b> Drawing Painting Collage Print	<b>Skills Focus</b> Observation Design Composition Colour mixing Cutting	<b>Artists</b> Henri Rousseau Michael Adams Henri Matisse	<b>Media Focus</b> Coloured pencil Pastels Ceramic Print, photography	<b>Skills Focus</b> Design Making Ceramics	<b>Artists</b> Francois Thango	<b>Media Focus</b> Drawing Colour blending Symmetry and measurements Science links	<b>Skills Focus</b> Observation Blending Print	<b>Artists</b> Robert Hooke Levin Biss Jessa Huebing-Reitinger A E Seguy
<b>Key Assessments</b>	Investigate, Explore, Record, Present			Investigate, Explore, Record, Present			Investigate, Explore, Record, Present		
<b>Key Skills</b>	As well as the key skills developed in each project pupils will also cover: <ul style="list-style-type: none"> <li>Health and safety in a practical subject</li> <li>Developing confidence with the basic materials in the art room</li> <li>Looking at both historical and contemporary artists to inspire ideas</li> </ul>			<b>Links to Careers</b> <ul style="list-style-type: none"> <li>Explored through discussion of individual artists work during programme of study.</li> </ul>					



## Art & Design Curriculum – Year 8

	Autumn Term			Spring Term			Summer Term		
<b>Big Ideas &amp; Purpose</b>	<b>Made in America</b> Tom Wesselmann inspires observation from still life with a focus on everyday contemporary food packaging. Andy Warhol inspires the repetition of imagery in painted and printed medium. Pupils study typography, scale, composition and colour.			<b>War &amp; Conflict</b> Pupils conduct their own research into War and conflict, they collect, organise and select imagery and text to develop their own independent response. Pupils reflect on the consequences of war demonstrating critical understanding. Hoch, Heartfield and Schwitters provide inspiration for 2D print based mixed media responses.			<b>Sweet treats</b> Wayne Thiebaud is the inspiration for a series of drawing and painting studies. Pupils create cakes and biscuits in either ceramics or card and plaster should be made available. Extension opportunities Pupils work in groups to create a digital animation using stop motion photography.		
<b>Programme of Study</b>	<b>Media Focus</b> Pencil crayon Paint Collage	<b>Skills Focus</b> Primary Observation Typography Digital print	<b>Artists</b> Andy Warhol Tom Wesselmann	<b>Media Focus</b> Collage Mono-print Typography	<b>Skills Focus</b> Knowledge and understanding	<b>Artists</b> Jo Hedwig Teeuwisse Carlos Cruz-Diez Kurt Schwitters Hannah Hoch John Heartfield	<b>Media Focus</b> Pencil Paint Clay Card & plaster	<b>Skills Focus</b> Observation Colour mixing	<b>Artists</b> Wayne Thiebaud
<b>Key Assessments</b>	<ul style="list-style-type: none"> <li>Investigate, Explore, Record, Present</li> </ul>			<ul style="list-style-type: none"> <li>Investigate, Explore, Record, Present</li> </ul>			<ul style="list-style-type: none"> <li>Investigate, Explore, Record, Present</li> </ul>		
<b>Key Skills</b>	As well as the key skills developed in each project pupils will also cover: <ul style="list-style-type: none"> <li>Health and safety in a practical subject</li> <li>Roles and responsibilities</li> <li>Responding to the world around us with love and compassion</li> <li>Competent use of 2D and 3D materials</li> <li>Developing ideas using digital media (Photoshop)</li> </ul>			<b>Links to Careers</b> <ul style="list-style-type: none"> <li>Importance of artists in documenting historical times and events</li> <li>Advertising and print</li> </ul>					



## Art & Design – Year 9

	Autumn Term			Spring Term			Summer Term		
<b>Big Ideas &amp; Purpose</b>	<b>Rotten apples</b> Pupils firstly study a range of fruit/vegetables in painted medium and photography. Pupils then study the work of Gaynor Roberts who inspires them to abstract their observations looking closely at form and shape. Personal outcomes reflecting research and media experiments are created in Acrylic paint.			<b>Positive &amp; Negative</b> The “Rayograph” inspires pupils to explore imagery through experimentation of positive and negative space using a range of black and white media. Pupils develop an understanding of dark room practice by creating their own photogram and pinhole camera.			<b>Portraits</b> Pupils explore their own identity, thoughts and ideas by experimenting with distortion, layering, altering viewpoints and overpainting of their self-image. Final outcomes are reflective and personal demonstrating an understanding of contextual studies.		
<b>Programme of Study</b>	<b>Media Focus</b> Acrylic Paint Watercolour Photography Collage Cut paper	<b>Skills Focus</b> Colour mixing Painting Skills Observational skills	<b>Artists</b> Gaynor Roberts Paul Cezanne Sam Taylor Wood	<b>Media Focus</b> Collage & ink Cut paper Chalk & Charcoal Darkroom photography	<b>Skills Focus</b> Knowledge and understanding of positive and negative space. Darkroom chemicals.	<b>Photographer</b> Man Ray	<b>Media Focus</b> Pencil Paint Photomontage Photography	<b>Skills Focus</b> Observation Ideas experimentation	<b>Artists</b> John Stezaker Judith Golden Pablo Picasso Francis Bacon Arnulf Rainer
<b>Key Assessments</b>	<ul style="list-style-type: none"> <li>Investigate, Explore, Record, Present</li> </ul>			<ul style="list-style-type: none"> <li>Investigate, Explore, Record, Present</li> </ul>			<ul style="list-style-type: none"> <li>Investigate, Explore, Record, Present</li> </ul>		
<b>Key Skills</b>	As well as the key skills developed in each project pupils will also cover: <ul style="list-style-type: none"> <li>Health and safety in a practical subject</li> <li>Independence in the art room – developing our own personal</li> <li>Wide coverage of media possibilities in our studio areas</li> <li>Mindfulness and expressing our personal thoughts through creative outcomes. Using art as a platform to express our ideas.</li> <li>Use of photography both digital and traditional darkroom methods.</li> </ul>			<b>Links to Careers</b> <ul style="list-style-type: none"> <li>Fine Art and photography as creative careers.</li> <li>Talk from The northern school of art.</li> <li>Baltic event focused on creative careers.</li> </ul>					



## Fine Art – Year 10

### Component 1: Portfolio 60%

#### Big Ideas & Purpose

#### Art Forms in the Ocean

Pupils explore a variety of outcomes based on detailed studies of imagery from the ocean. The use of media is explorative and experimental resulting in complex techniques that are documented, reviewed and refined as the student conducts a personal journey through the project.

#### Programme of Study

#### Media Focus

Pencil and pen drawings  
Watercolour pencils  
Ink and stick  
Oil and chalk pastel  
Watercolour and Acrylic paint  
Batic process  
Screen printing  
Block and lino printing  
Photoshop

#### Skills Focus

Recording from observation  
Annotation of process to document knowledge  
Investigation processes

#### Artists

Pupils are encouraged to find their own artists to inspire their personal journeys. As a starting point pupils visit Staithes gallery and identify a number of local artists as a starting point.

#### Key Assessments

Four assessment objectives equally weighted  
Investigate,  
Explore,  
Record,  
Present

At the beginning of the course pupils conduct a personal project over four weeks where they learn how to address the four assessment objectives. The remainder of year 10 is then split into two mock exams under the one theme of “The Sea”

Mock 1  
Drawing and painting

Mock 2  
Print and processes

#### Key Skills

- Pupils cover a wide range of 2 dimensional drawing and painting media and a focus on developing a competency in various artistic processes in year 10. Pupils build a portfolio or work in sketchbook format with a series of large scale supporting pieces.

#### Links to Careers

- Talk from gallery owner at Staithes Gallery
- In-depth investigation into artist’s processes and inspiration driving their work.
- Option of attending the National Saturday club ran by the Sorrell foundation and the Northern School of Art.



## Fine Art – Year 11

	<b>Component 1: Portfolio 60%</b>			<b>Component 2: Externally Set Assignment 40%</b>	
	Autumn Term			Spring Term	Summer Term
<b>Big Ideas &amp; Purpose</b>	<b>Natural Forms</b> Students are given a starting point and asked to independently produce a response to the theme of natural forms. Students record from natural forms in a range of wet and dry media. Initial studies and influence of artists such as Blossfeldt, Randal Page and Goldsworthy inspire contemporary 2D and 3D ceramic outcomes.			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. Externally set assignments will be available to students and teachers from 2 January. A preparation period, which can begin on or after 2 January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions.	
<b>Programme of Study</b>	<b>Media Focus</b> Ceramics Ink and Print Drawing and Painting Photography	<b>Skills Focus</b> 3D making Carving and constructing	<b>Artists</b> Peter Randal Page Andy Goldsworthy Jessica Jordan Linzi Ramsden Alice Ballard Karl Blossfeldt		
<b>Key Assessments</b>	Four assessment objectives equally weighted Investigate, Explore, Record, Present			Four assessment objectives equally weighted Investigate, Explore, Record, Present	
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>Pupils use knowledge of their most competent skill and produce independent that addresses the theme in their own personal journey of exploration.</li> </ul>			<b>Links to Careers</b> <ul style="list-style-type: none"> <li>London gallery visit</li> <li>In-depth investigation into artist's processes and inspiration driving their work.</li> </ul>	



# Photography – Year 10

## Component 1: Portfolio 60%

<p><b>Big Ideas &amp; Purpose</b></p>	<p><b>Urban Architecture</b> Students explore photographic images based on Local North East Art &amp; Architecture, Taking inspiration from Historical and contemporary photographers they explore a variety of experimental photographic processes manipulating photographs both digitally and using traditional techniques. Students will explore all basic principles during the course of delivery and be encouraged to explore independently.</p>				
<p><b>Programme of Study</b></p>	<p><b>Media Focus</b> Pin Hole Photograms Cyanotypes Light drawings Photoshop Darkroom processes</p>	<p><b>Skills Focus</b> Image editing software Crop Brightness and Contrast Curves Focus Depth of field ISO Auto V Manual Shutter speed Aperture Negative production</p>	<p><b>Artists</b> Pupils are encouraged to find their own photographers to inspire their personal journeys. As a starting point pupils visit Staithe's gallery and identify a number of local artists as a starting point.</p>		
<p><b>Key Assessments</b></p>	<p>Four assessment objectives equally weighted Investigate, Explore, Record, Present</p>	<p>At the beginning of the course pupils conduct a personal project over four weeks where they learn how to address the four assessment objectives. The remainder of year 10 is then split into two mock exams under the one theme of "Urban Architecture"</p> <table border="0" data-bbox="913 970 2128 1050"> <tr> <td>Mock 1 Structures</td> <td>Mock 2 Layers</td> </tr> </table>		Mock 1 Structures	Mock 2 Layers
Mock 1 Structures	Mock 2 Layers				
<p><b>Key Skills</b></p>	<ul style="list-style-type: none"> <li>Pupils cover a wide range of digital and traditional photographic methods. Looking at past traditional process to inspire contemporary outcomes.</li> </ul>		<p><b>Links to Careers</b></p> <ul style="list-style-type: none"> <li>Visit to key areas of art and architecture around the North East and local area including, the Angel of The North, Sage Gateshead, Penshaw Monument, The Baltic Gallery for Contemporary Art and the Side gallery Newcastle.</li> <li>Lumiere visit</li> <li>In-depth investigation into Photographers processes and inspiration driving their work.</li> </ul>		



# Photography – Year 11

	<b>Component 1: Portfolio 60%</b>			<b>Component 2: Externally Set Assignment 40%</b>	
	Autumn Term			Spring Term	Summer Term
<b>Big Ideas &amp; Purpose</b>	<p><b>Repetition</b> Students are given a starting point and asked to independently produce a response to the theme of repetition. Students will produce images based on their observations of repeated shapes in the built environment. Careful consideration of viewpoint and composition will produce abstract patterns. There will be use of a grid structure to arrange images of the same subject. Movement will also be explored.</p>			<p>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. Externally set assignments will be available to students and teachers from 2 January. A preparation period, which can begin on or after 2 January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions.</p>	
<b>Programme of Study</b>	<b>Media Focus</b>	<b>Skills Focus</b>	<b>Artists</b>		
	Digital and darkroom processes building on Year 10 knowledge.	Layers Multiply and opacity Grids and guides Weave Chemical abstractions	Peter Randal Page Andy Goldsworthy Jessica Jordan Linzi Ramsden Alice Ballard Karl Blossfeldt		
<b>Key Assessments</b>	Four assessment objectives equally weighted Investigate, Explore, Record, Present			Four assessment objectives equally weighted Investigate, Explore, Record, Present	
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>Manipulation and experimentation of learnt process to produce independent outcomes in response to title.</li> </ul>			<p><b>Links to Careers</b></p> <ul style="list-style-type: none"> <li>London gallery visit</li> <li>In-depth investigation into Photographers processes and the inspiration driving their work.</li> </ul>	