

# Art and Design

## Welcome to the Art and Design Department

### Curriculum Information 2018-2019

#### The Team:

Mrs Fairbairn	Teacher of Art & Design
Miss Alston	Teacher of Art & Design
Ms Fentiman	Creative Arts Assistant

#### Pre GCSE

In the Art Department one project per term is delivered throughout KS3. Projects are designed to develop pupil's skills and understanding in a variety of areas including research, knowledge of artists, art movements and cultures, analysis, development of ideas, exploration of medium and creative and original responses. All pupils are encouraged through a creative supportive environment which promotes pupils to achieve whilst developing independent learning skills.

#### KS3 Programme of Study - Art and Design:

YEAR 7:		
AUTUMN TERM	SPRING TERM	SUMMER TERM
<p><b>PROJECT TITLE:</b> Portraits <b>FINAL PIECE:</b> Self-portrait</p> <p><b>CHALLENGE:</b> <i>Pupils will be able to:</i> Interpret and explain the ideas and meanings of artist's work Develop techniques used to show differentiations of tone Develop own ideas inspired by the work of others Understand processes to be used and adapt and refine their work accordingly Evaluate the work of others in relation to their own</p> <p><b>ASSESSMENT:</b> AfL at critical stages of design process including self and peer assessment. Formal teacher assessment of overall project including mindset and homework.</p>	<p><b>PROJECT TITLE:</b> Mythical Creatures <b>FINAL PIECE:</b> Collage</p> <p><b>CHALLENGE:</b> <i>Pupils will be able to:</i> Analyse Pattern &amp; Texture Research and understand the work of Albrecht Durer, Peter Clark and Mexican street artist Curriot. Develop observational skills Create patterns and texture using different medium and the environment Develop own creative response producing an A3 collage.</p> <p><b>ASSESSMENT:</b> AfL at critical stages of design process including self and peer assessment. Formal teacher assessment of overall project including mindset and homework.</p>	<p><b>PROJECT TITLE:</b> 3D Monsters <b>FINAL PIECE:</b> Clay Sculpture</p> <p><b>CHALLENGE:</b> <i>Pupils will be able to:</i> Analyse and research 3D representation and 2D illustration through the work of Antony Gormley and Sara Fanelli Develop an understanding of the clay making and modelling process Explore illustrations and typography with literacy links</p> <p><b>ASSESSMENT:</b> AfL at critical stages of design process including self and peer assessment. Formal teacher assessment of overall project including mindset and homework.</p>

YEAR 8:		
AUTUMN TERM	SPRING TERM	SUMMER TERM
<p><b>PROJECT TITLE:</b> Aboriginal Art <b>FINAL PIECE:</b> Mobile inspired by Aboriginal art</p> <p><b>CHALLENGE:</b> <i>Pupils will be able to:</i> Analyse Aboriginal art Carry out investigations of Aboriginal art Further develop pencil and painting skills Design and produce a personal response for a hanging mobile</p> <p><b>ASSESSMENT:</b> AFL at critical stages of design process including self and peer assessment. Formal teacher assessment of overall project including mindset and homework.</p>	<p><b>PROJECT TITLE:</b> Abstract Art <b>FINAL PIECE:</b> Expansion painting</p> <p><b>CHALLENGE:</b> <i>Pupils will be able to:</i> Perform critical understanding of Abstract Art Explore the work of Colourfield painters and Action painters including: Jackson Pollock, Mark Rothko and Willem de Kooning Understand colour symbolism Develop a 2D response to music</p> <p><b>ASSESSMENT:</b> AFL at critical stages of design process including self and peer assessment. Formal teacher assessment of overall project including mindset and homework.</p>	<p><b>PROJECT TITLE:</b> Sky Blue <b>FINAL PIECE:</b> 3D wire &amp; paper sea creature</p> <p><b>CHALLENGE:</b> <i>Pupils will be able to:</i> Perform critical understanding of Kandinsky's art Create emulation through investigation of Kandinsky's art Develop a personal 3D response to the painting 'Sky Blue' Develop competence in new skills when working in 3D</p> <p><b>ASSESSMENT:</b> AFL at critical stages of design process including self and peer assessment. Formal teacher assessment of overall project including mindset and homework.</p>

YEAR 9:		
AUTUMN TERM	SPRING TERM	SUMMER TERM
<p><b>PROJECT TITLE:</b> Still Life <b>FINAL PIECE:</b> Painting</p> <p><b>CHALLENGE:</b> <i>Pupils will be able to:</i> Demonstrate a critical understanding of still life Create emulations of still life Construct a composition through personal response to the work of Michael Craig Martin Develop media skills through photography, pencil, pen, mono printing &amp; painting</p> <p><b>ASSESSMENT:</b> AFL at critical stages of design process including self and peer assessment. Formal teacher assessment of overall project including mindset and homework.</p>	<p><b>PROJECT TITLE:</b> Personal Identity <b>FINAL PIECE:</b> Monoprint and photographic response</p> <p><b>CHALLENGE:</b> <i>Pupils will be able to:</i> Undertake detailed personal analysis and research Carry out investigations through emulating artists responses to theme Explore the work of poet Apollinaire and contemporary artists Julianna Coles &amp; Stephen Lowery Select and use a variety of medium Create a personal response to theme</p> <p><b>ASSESSMENT:</b> AFL at critical stages of design process including self and peer assessment. Formal teacher assessment of overall project including mindset and homework.</p>	<p><b>PROJECT TITLE:</b> Landscape <b>FINAL PIECE:</b> Painting</p> <p><b>CHALLENGE:</b> <i>Pupils will be able to:</i> Undertake detailed analysis and research exploring artists Christine Hopkins, Ian Sidaway &amp; Katie Downie Carry out investigations through emulating artists responses to theme Explore a variety of mediums Create a personal response to theme</p> <p><b>ASSESSMENT:</b> AFL at critical stages of design process including self and peer assessment. Formal teacher assessment of overall project including mindset and homework.</p>

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

# GCSE KS4 Art & Design

## Year 10 & 11 AQA GCSE Art, Craft and Design

In Year 10 we follow a foundation style course introducing pupils to a broad range of skills. From Year 11 pupils work on a sustained project before undertaking their ESA in the Spring Term.

### Art, Craft and Design

Candidates should produce practical outcomes informed by critical/contextual sources in response to project briefs that are specifically vocational in nature with content reflecting work-related and client-orientated contexts. They can work in two and/or three-dimensions using appropriate art, craft and design materials and working methods to include work from at least 2 of the following titles:

*Fine Art*

*Photography*

*Graphic communication*

*Textile design*

*Three-dimensional design*

**UNIT 1:** Portfolio of work = 60% must include more than one project of study

**UNIT 2:** Externally set assessment (ESA) = 40% preparation time plus 10 hours to complete final piece

**ALL PUPILS WILL BE ASKED TO DEMONSTRATE DRAWING SKILLS AND WRITTEN ANALYSIS TO ADDRESS PURPOSE**

### Key for success:

Commitment to attend at least one after school session weekly throughout Year 10 and 11

Completing set targets within time limit given – meeting deadlines

Homework – minimum requirement of **2 hours per week**

*To fulfill the four GCSE objectives pupils must demonstrate their ability to:*

**AO1** - Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding

**AO2** - Refine their ideas through experimenting and selecting appropriate resources, mediums, materials, techniques and processes

**AO3** - Record ideas, observations and insights relevant to their intentions in visual and/or other forms

**AO4** - Present 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.

### Useful resources

Online gallery educational resources *i.e. National Gallery, Saatchi Gallery, Tate, National Portrait Gallery*