

## Overview of Curriculum for ART – Academic Year 2021-22

Year Group	Rotation 1 - ART
7	<p><b>Foundation Skills</b></p> <p>Every student will have an opportunity to develop their creative, technical and practical expertise across all elements within art. Students will begin their journey by gaining an idea 'What Are Art Skills' studying the core skills such as; painting, drawing, shading and learning about the formal elements line, tone, shape and form. Through handling a wide range of tools and equipment they will build their knowledge, understanding and skills enabling them to go on and produce high quality and imaginative pieces.</p>
8	<p><b>Where We Live</b></p> <p>In this rotation students will build upon the foundation skills from Year 7 of painting and drawing and will learn how to draw in Perspective and from landscapes. Students will learn how to respond to a wide range of contemporary artists such as Liz Steele and Marc Allante and will grow in confidence in how to use mixed media. They will learn how to plan and to develop ideas of a final piece inspired by their choice of artist before moving onto to explore how to use relief in a piece inspired by The Boyle Family.</p>
9	<p><b>Artist In Training</b></p> <p><i>Students will be introduced to the world of Portraiture and will explore and respond to a wide range of both traditional and more contemporary portrait artists along the way. Students will learn how to sketch accurately the proportions of their face. Each new artists will help develop their foundation skills learnt in the previous years whilst enabling them to plan and develop their own personal final piece inspired by their chosen artist helping to give them more independence to help mirror that at GCSE.</i></p>
Year Group	Rotation 2- ART
7	<p><b>Gaudi Vs Ed Pez</b></p> <p><i>In this project students will develop their ability to research and respond to both a more traditional artist in the form of Antoni Gaudi and modern graffiti artist Ed Pez. Responding to both artists will see the students develop their printing, drawing and be introduced to digital software to help broaden their understanding and confidence in the subject. Students will be encouraged to develop their imagination when creating their final outcome in the form of a window pain inspired by both artists work.</i></p>
8	<p><b>POP Art</b></p> <p><i>In this project students will develop an appreciation of what 'Pop Art' is, which artists gave birth to this period of art and why. Students will then use this understanding to develop their printing, painting, and 3D skills. They will also get the opportunity to develop their collaboration skills with working in pairs to create a final outcome in the form of a carboard relief, which pays homage to the aims of Pop Art.</i></p>
9	<p><b>Coral</b></p> <p><i>Students will develop their imagination and 3D skills by responding to wide range of contemporary artists who are all inspired by the coral reefs and the life within. Students will be asked to design and create several pieces of art leading up to them creating a clay coral piece inspired by contemporary sculptors. Students will be able to explain how they have taken on board influences and used these to help create semi abstract pieces inspired by the sea.</i></p>
Year Group	ROTATION 3 - TEXTILES
7	<p><b>FISH</b></p> <p>Students will be developing their understanding of colour theory and pattern by looking at the contemporary artists J. Vincent Scarpace. As the students explore responding to his work, they will look to combine textile techniques such as Batik with mixed media to create bright and colourful responses. For their final piece students will be introduced to the sculptures of Tom Hill and will create their very own 3D fish in response out of wire adding colour by applying earlier textile techniques.</p>
8	<p>Day of the Dead</p>

	Students will be introduced to the Mexican Day of the Dead festival 'Día de Muertos or Día de los Muertos'. Students will gain an appreciation for another culture and through researching the festival come up with their very own Day of the Dead cushion design. From design to construction students will undertake a series of tasks to develop their confidence and understanding of textiles from learning different stitching, applique, tie dye and how to use sewing machines safely. The final outcome will be a striking and bold conclusion of all the techniques learnt.
9	<b><u>Collage Dogs</u></b> Students will be introduced to a range of artists who have been inspired by dogs. Students will learn how to draw them accurately using chalk and charcoal before learning how to use digital software to help enhance an image. For their final outcome students will be introduced to the artist Michelle Keck and will create their very own collage dog combining mixed media with stitching to illustrate how the two specialisms can be combined to produce a semi abstract piece of art to help broaden students understanding.

### GCSE – Art

Year Group	September	October	November	December
10	Students undertake a series of workshop activities based around the theme of 'Growth and Decay' to develop their visual language. Students will have the opportunity to use a wide range of media to establish their strengths and preferences.	Students will continue to undertake a series of workshop activities based around the theme of 'Growth and Decay' to develop their visual language. Students will have the opportunity to use a wide range of media to establish their strengths and preferences. Students will be introduced to wide range of artists to help develop their understanding.	Students will be focusing on learning how to respond to a wide range of artists to help develop their understanding and confidence within the different specialisms such as; printing, painting, drawing, sculpture. Students are encouraged to analyse the work of others and develop their own creative response to a visit to Yorkshire sculpture park. (Covid Pending)	Students will continue learning how to respond to a wide range of artists to help develop their understanding and confidence within the different specialisms such as; printing, painting, drawing, sculpture
11	Students will be working independently to explore their selected theme as part of their coursework portfolio. This work will go towards 60% of their total coursework grade. All work is submitted prior to Christmas.	Students will be working independently to explore their selected theme as part of their coursework portfolio. This work will go towards 60% of their total coursework grade. All work is submitted prior to Christmas.	Students will be working independently to explore their selected theme as part of their coursework portfolio. This work will go towards 60% of their total coursework grade. All work is submitted prior to Christmas.	Students will be working independently to explore their selected theme as part of their coursework portfolio. This work will go towards 60% of their total coursework grade. All work is submitted prior to Christmas.
Year Group	January	February	March	April
10	Students will continue learning how to respond to a wide range of artists to help develop their understanding and confidence within the different specialisms such as; printing, painting, drawing, sculpture.	Students will be working independently to explore their selected theme as part of their coursework portfolio. This work will go towards 60% of their total coursework grade.	Students will be working independently to explore their selected theme as part of their coursework portfolio. This work will go towards 60% of their total coursework grade.	Students will be working independently to explore their selected theme as part of their coursework portfolio. This work will go towards 60% of their total coursework grade.
11	Students select a theme from a range given by the exam board. They need to develop a personal, meaningful response to the theme through undertaking research, experiments and recording their ideas and observations. This unit contributes to 40% of the total grade and culminates in a 10 hour exam in May.	Students select a theme from a range given by the exam board. They need to develop a personal, meaningful response to the theme through undertaking research, experiments and recording their ideas and observations. This unit contributes to 40% of the total grade and culminates in a 10 hour exam in May.	Students select a theme from a range given by the exam board. They need to develop a personal, meaningful response to the theme through undertaking research, experiments and recording their ideas and observations. This unit contributes to 40% of the total grade and culminates in a 10 hour exam in May.	Students select a theme from a range given by the exam board. They need to develop a personal, meaningful response to the theme through undertaking research, experiments and recording their ideas and observations. This unit contributes to 40% of the total grade and culminates in a 10 hour exam in May.

Year Group	May	June	July
10	Students will be working independently to explore their selected theme as part of their coursework portfolio. This work will go towards 60% of their total coursework grade.	Students will be working independently to explore their selected theme as part of their coursework portfolio. This work will go towards 60% of their total coursework grade. They will be asked to complete a mock exam working under exam conditions to help mirror the real exam in Yr. 11.	Students are going to begin section A of their GCSE NEA portfolio. They will be working independently and guided to a problem they are going to choose to solve in year 11 from one of the different contexts.
11	Students select a theme from a range given by the exam board. They need to develop a personal, meaningful response to the theme through undertaking research, experiments and recording their ideas and observations. This unit contributes to 40% of the total grade and culminates in a 10 hour exam in May.	N/A would of completed course and marks sent off to the exam board.	