



Curriculum Intent

Subject Art



PRIORITIES IN WHOLE SCHOOL CURRICULUM INTENT

- Enjoyment of learning
- Knowledge acquisition and recall
- Extensive vocabulary
- Effective communication through writing, speaking & listening, and use of technology
- Numeracy
- Critical evaluation of information
- Enterprise and problem-solving
- Working with others

KEY QUESTIONS TO CONSIDER

- 1. Why has content been selected?** Is there sufficient focus on the most powerful knowledge, concepts and skills?
- 2. Does learning provide sufficient challenge?** Is there sufficient challenge for all learners in all year groups?
- 3. Why is learning sequenced in this way?** Does the sequence enable students to build on prior learning, and learn in increasing breadth and depth over time?
- 4. How is learning sequenced or spaced to promote long-term memory?**

SUBJECT CURRICULUM INTENT

Our Vision: To see the value in becoming a Visual Artist and develop an appreciation of Art. To enjoy learning new techniques and processes in developing students to become excellent art practioners.

- To develop the ability to draw and reflect upon observations
- To develop understanding of contextual references
- To be creative using a wide range of materials
- To present work that personally reflects their own ideas.

HOW IS THE EXTENDED TIME IN KS4 USED TO IMPROVE & ENRICH LEARNING IN THE SUBJECT?

In Art, extended time is used to improve students skills and develop their understanding of a wide range of techniques and processes. Tasks are designed for students to practice traditional and digital methods and learn their strengths. GCSE coursework starts in year 10. Students will be offered a trip to access primary research towards their coursework.

YEAR 7

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT	PERSONAL DEVELOPMENT
Term 1	<p>Research</p> <ul style="list-style-type: none"> • Colour Theory • Learn about artist: Vincent Van Gogh <p>Drawing</p> <ul style="list-style-type: none"> • How to draw a landscape from observation • Perspective, horizon line, foreground, background <p>Experimentation</p> <ul style="list-style-type: none"> • Painting techniques, using the impasto technique <p>Outcome</p> <ul style="list-style-type: none"> • Landscape painting of Leigh Spinners Mill 	<ul style="list-style-type: none"> • Primary, Secondary, Tertiary colours • Colour Spectrum, Richard, Of, York , Gave, Battle, In, Vain. • Complimentary and Contrasting colours. • Tonal colour • Artist knowledge using the basic outline of form, content, mood and process. • Perspective basics, foreground, background and horizon line. 	<ul style="list-style-type: none"> • To be able to mix colours correctly and apply an artists' technique • To be able to draw what you see • To learn about an artist and their work • To develop their own artist painting style • To make a final outcome • To understand and use key vocabulary • To learn a broad range of landscape artists 	<ul style="list-style-type: none"> • To give students a basic knowledge on how to mix colours and use paint correctly • To teach students how to draw what they see by breaking down the image into shapes • Students learn how to produce a piece of work in the style of an artist using their observational drawing • To develop students contextual understanding 	<p>Develop vocabulary used to annotate work.</p> <p>Develop Knowledge Organisers to reflect schemes.</p>	<p>Local heritage-Project focusing on the local Leigh Spinners Mill.</p> <p>Equality and Diversity- Landscape- Provide the opportunity for students to appreciate their own culture.</p> <p>Enrichment opportunities – Art workshop with local artist.</p> <p>Student leadership opportunities- Arts ambassadors.</p>

YEAR 7 ENRICHED LEARNING EXPERIENCES

Year 7 Colour Landscapes

Brief overview of project

In this project you will first learn about colour and mark making and how to use it to apply tone. You will study landscape artists and learn about 1-point perspective to help you with your drawings. Using your artist research you will complete an Impasto painting of our local Mill.

Artists



Vincent
Van Gogh



Claude Monet



David
Hockney



Paul Signac



Raoul
Dufy



J.M.W Turner

Colour Landscapes Project

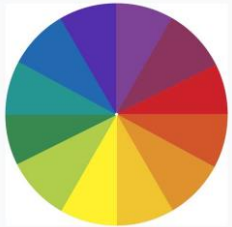
Landscapes	All the visible features of an area of land
Mark Making	The different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.
Impasto	Impasto is a technique used in painting, where paint is laid on an area of the surface thickly, usually thick enough that the brush or painting-knife strokes are visible.
Enlargement	Is the process or result of making something bigger
Proportions	Refers to the dimensions of a composition and relationships between height, width and depth.
Shape	An element of art that is two-dimensional, flat, or limited to height and width.
Tone	Refers to the relative lightness or darkness of a colour.
Horizon line	Represents the viewer's eye level, or where the sky meets the land.
Vanishing point	A point on the horizon line where the straight lines in the drawing meet or the furthest point the eye can see where the land disappears.
Perspective	Perspective is what gives a three-dimensional feeling to a flat image such as a drawing or a painting. In art, it is a system of representing the way that objects appear to get smaller and closer together the farther away they are from the viewer.
Blending	Blending is a term used often in art, particularly in painting and drawing. It is the technique of gently intermingling two or more colours or values to create a gradual transition or to soften lines.
Texture	Texture in art gives the impression of a three-dimensional object, figure, or space. Not a smooth look or feel
Primary Colours	Refers to a colour that cannot be made by mixing any other colour on the colour wheel.
Secondary Colours	Refers to a colour that is made by mixing two primary colours together.

Year 7 Colour Landscapes

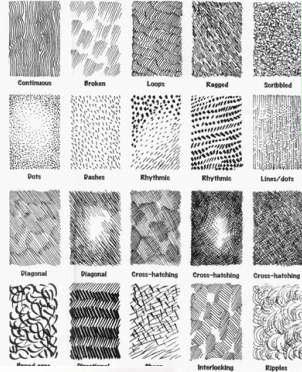
These are the skills and facts you need to know for this project

Visual examples

The colour wheel



Line and linear drawing



Books to read

- *Landscape seascape by Marice Harvey
- *Art that changed the world
- *Vincent's Colours

Blending colours

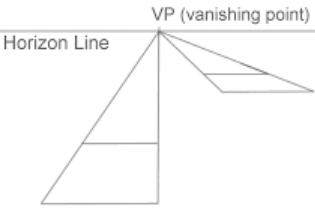
Enlargement



Impasto



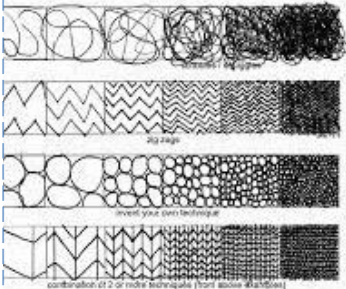
Perspective



The 7 Elements of art



Tone/mark making



YEAR 7

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT	PERSONAL DEVELOPMENT
Term 2	<p>Research</p> <ul style="list-style-type: none"> Local Architecture Learn about artist: Martine Rupert <p>Drawing</p> <ul style="list-style-type: none"> 1 point and 2 point Perspective Mark-making <p>Experimentation</p> <ul style="list-style-type: none"> Collage Painting techniques <p>Outcome</p> <ul style="list-style-type: none"> Composition Final Postcard 	<ul style="list-style-type: none"> Researching Manchester Architecture and the worker bee. Drawing buildings using 1 point perspective Using collage to depict tones and highlights Mixed media techniques using watercolour, collage and ink. 	<ul style="list-style-type: none"> To be able to apply a tonal wash of colour To be able to apply collage To be able to draw Architecture using perspective To be able to apply mark-making to describe surface texture To be able to write about a piece of art work and use key vocabulary To be able to design your own postcard in the style of Martine Rupert. Composition. Oracy skills, to be able to 	<ul style="list-style-type: none"> To develop contextual understanding of Manchester heritage. To teach students how to draw what they see by breaking down the image into shapes Students learn how to produce a piece of work in the style of an artist using their observational drawing To work creatively applying mixed media. To teach students how to develop an opinion on a piece of art work Students experience the work of different artists 	<p>Develop vocabulary used to annotate work.</p> <p>Develop Knowledge Organisers to reflect schemes.</p>	<p>Careers link with local Architect Adam Lewis from Buttress Architects.</p> <p>Local Heritage- Studying local architecture of Leigh and Manchester. Modern and traditional architecture.</p> <p>Enrichment opportunities – Art workshop with local artist.</p> <p>Student leadership opportunities- Arts ambassadors.</p>

Year 7 Architecture

Brief overview of project

In this project you will first learn about mark making and how to use it to apply tone. You will study local architecture and learn about 1-point perspective to help you with your drawings. Using your artist research you will design and make a postcard celebrating local architecture.

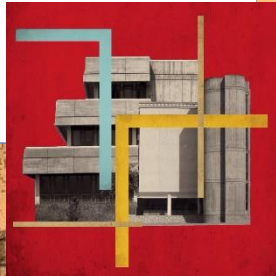


Martine Rupert



Artists

Jean Dubuffet



Lynette Jackson



Antonio Gaudi



Ian Murphy



Edward Bawden

Architecture Project Key Words

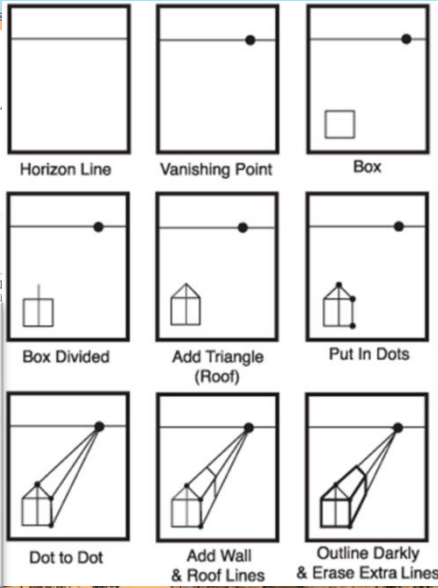
Perspective	Refers to the representation of three-dimensional objects or spaces in two dimensional artworks.
1-Point Perspective	A drawing that has a single vanishing point, usually directly opposite the viewer's eye and usually on the horizon line.
Mark Making	The different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.
Architecture	The art and technique of designing a building or structure.
Horizon line	Refers to a physical/visual boundary where the sky separates from land or water.
Vanishing Point	It is the point in fictive space which is supposed to appear the furthest from the viewer - the position at which all receding parallel lines meet.
Proportions	Refers to the dimensions of a composition and relationships between height, width and depth.
Shape	An element of art that is two-dimensional, flat, or limited to height and width.
Tone	Refers to the relative lightness or darkness of a colour.
Design	Refers to an outline, sketch, or plan, as of the form and structure of a work of art.
Collage	Describes both the technique and the resulting work of art in which pieces of paper, photographs, fabric and other materials are arranged and stuck down onto a supporting surface.
Mixed Media	A term used to describe artworks composed from a combination of different media or materials.
Gradient	A gradual blending from one colour to another colour.
Contour	Defines the outline of a form, as well as interior structure, without the use of shading.

Year 7 Architecture

These are the skills and facts you need to know for this project

Visual examples

1-point perspective



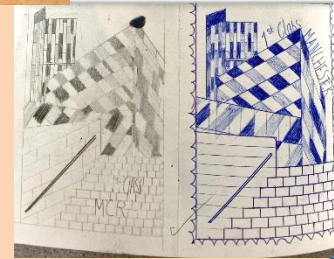
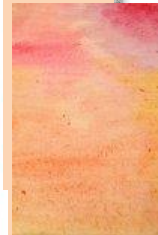
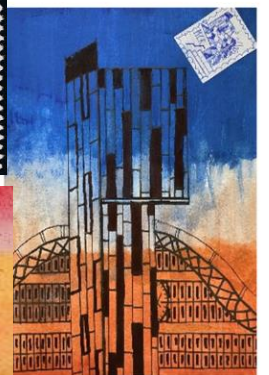
Books to read

- Drawing & Painting Buildings Illustrated by Richard Taylor
- Perspective Notebook: 1 Point Perspective Drawing Grids, Multiple Vanishing Point Layouts by Perspective Press

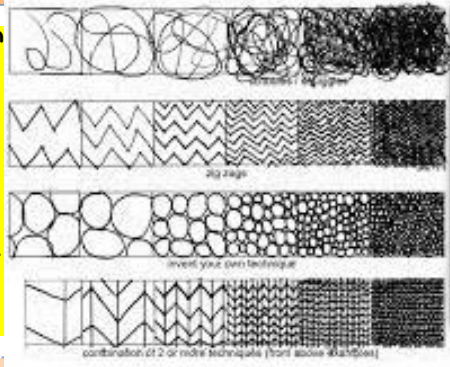
Line and linear drawing



Watercolour



Tone/mask making



YEAR 7

Term 3

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT	PERSONAL DEVELOPMENT
<p>Research</p> <ul style="list-style-type: none"> Learn about the Pop Art Movement Learn about Artist: Andy Warhol <p>Drawing</p> <ul style="list-style-type: none"> Draw a shoe from observation <p>Experimentation</p> <ul style="list-style-type: none"> Pattern techniques <p>Outcome</p> <ul style="list-style-type: none"> How to make a 3D shoe sculpture 	<ul style="list-style-type: none"> To take inspiration from Andy Warhol's shoe illustrations Pattern- the repetition of a shape Popular culture past and present. Researching famous British brands of food, logos and celebrities. Shoe template design 	<ul style="list-style-type: none"> To be able to draw from observation using shapes To be able to create pattern using reflection, wax resist and tessellation To be able to understand the Pop Art movement and recognise popular culture today. To be able to transfer a 2D design to a net template To design and make a final piece To be able to write about a piece of art 	<ul style="list-style-type: none"> To teach students how to design a create their own shoe concept To develop contextual understanding To teach students how to draw what they see by breaking down the image into shapes Students learn how to produce a piece of work in the style of an artist using their observational drawing Students experience the work of different artists and careers e.g Illustration 	<p>Develop vocabulary used to annotate work.</p> <p>Develop Knowledge Organisers to reflect schemes.</p>	<p>British Values and cultural development – Study of Popular Culture in our society today and in the 1950s.</p> <p>Enrichment opportunities – Art workshop with local artist.</p> <p>Student leadership opportunities- Arts ambassadors.</p>

YEAR 8

YEAR 8						
KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT	PERSONAL DEVELOPMENT	
<div style="background-color: red; color: white; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold;">Term 1</div> <p>Research</p> <ul style="list-style-type: none"> • Pop Art Movement • To learn about artists: Andy Warhol <p>Drawing</p> <ul style="list-style-type: none"> • Drawing from observation • Enlargement <p>Experimentation</p> <ul style="list-style-type: none"> • Photography • Colouring pencil <p>Outcome</p> <ul style="list-style-type: none"> • Painting with acrylic and watercolour • 3D Sculpture 	<p>Theme: Popular Food</p> <p>Technical drawing to scale of sweets/confectionary.</p> <p>Photographing food packaging in the style of Pop Artists</p> <p>Painting and drawing focusing on Pop Art style</p> <p>Using templates to design a 3D piece of cake in the style of Claus Oldenberg.</p>	<ul style="list-style-type: none"> • To be able to measure and enlarge a drawing • To learn about an artist and their work • To make a final outcome • To practise painting in a Pop Art style • To use Photography to develop a final outcome • To be able to use cardboard to create a sculpture • To be able to develop a design into a final outcome • To be able to write about a piece of art 	<ul style="list-style-type: none"> • To teach students how to draw what they see by measuring an image and enlarging it • Students learn how to produce a piece of work in the style of an artist using their own primary research • To develop students contextual understanding • To develop students knowledge of how to use photography, • To practise painting accurately in watercolour applying different tones. 	<p>Photography of 3D cake slices in the style of Wayne Thiebaud focusing on shadow.</p> <p>Use Photoshop to develop images of sweets/cakes</p> <p>Develop vocabulary used to annotate work.</p> <p>Develop Knowledge Organisers to reflect schemes.</p>	<p>British Values and cultural development – Study of Popular Culture in our society today and in the 1950s.</p> <p>Equality and Diversity- Popular Culture- Provide the opportunity for students to appreciate their own culture.</p> <p>Enrichment opportunities – Art workshop with local artist.</p> <p>Student leadership opportunities- Arts ambassadors.</p>	

Year 8 - Sweets/Pop Art

Brief overview of project

In this project you will first learn about the History of Pop Art, focusing on popular food. You will learn how to produce an accurate enlargement of a sweet wrapper. Using artist inspirations, you will draw from observation to create a final painting.



Andy Warhol



Roy Lichtenstein



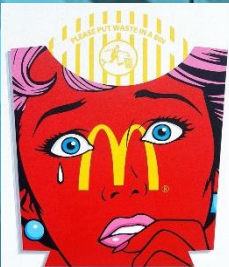
Wayne Thiebaud



Claes Oldenburg



Ron Magnes



Ben Frost

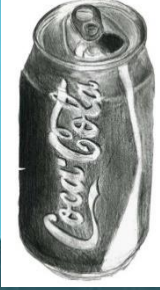
Sweets Project Key Words

Pop Art	An art movement that emerged in the United Kingdom and the United States during the mid- to late-1950s.
Enlargement	Grid enlarging is the process of using a grid to precisely copy and enlarge a smaller image and transfer it onto a larger canvas.
Observation	Observational art is to draw or paint a subject as accurately as possible. The subject may be a still life, figure model, portrait or landscape and the image must be created from real life rather than a photograph or the artist's imagination.
Primary Colour	Any of a group of colours from which all other colours can be obtained by mixing. For example, red, blue, yellow.
Secondary Colour	A colour resulting from the mixing of two primary colours. For example, purple, orange and green.
Onomatopoeia	The formation of a word from a sound associated with what it's name is. For example, bang, pop.
Proportions	Proportion and scale are principles of art that describe the size, location, or amount of one element in relation to another.
Collage	Work of art in which pieces of paper, photographs, fabric and other materials are arranged and stuck down onto a supporting surface.
Tone	The lightness or darkness of something - this could be a shade, or how dark or light a colour appears.
Design	Design means to create a plan or sketch of something that is going to be made later, especially a plan that details what the finished thing will do and look like.
Ben Day Dots	Small coloured dots - an inexpensive mechanical printing method developed in the late 19th century and named after its inventor, illustrator and printer Benjamin Henry Day, Jr.
Sculpture	The action or art of processing (as by carving, modelling, or welding) plastic or hard materials into works of art.
Comics	A medium used to express ideas with images, often combined with text or other visual information.
Monochrome	Tints, shades and tones of a single colour.
Mark Making	The different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.

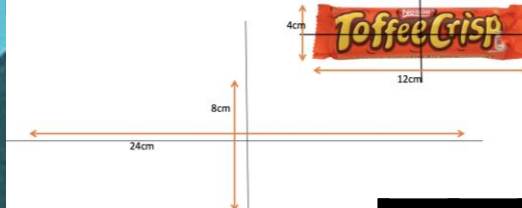
Year 8 - Sweets/Pop Art

These are the skills and facts you need to know for this project

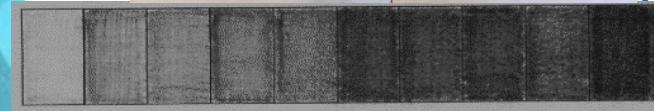
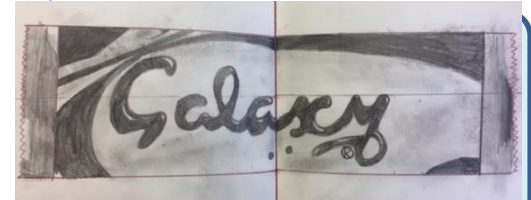
Observational Drawing



Enlargement and grid method drawing



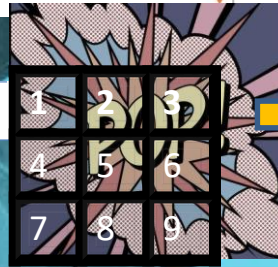
Tonal Shading



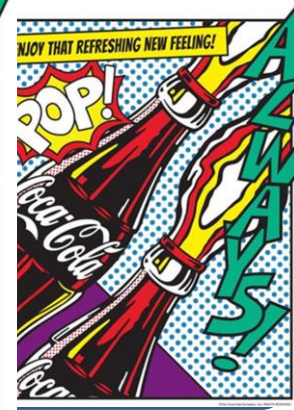
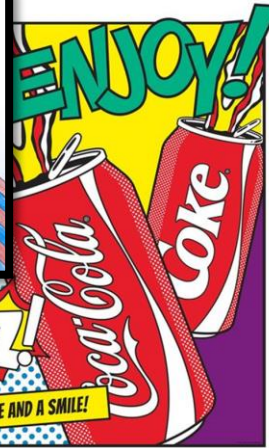
Collage



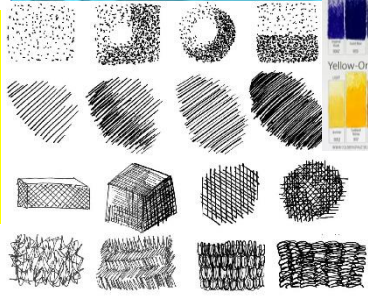
Tonal colour



Visual examples



Mark-making



YEAR 8

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT	PERSONAL DEVELOPMENT
Term 2	<p>Research</p> <ul style="list-style-type: none"> Artist: M.C Escher Frank Stella Geometric Art Annotation <p>Drawing</p> <ul style="list-style-type: none"> 2 point perspective Tone <p>Experimentation</p> <ul style="list-style-type: none"> Colouring pencil Tessellation Optical illusions <p>Outcome</p> <ul style="list-style-type: none"> Geometric design 	<ul style="list-style-type: none"> Theme: Geometric Art Geometric drawing in the style of MC Escher Apply 2 point perspective to create 3D drawings Applying tone using pencils to create geometric patterns Annotating artwork using Form, Content, Mood and Process. 	<ul style="list-style-type: none"> To learn about an artist and their work To learn how to create tone using pencils To understand and be able to apply 2 point perspective To be able to create a tessellated pattern To be able to draw an optical illusion To be able to develop a design into a final outcome To be able to write about a piece of art work and use key vocabulary 	<ul style="list-style-type: none"> To teach students how to draw using geometry Students learn how to produce a piece of work in the style of an artist using their own ideas and inspirations To develop students contextual understanding on Geometric Art To develop students personal presentation and be able to draw convincingly. Students experience the work of different artists from different times. 	<p>Develop vocabulary used to annotate work.</p> <p>Develop Knowledge Organisers to reflect schemes.</p>	<p>Enrichment opportunities – Art workshop with local artist.</p> <p>Student leadership opportunities- Arts ambassadors.</p>

Year 8 -Geometric Art

Brief overview of project

In this project you will first learn how to draw optical illusions and geometric patterns. This project will focus on 2-point perspective. Using artist inspirations, you will design and create your own geometric inspired art.

Artists



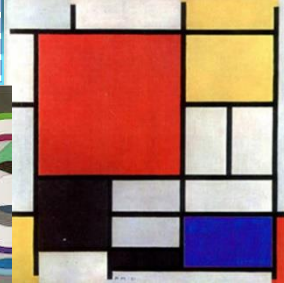
Andrew Footit



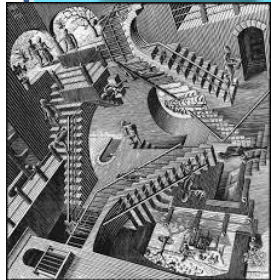
Bruce Gray



Frank Stella



Piet Mondrian



MC Escher



Baiba Auria

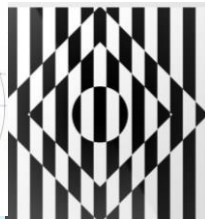
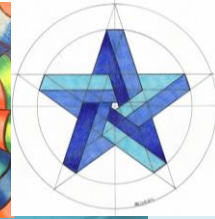
Geometric Project Key Words

Perspective	Refers to the representation of three-dimensional objects or spaces in two dimensional artworks.
2-Point Perspective	Shows an object from the side with two vanishing points.
Symmetry	Where an image, object or design is mirrored equally through a vertical line.
Geometric shapes	Geometric shapes are mathematical shapes and are characterised by straight lines, angles and points.
Organic shapes	Organic shapes are figures that have a natural look and a flowing, curving appearance.
Vanishing Point	The vanishing point is the spot on the horizon line to which the receding parallel lines diminish.
Proportions	Proportion and scale are principles of art that describe the size, location, or amount of one element in relation to another.
Shape	In the study of art, a shape is an enclosed space, a bounded two-dimensional form that has both length and width.
Tone	The lightness or darkness of something - this could be a shade, or how dark or light a colour appears.
Design	Design means to create a plan or sketch of something that is going to be made later, especially a plan that details what the finished thing will do and look like.
Horizon line	In art, the horizon line (also called eye level) marks the point where the sky meets the land or water below.
Mixed Media	Mixed media art techniques are those that combine different methods and mediums to make artwork
Optical Illusion	Optical Illusions can use colour, light and patterns to create images that can be deceptive or misleading to our brains.
Monochrome	Tints, shades and tones of a single colour.
Tessellation	Tessellation is a never ending pattern that fit together almost like a jig-saw puzzle, never overlapping and leaving no spaces between them.

Year 8 - Geometric Art

These are the skills and facts you need to know for this project

Optical illusions



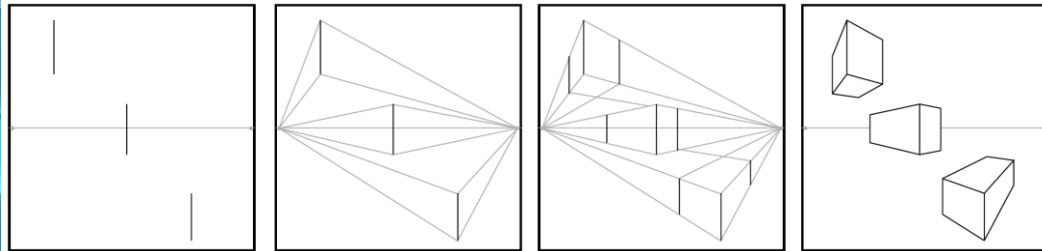
Perspective

- 1) Draw a straight line at least 6" long. This is a horizon line (HL).
- 2) Draw two dots almost at the end of your horizon line. These are called vanishing points (VP).
- 3) Draw a vertical line below the HL. Be sure to leave some space between the top of the vertical line (VL) and the HL. The VL does not have to be in the middle.
- 4) a. Draw a straight line from the top of the VL to each VP.
- 4) b. Draw a straight line from the bottom of the VL to each VP.
- 5) Draw two more vertical lines, one on each side of the first vertical line.
- 6) Draw two more lines, one from each VP to the top of the new VL on the far side of the central vertical line.
- 7) Erase all the guide lines outside of your box.

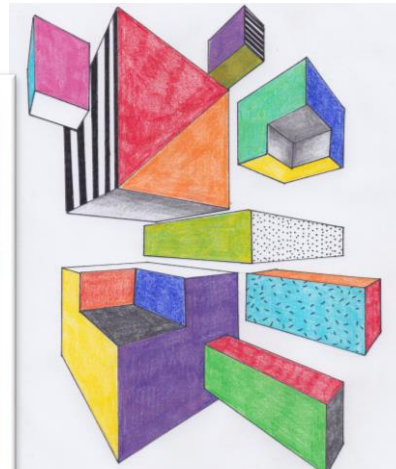
Tonal colour



2- Point Perspective



Visual examples



Tessellation

GATHER MATERIALS: SMALL STICKY NOTES, PENCIL, SCISSORS, TAPE, AND PAPER

STEP 1

NOW THAT YOU HAVE YOUR TEMPLATE, PLACE IT SOMEWHERE ON A PIECE OF PAPER AND TRACE IT. THEN PLACE THE TEMPLATE SO THAT IT FITS ONTO ITSELF AND TRACE AGAIN, REPEATING UNTIL THE PAGE IS COVERED.

STEP 5

STEP 6

CHOOSE COLORS FOR YOUR DESIGN AND COLOR IN WITH CRAYONS, COLORED PENCILS, MARKERS, OR PAINT.

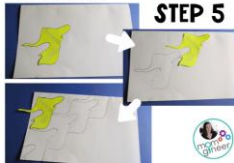
FINALLY, TRACE OVER THE PATTERN WITH BLACK PEN OR MARKER (OPTIONAL). REPEAT AND TRY NEW PATTERNS!

STEP 7

STEP 2
DRAW A SIMPLE SHAPE ON TWO SIDES FROM CORNER TO CORNER

STEP 3
CAREFULLY CUT OUT ONE SIDE, THEN SLIDE IT ALL THE WAY TO THE OTHER SIDE

STEP 4
CAREFULLY CUT OUT THE OTHER SHAPE, THEN SLIDE IT ALL THE WAY TO THE OTHER SIDE AND FIX IN PLACE



YEAR 8

Term 3

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT	PERSONAL DEVELOPMENT
<p>Research</p> <ul style="list-style-type: none"> Artist who paints birds and nature Annotation <p>Drawing</p> <ul style="list-style-type: none"> Pencil drawing of birds Mark-making Composition <p>Experimentation</p> <ul style="list-style-type: none"> Painting Mono printing <p>Outcome</p> <ul style="list-style-type: none"> Painting of bird composition Sculpture 	<ul style="list-style-type: none"> Theme : Birds Students will analyse Art work of birds. Students will learn about tone, mark-making techniques and colours using paint and printing Final outcome: Birds and nature using pencil, paint and sculpture. Annotating artwork using Form, Content, Mood and Process. 	<ul style="list-style-type: none"> To learn about an artist and their work To make a final outcome To be able to apply mark-making with paint to describe texture. To be able to develop a design into a final outcome To be able to apply tone. To be able to write about a piece of art work and use key vocabulary Paper sculpture process 	<ul style="list-style-type: none"> To teach students how to draw in proportion Students learn how to produce a piece of work in the style of an artist using their own ideas and inspirations To develop students' creative making using different materials To develop students personal presentation and be able to draw convincingly. Students experience the work of different artists 	<p>Develop vocabulary used to annotate work.</p> <p>Develop Knowledge Organisers to reflect schemes.</p>	<p>Enrichment opportunities – Art workshop with local artist.</p> <p>Student leadership opportunities- Arts ambassadors.</p>

Year 8 -Birds

Brief overview of project

In this project you will first learn how to draw birds in proportion using different textures and mark making techniques. This project will focus on print making and collage. Using artist inspirations, you will design and create a bird sculpture and print.

Abby Diamond



Artists

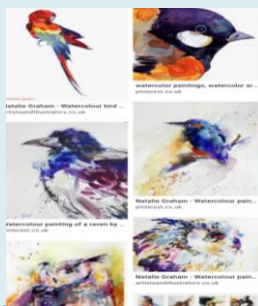
Anna Wright



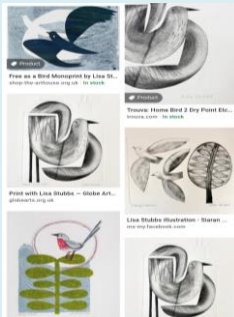
KC Gillies



Megan Coyle



Natalie Graham



Lisa Stubbs

Birds Project Key Words

Monoprint	The monoprint is a technique of printmaking characterized by the uniqueness of the image it produces.
Mark making	The different lines, dots, marks, patterns, and textures we create in an artwork.
Proportions	Proportion refers to the dimensions of a composition and relationships between height, width and depth.
Texture	Texture refers to the way an object feels to the touch or looks as it may feel if it were touched.
Pattern	A pattern is a design in which lines, shapes, forms or colours are repeated.
Colour	Colour is the element of art that is produced when light, striking an object, is reflected back to the eye.
Blending	Blending is a term used often in art, particularly in painting and drawing. It is the technique of gently intermingling two or more colours or values to create a gradual transition or to soften lines.
Shape	In the study of art, a shape is an enclosed space, a bounded two-dimensional form that has both length and width.
Tone	The lightness or darkness of something - this could be a shade, or how dark or light a colour appears.
Silhouette	An arrangement of shapes and objects within the frame, for instance within the rectangular shape of the paper.
Printmaking	A print is an impression made by any method involving transfer from one surface to another
Collage	Work of art in which pieces of paper, photographs, fabric and other materials are arranged and stuck down onto a supporting surface.
Template	a shaped piece of rigid material used as a pattern for processes such as cutting out, shaping, or to draw around.
Stencil	A thin sheet of card, plastic or metal with a pattern or letters cut out of it, used to produce the cut design on the surface below by application of ink or paint through the holes.

Year 8 - Birds

Collage

These are the skills and facts you need to know for this project

Mark making/tones

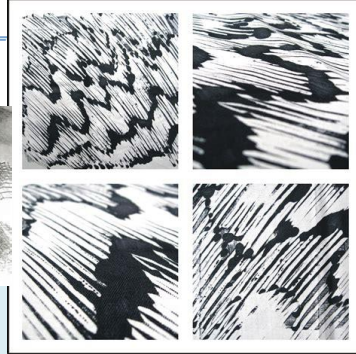
Step-by-step Monoprinting

What you will need:

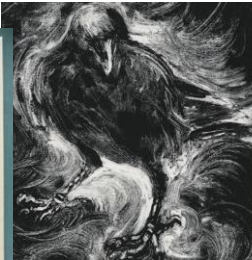
An apron, newspaper, a plastic board, ink, roller, a range of marking materials Eg: pencils, pens and a range of papers to experiment with.

1. First of all dollop a small amount of ink onto your plastic board, then dip your roller into it and roll the ink on a clean piece of the plastic. When rolling make sure you lift the roller so you don't just roll the same bit of ink (this is not the layer of ink you will be working from, this is more like a recharge area).
2. Then you need to roll out the area of ink you will be working on. You want it nice and thin and even when you have got the correct surface area it should become 'tacky'. Each time you need a bit more ink go back to your recharge area, not the dollop of ink, you need to keep the ink to a minimum.

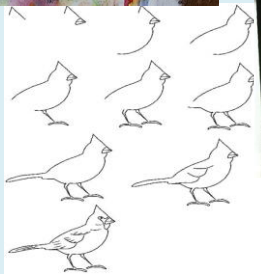
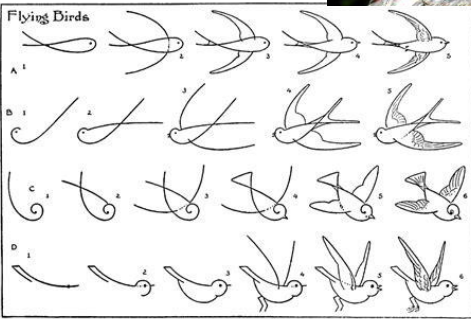
Mono printing



Visual examples



Drawing in proportion birds



YEAR 9

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT	PERSONAL DEVELOPMENT
Term 1	<p>Research</p> <ul style="list-style-type: none"> • Theme: Identity/ Portraiture • Artist: LOBO • How to annotate a piece of artwork <p>Drawing</p> <ul style="list-style-type: none"> • Observational drawing <p>Experimentation</p> <ul style="list-style-type: none"> • Photoshop • Painting with acrylic <p>Outcome</p> <ul style="list-style-type: none"> • Produce a portrait in the style of Artist LOBO 	<p>Visual mind-map on Identity</p> <p>Step by step drawing a portrait, eyes, nose, mouth, hair, eyebrows.</p> <p>Observational drawing using a grid method.</p> <p>How to use Photoshop to edit portraits, focusing on Levels, Filter Gallery, Selection tools, Colour, Layers</p> <p>Painting a portrait in the style of artist.</p> <p>Making a portrait using printing techniques</p> <p>Annotating artwork using Form, Content, Mood and</p>	<ul style="list-style-type: none"> • To be able to record ideas based on a theme. • To be able to draw a portrait from observation or using a grid method. • To be able to use Photoshop to edit a photo • To be able to use acrylic paint • To be able to write about a piece of art work and use key vocabulary 	<ul style="list-style-type: none"> • Students learn how to produce a piece of work in the style of an artist using their own primary research • To develop students contextual understanding and creative making techniques • To practise writing about art work in terms of Form, Content, Mood and Process. Students can start getting used to writing their own opinion of art work. • Students experience the work of different artists 	<p>Develop vocabulary used to annotate work.</p> <p>Develop Knowledge Organisers to reflect schemes.</p> <p>Develop differentiated tasks to suit low ability students.</p>	<p>Enrichment opportunities – Art workshop with local artist.</p> <p>Student leadership opportunities- Arts ambassadors.</p> <p>Equality and Diversity- Identity- Provide the opportunity for students to appreciate their own culture.</p>

Year 9 Identity - Portraiture

Brief overview of project

In this project you will first learn how to draw facial features and portraits. You will learn about a portrait artist and how to produce an artist research page. You will use Photoshop to edit your own portrait to reflect your identity.

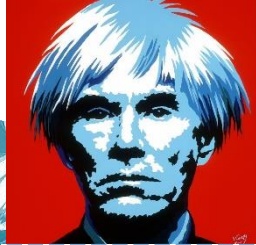
Artists



LOBO



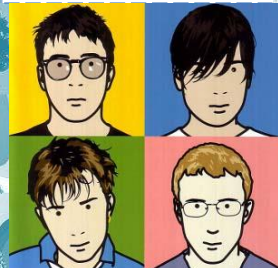
Roy
Lichtenstein



Andy Warhol



Shepard
Fairey



Julien Opie



Francoise
Nielly

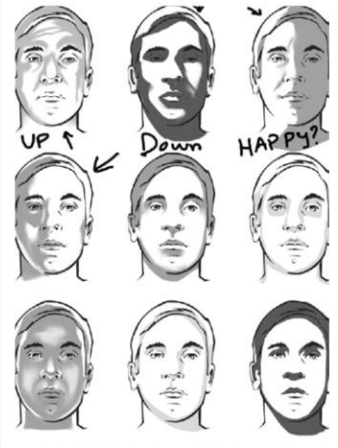
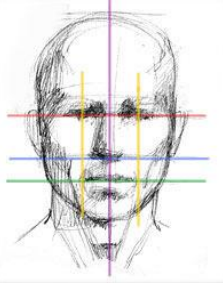
Portrait Project Key Words

Self Portrait	A portrait that an artist produces of themselves.
Tone	Tone refers to the relative lightness or darkness of a colour.
Proportion	Proportion refers to the dimensions of a composition and relationships between height, width and depth.
Enlargement	Refers to increasing or expanding an image.
Pop Art	An art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture.
Identity	The way we perceive and express ourselves.
Texture	Texture refers to the way an object feels to the touch or looks as it may feel if it were touched.
Line	It is one-dimensional and can vary in width, direction, and length.
Highlight	The lightest part or one of the lightest parts of a painting or drawing.
Media/medium	Refers to the materials that are used to create a work of art.
Bold	Lines or designs are drawn in a clear, strong way.
Shadow/shade	Where an artist adds black to a colour to darken it down.
Monochrome	Artwork that is produced using only one colour.
Contrast	A principle of art that refers to the arrangement of opposite elements (light vs. dark colours, rough vs. smooth textures, large vs. small shapes, etc.)
Mood board	A collage or composition of images, visuals and other objects, often created for the purposes of design or presentation.

Year 9 Identity – Portraiture

These are the skills and facts your need to know for this project

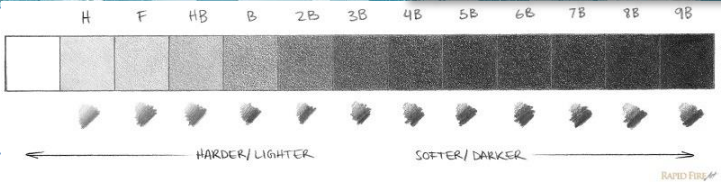
- Eyes are approximately half way down head.
- Nose is approximately halfway between eyes & chin.
- Mouth is approximately half way between nose & chin
- Eyes are approximately one eye width apart.
- Edge of mouth roughly sits under centre of eyes.



Tone/mark making



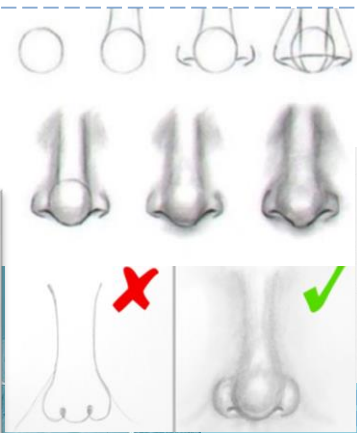
Tone



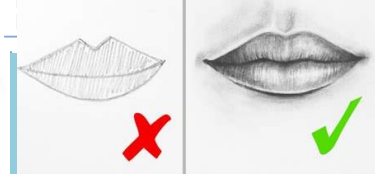
Photoshop

1. Go to ENHANCE/AUTO LEVELS
2. Set the foreground
3. BLACK
4. Go to FILTER/FILTERGALLERY
5. Click SKETCH and choose

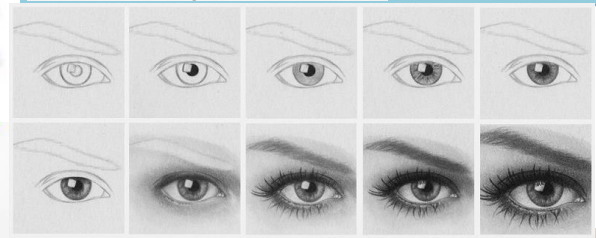
How to draw a nose



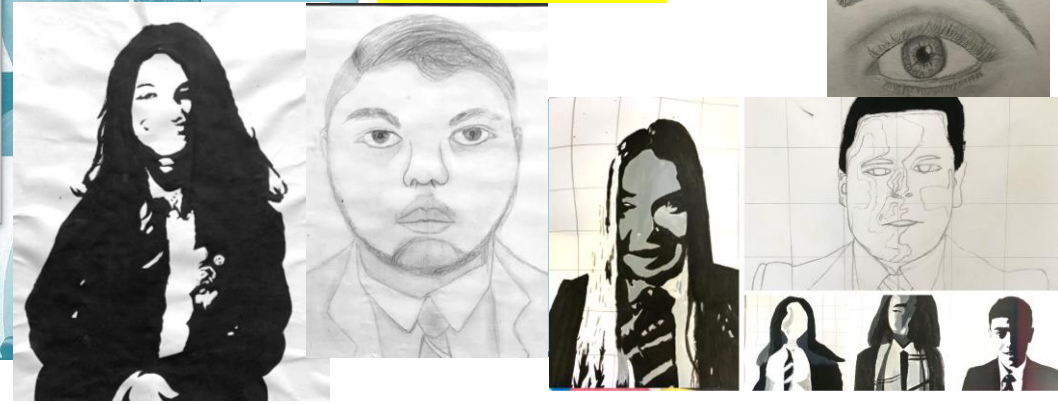
How to draw a mouth



How to draw an eye



Visual examples



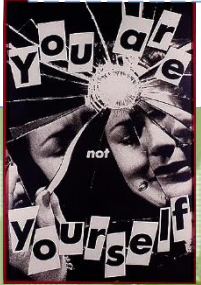
YEAR 9

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT	PERSONAL DEVELOPMENT
Term 2	<p>Research</p> <ul style="list-style-type: none"> Artist Barbara Kruger and Robert Rauschenberg Research Political or world issues Mind mapping <p>Drawing</p> <ul style="list-style-type: none"> Grid method drawing <p>Experimentation</p> <ul style="list-style-type: none"> Collage Printing <p>Outcome</p> <ul style="list-style-type: none"> Mixed media outcome on a current issue. 	<p>Mind mapping on the theme of "Political or world issues"</p> <p>Discussion of past and current world issues.</p> <p>Drawing a portrait of an icon using a grid method</p> <p>Drawing a portrait in the style of artist: Barbara Kruger on a current issue</p> <p>Producing a collage in the style of Rauschenberg on a current issue</p> <p>Annotating artwork using Form, Content, Mood and Process.</p> <p>Producing a mixed media</p>	<ul style="list-style-type: none"> To be able to work in the style of an artist To be able to draw from observation or using a grid method. To be able to apply mixed media To be able to print To be able to write about a piece of art work and use key vocabulary Oracy skills, to be able to discuss and speak about Art. 	<ul style="list-style-type: none"> Students learn how to produce a piece of work in the style of an artist using their own research To develop students contextual understanding and creative making techniques To practise writing about art work in terms of Form, Content, Mood and Process. Students can start getting used to writing their own opinion of art work. Students experience the work of different artists from different times with historical contexts e.g Robert Rauschenberg's 	<p>Develop vocabulary used to annotate work.</p> <p>Develop Knowledge Organisers to reflect schemes.</p>	<p>Enrichment opportunities – Art workshop with local artist.</p> <p>Student leadership opportunities- Arts ambassadors.</p> <p>Equality and Diversity- Identity- Provide the opportunity for students to appreciate their own culture.</p> <p>Citizenship- Social and political issues- Develop knowledge of the political system, the role of the law and society.</p> <p>British Values-Social and political issues- Democracy – Student voice on topics discussed.</p>

Year 9 Social & Political Issues

Brief overview of project

In this project you will first learn how to create a mood board on current social and political issues. You will learn about an artist and how to produce an artist research page. Taking inspiration from other artists you will understand how Art can be used to voice an opinion and use mixed media techniques to create a piece of Art that protests an issue that you care about.



Barbara Kruger



Robert Rauschenberg



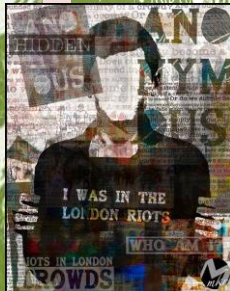
Banksy



Norman Rockwell



Shepard Fairey



Michelle Robb

Social & Political Project Key Words

Mental Health	Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel and act.
Narrative Art	Art that tells a story, either as a moment in an ongoing story or as a sequence of events unfolding over time. Some of the earliest evidence in Art suggests that people told stories with pictures.
Symbolism	A sign, image or object that suggests or represents an idea or hidden meaning.
Icon	A person or thing regarded as a representative symbol or as worthy of respect.
Motif	A decorative image or design, especially a repeated one forming a pattern, which is a dominant or recurring idea in an artwork.
Political	Relating to the government or public affairs of a country.
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Social Commentary	The expression of one's point of view or feelings towards society, often through literature art.
Street Art	Artwork that is created in a public space, typically without official permission.
Stencil	A thin sheet of card, plastic or metal with a pattern or letters cut out of it, used to produce the cut design on the surface below by application of ink or paint through the holes.
Graffiti	Writing or drawings scribbled, scratched or sprayed often illegally on a wall or other surface in a public space.
Collage	Work of art in which pieces of paper, photographs, fabric and other materials are arranged and stuck down onto a supporting surface.
Photo manipulation	Photo manipulation involves transforming or altering a photograph using various methods and techniques to achieve desired results.
Invert	To turn inside out or upside down. Or, to reverse the position, order, or condition of something, as when making what is black white, and what is white black
Composition	the arrangement of elements within a work of art
Mixed Media	combine different methods and mediums to make artwork

Year 9 Social & Political Issues

These are the skills and facts your need to know for this project

How to make an Artist Research page

ARTIST STUDY

by _____

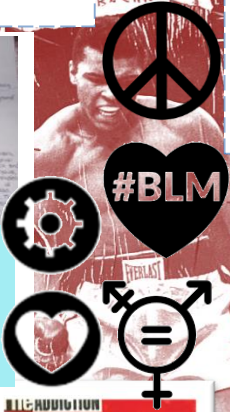
My artist's name is _____

What are 3 special facts about your artist?

1. _____
2. _____
3. _____

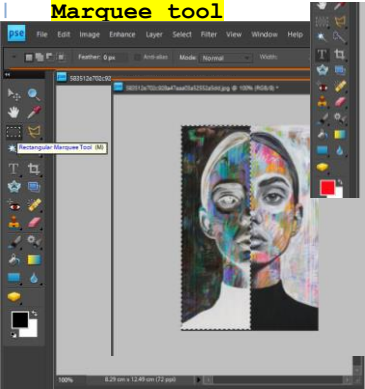
How does his or her artwork make you feel?

Draw something that reminds you of your artist.



Photoshop

- Use the Rectangular Marquee tool to select your image. Then press "Ctrl" and "i" together on the keyboard to invert half your image.
- Use the "T" tool to create your text
- Go to LAYER/new/layer then use the Rectangular Marquee tool

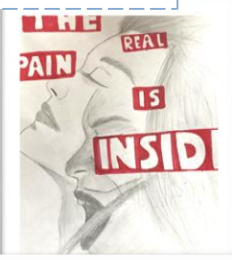


How to make a stencil

- Draw your symbol shape
- Cut it out carefully
- Use a dry sponge or brush to paint around your stencil



Visual examples



Collage composition

1. Overlap Place objects slightly over one another. This will get the eye to move from one element to another. Objects should not be touching each other by edges ("no kissing allowed"). Avoid isolation. Build a relationship between objects.	Good overlapping 	Avoid kissing 	Avoid isolation
2. Crop Consider having objects go off the edge of the page. This gets the viewer in and out of the picture. Avoid floating objects within the edges of the page.	Have object go off the page 	Avoid floating objects 	
3. Rotate: Consider placing objects at an angle. Things that are tilted create a more dynamic composition. Work with objects that are perfectly lined up with the edge can be boring.	Tilt objects 	Avoid all objects upright 	
4. Focal Point Create an area of importance. Give the viewer something to focus on. One way to achieve this is through size variation. Try not to have all elements the same size. Another way to create focus is through color dominance.	Use size & color variation 	Avoid all objects the same size 	
5. Off-Centering Avoid placing objects directly in the center of the page. This will create a more interesting composition. Try to keep elements balanced as you do this. For example, one large object could be balanced by 3 smaller ones. (Note: this does not mean that a symmetrical design cannot be successful.)	Off-center objects for interest 	Centered can be boring 	



YEAR 9

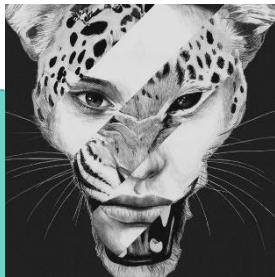
	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT	PERSONAL DEVELOPMENT
Term 3	<p>Research</p> <ul style="list-style-type: none"> Working in the style of an artist <p>Annotation</p> <p>Drawing</p> <ul style="list-style-type: none"> Drawing animals Design development Design variations <p>Experimentation</p> <ul style="list-style-type: none"> Fine liner <p>Final Outcome</p> <ul style="list-style-type: none"> Personal outcome that reflects artist research and own ideas 	<p>Drawing animals focusing on shape, proportions and symmetry</p> <p>Drawing animals in the style of artists, Iain MacArthur.</p> <p>Developing designs to work in the style of Alexis Diaz.</p> <p>Developing designs to work in the style of Chamo San which links to Term 1 and 2 schemes.</p> <p>Students will make a final piece to be entered into the Art Competition</p>	<ul style="list-style-type: none"> To be able to work in the style of an artist To be able to draw from observation using shapes to breakdown and simplify. To be able to apply tonal values and Zentangle patterns To be able to develop designs To be able to produce a final piece To be able to write about a piece of art work and use key vocabulary 	<p>This scheme is designed for students to develop designs, personalise their outcomes and work more independently to produce a final piece that links to Term 1 and 2.</p> <ul style="list-style-type: none"> Students get used to annotating and reflecting on artists work Students must present a final outcome that reflects their personal intentions. Students experience the work of different artists e.g Illustrator and graffiti artist. 	<p>Develop vocabulary used to annotate work.</p> <p>Develop Knowledge Organisers to reflect schemes.</p>	<p>Enrichment opportunities – Art workshop with local artist.</p> <p>Student leadership opportunities- Arts ambassadors.</p>

Year 9 Animal Hybrid Project

Brief overview of project

In this project you will first learn how to draw a range of animals focusing on proportions and symmetry. From this you will design your own hybrid piece of art work, using your knowledge of portraits and proportions to create your final piece. This final piece of work will incorporate everything you have learnt in Year 9.

Artists



Alexis Diaz

Iain Macarthur

Chamo San



Charlotte Caron

Paula Duță

Arne Olav Gurvin Fredriksen

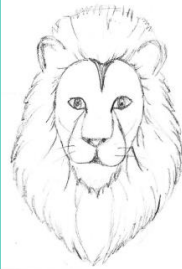
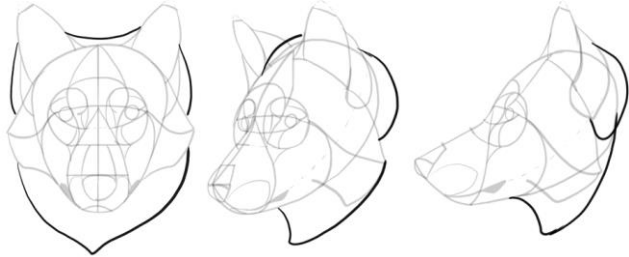
Animal Hybrid Project Key Words

Zentangle	A Zentangle is a miniature abstract work of art created by a collection of patterns.
Pattern	A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.
Monochrome	The meaning of MONOCHROME is a painting, drawing, or photograph in a single hue. Black and white.
Detail	DETAIL is extended treatment of or attention to particular items. decorative feature of a building or work of art.
Repetition	In art, repetition is the recurrence of a particular line, pattern, shape or other visual element in a single work or a series of works. A repeating pattern.
Animal Hybrid	the offspring resulting from combining the qualities of two organisms of different breeds.
Proportions	Proportion is a theory and an important connection between mathematics and art. It is the visual effect of the relationships of the various objects and spaces that make up a structure to one another and to the whole.
Illustration	illustration is a visualization made by an artist. It is a drawing (or painting, collage, engraving, photo, etc.) that explains something.
Street Art	Artwork that is created in a public space, typically without official permission.
Symmetry	In art, "Symmetry" means that one side of the picture looks like the other side.
Graffiti	Writing or drawings scribbled, scratched or sprayed often illegally on a wall or other surface in a public space.
Composition	the arrangement of elements within a work of art

Year 9 Animal Hybrid Project

These are the skills and facts you need to know for this project

Using shapes to breakdown the proportions of an animal head



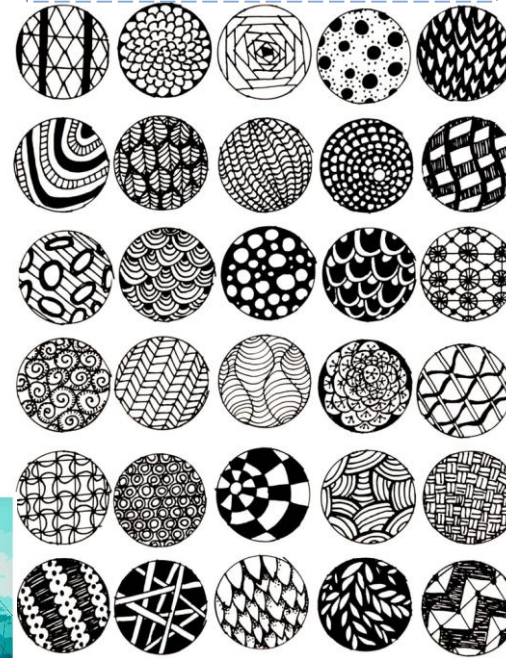
Tonal values



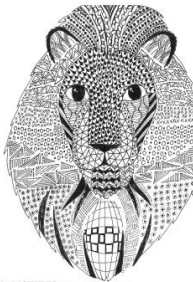
Visual examples



Zentangle Patterns



Planning and refining



YEAR 10 PHOTOGRAPHY

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT	PERSONAL DEVELOPMENT
Term 1	<p>Contextual Understanding</p> <ul style="list-style-type: none"> ➤ Theme: IDENTITY or NATURAL & MANMADE ➤ Mind mapping ➤ Mood boards ➤ Artist research <p>Creative Making</p> <ul style="list-style-type: none"> ➤ Light painting ➤ Shadow ➤ Portrait Photography ➤ Flat Lay ➤ Cyanotypes ➤ 35mm film ➤ Photograms ➤ Close-ups ➤ Depth of field ➤ Documentary Photography ➤ Photomontage ➤ Mixed Media <p>Reflective Recording</p> <p>Annotation</p> <p>Photography outcomes</p> <p>Personal Presentation</p>	<p>Mind map on theme: Sense of Place, demonstrating who, what, why, when and how.</p> <p>Work in the style of an artist. Applying artist techniques and understanding how they produce their work. Understanding how the artist links to their ideas and inspirations.</p> <p>Annotating artwork using Form, Content, Mood and Process.</p>	<ul style="list-style-type: none"> • To be able to research ideas on a theme in a moodboard/ mindmap • To be able to research and annotate about an artists' work using key vocabulary • To be able to take photos using the following techniques: <ul style="list-style-type: none"> ➤ Light painting ➤ Shadow ➤ Portrait Photography ➤ Flat Lay ➤ Cyanotypes ➤ 35mm film ➤ Photograms ➤ Close-ups ➤ Depth of field ➤ Documentary Photography ➤ Photomontage ➤ Mixed Media 	<p>To develop students contextual understanding by getting them to study a theme. This allows students annotate in a meaningful way helping them gain marks in AO1 and AO3.</p> <p>All students will choose their own artist to develop more independently as the course goes on. This will help to gain mark in AO4 and AO3.</p> <p>Observational drawing, allows for a strong foundation to demonstrate skills in different mediums to help gain marks in AO2 and this foundation period informs them of their strengths and weaknesses</p>	<p>Develop vocabulary used to annotate work.</p> <p>Develop Knowledge Organisers to reflect schemes.</p> <p>Develop Project task booklets and skills worksheets</p>	<p>Enrichment opportunities – Art workshop with local artist.</p> <p>Student leadership opportunities- Arts ambassadors.</p> <p>Equality and Diversity- Identity- Provide the opportunity for students to appreciate their own culture.</p>

YEAR 10 PHOTOGRAPHY

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 2	<p>Contextual Understanding Development of theme. New topic chosen by the student</p> <p>Researching an artist</p>	<p>Students choose from a range of artists to work in the style of based on their strengths.</p>	<ul style="list-style-type: none"> To be able to utilize techniques effectively in a final outcome To be able to record ideas based on a theme. To be able to use different techniques To be able to research and annotate about an artists' work To be able to work in the style of an artist using primary research. 	<ul style="list-style-type: none"> Students need to show thorough and rigorous development or ideas to gain marks in AO4 and AO1. Students need to show that they can develop their ideas and experiment with different materials to gain marks in AO2 AO3 requires students to reflectively record their ideas rigorously. A trip is organised for students to gain marks for their own primary research Students must present a final outcome that reflects their personal intentions. 	<p>Develop vocabulary used to annotate work.</p> <p>Develop Knowledge Organisers to reflect schemes.</p> <p>Dark room techniques</p> <p>Invest in macro lens and 35mm cameras.</p>
	<p>Creative Making Working in the style of artists</p> <p>Producing work that combines techniques they have learnt from artists studied</p>	<p>Producing a piece of work that develops their theme. Students combine techniques learnt from 2 artists together while using their own primary research.</p> <p>Mind map on theme:, demonstrating who, what, why, when and how.</p>			
	<p>Reflective Recording Annotation</p> <p>Working in the style of an artist</p> <p>Independent photoshoots</p>	<p>Primary research gathered from trip</p> <p>Annotating artwork using Form, Content, Mood and Process.</p>			
	<p>Personal Presentation</p> <p>Quality of photography that links to their theme</p>				

YEAR 10 PHOTOGRAPHY

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 3	<p>Contextual Understanding Creative Making</p> <p>Development of theme: Researching an artist</p> <p>Reflective Recording Annotation</p> <p>Drawing from observation</p> <p>Working in the style of an artist</p> <p>Personal Presentation</p> <p>Quality of photography and links to their theme</p>	<p>During this term students will have developed their work into a specific subject area that personalises their intentions.</p> <p>Students choose from a range of artists to work in the style of.</p> <p>Producing a piece of work that develops their theme. Students combine techniques learnt from 2 artists together while using their own primary research.</p> <p>Annotating artwork using Form, Content, Mood and Process.</p>	<ul style="list-style-type: none"> To be able to utilize techniques effectively in a final outcome To be able to record ideas based on a theme. To be able to use different techniques To be able to research and annotate about an artists' work To be able to work in the style of an artist using primary research. 	<ul style="list-style-type: none"> Students need to show thorough and rigorous development or ideas to gain marks in AO4 and AO1. Students need to show that they can develop their ideas and experiment with different materials to gain marks in AO2 AO3 requires students to reflectively record from observation and record their ideas rigorously. Students must present a final outcome that reflects their personal intentions. 	<p>Develop vocabulary used to annotate work.</p> <p>Develop Knowledge Organisers to reflect schemes.</p> <p>Dark room techniques</p> <p>Invest in macro lens and 35mm cameras.</p>

YEAR 10 ENRICHED LEARNING EXPERIENCES

**Trip to Liverpool TATE gallery and Eye gallery
Photoshoot on Liverpool Docks.**

YEAR 10 ART

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT	PERSONAL DEVELOPMENT
Term 1	Contextual Understanding Theme: Natural and Manmade Artist research	Mind map on theme: Natural and man made, demonstrating who, what, why, when and how.	<ul style="list-style-type: none"> To be able to record ideas based on a theme. 	To develop students contextual understanding by getting them to study a theme. This allows students annotate in a meaningful way helping them gain marks in AO1 and AO3.	Develop vocabulary used to annotate work.	Enrichment opportunities – Art workshop with local artist.
	Creative Making <ul style="list-style-type: none"> Paint Print Ink Collage Brusho Scraffitto Photoshop Photography Mixed Media 	Primary research gathered from each individual student. AO3 Reflective Recording. Mono-printing or poly printing from primary images based on ability.	<ul style="list-style-type: none"> To be able to draw a from observation or using a grid method in the following techniques: 	All students will choose their own artist to develop more independently as the course goes on. This will help to gain mark in AO4 and AO3.	Develop Knowledge Organisers to reflect schemes.	Student leadership opportunities- Arts ambassadors.
	Reflective Recording The importance of primary research	Painting with acrylic or watercolour based on ability.	<ul style="list-style-type: none"> Paint Print Ink Collage Brusho Scraffitto Photoshop Photography Mixed Media 	Observational drawing, allows for a strong foundation to demonstrate skills in different mediums to help gain marks in AO2 and this foundation period informs them of their strengths and weaknesses	Resources to draw from and photograph in the department.	Equality and Diversity- Identity- Provide the opportunity for students to appreciate their own culture.
	Observational drawing	Using collage, pen and ink.	<ul style="list-style-type: none"> To be able to research and annotate about an artists' work 			
	Annotation	Work in the style of an artist				
	Personal Presentation Quality of drawing	Annotating artwork using Form, Content, Mood and				

YEAR 10

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 2	Contextual Understanding Development of theme. New topic chosen by the student	Students choose from a range of artists to work in the style of based on their strengths.	<ul style="list-style-type: none"> To be able to utilize techniques effectively in a final outcome 	<ul style="list-style-type: none"> Students need to show thorough and rigorous development or ideas to gain marks in AO4 and AO1. 	Develop vocabulary used to annotate work.
	Researching an artist	Producing a piece of work that develops their theme. Students combine techniques learnt from 2 artists together while using their own primary research.	<ul style="list-style-type: none"> To be able to record ideas based on a theme. 	<ul style="list-style-type: none"> Students need to show that they can develop their ideas and experiment with different materials to gain marks in AO2 	Develop Knowledge Organisers to reflect schemes.
	Creative Making Working in the style of artists	Mind map on theme:, demonstrating who, what, why, when and how.	<ul style="list-style-type: none"> To be able to draw a from observation or using a grid method. 	<ul style="list-style-type: none"> AO3 requires students to reflectively record from observation and record their ideas rigorously. A trip is organised for students to gain marks for their own primary research 	Resources to draw from and photograph in the department.
	Producing work that combines techniques they have learnt from artists studied	Primary research gathered from trip	<ul style="list-style-type: none"> To be able to use different materials 		
	Reflective Recording Annotation	Annotating artwork using Form, Content, Mood and Process.	<ul style="list-style-type: none"> To be able to research and annotate about an artists' work 		
	Working in the style of an artist		<ul style="list-style-type: none"> To be able to work in the style of an artist using primary research. 		
Personal Presentation Quality of drawing and links to their theme					

YEAR 10

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 3	<p>Contextual Understanding Creative Making</p> <p>Development of theme: Researching an artist</p> <p>Reflective Recording Annotation</p> <p>Drawing from observation</p> <p>Working in the style of an artist</p> <p>Personal Presentation</p> <p>Quality of drawing and links to their theme</p>	<p>During this term students will have developed their work into a specific subject area that personalises their intentions.</p> <p>Students choose from a range of artists to work in the style of.</p> <p>Producing a piece of work that develops their theme. Students combine techniques learnt from 2 artists together while using their own primary research.</p> <p>Annotating artwork using Form, Content, Mood and Process.</p>	<ul style="list-style-type: none"> To be able to utilize techniques effectively in a final outcome To be able to record ideas based on a theme. To be able to draw a from observation or using a grid method. To be able to use different materials To be able to research and annotate about an artists' work To be able to work in the style of an artist using primary research. 	<ul style="list-style-type: none"> Students need to show thorough and rigorous development or ideas to gain marks in AO4 and AO1. Students need to show that they can develop their ideas and experiment with different materials to gain marks in AO2 AO3 requires students to reflectively record from observation and record their ideas rigorously. Students must present a final outcome that reflects their personal intentions. 	<p>Develop vocabulary used to annotate work.</p> <p>Develop Knowledge Organisers to reflect schemes.</p> <p>Resources to draw from and photograph in the department.</p>

YEAR 10 ENRICHED LEARNING EXPERIENCES

Trip to Liverpool Walker Art gallery and World Museum

YEAR 11

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 1 and 2	Contextual Understanding Design development	Students choose from a range of artists to work in the style of.	<ul style="list-style-type: none"> To be able to work in the style of an artist using primary research. 	<ul style="list-style-type: none"> Students need to show thorough and rigorous development or ideas to gain marks in AO4 and AO1. 	Develop starting points and update artists for students to choose from.
	Creative Making Working in the style of an artist Experiments of design variations	Producing a piece of work that develops their theme. Students combine techniques learnt from 2 artists together while using their own primary research.	<ul style="list-style-type: none"> To be able to develop their own ideas To be able to develop designs 	<ul style="list-style-type: none"> AO3 requires students to reflectively record from observation and record their ideas rigorously. 	Make links with Turnpike gallery and exhibitions to help gain primary research.
	Reflective Recording Annotation Drawing from observation	Students will have at least 4 designs or more that are annotated	<ul style="list-style-type: none"> To be able to experiment with different materials to develop a design 	<ul style="list-style-type: none"> Students must present a final outcome that reflects their personal intentions. 	
	Personal Presentation Design variations	Students will choose their best designs and recreate them using different materials.	<ul style="list-style-type: none"> To be able to produce a final piece 		
	Final Outcome	Students will make a final piece for their portfolio.			

YEAR 11 (EXAM WILL NOT TAKE PLACE IN 2021)

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 2	<ul style="list-style-type: none"> Students will use their prior knowledge from previous projects to help them structure their exam prep. 	<p>Mind map on exam theme demonstrating who, what, why, when and how.</p> <p>Primary research gathered from each individual student.</p>	<ul style="list-style-type: none"> To be able to record ideas based on a theme. To be able to draw a from observation or using a grid method. 	<ul style="list-style-type: none"> Students need to show thorough and rigorous development or ideas to gain marks in AO4 and AO1. Students need to show that they can develop their ideas and experiment with different materials to gain marks in AO2 AO3 requires students to reflectively record from observation and record their ideas rigorously. Students must present a final outcome that reflects their personal intentions. 	
	Exam theme				
	Primary research	Using different materials- Students will work to their strengths based on their knowledge from previous projects.	<ul style="list-style-type: none"> To be able to use different materials To be able to research and annotate about an artists' work 		
	Observational drawing				
	Artist Research				
	Annotation				
	Design development	Work in the style of an artists	<ul style="list-style-type: none"> To be able to work in the style of an artist using primary research. 		
	Design variations	Students will have at least 4 designs or more that are annotated	<ul style="list-style-type: none"> To be able to develop their own ideas To be able to develop designs 		
Final Outcome	<p>Students will choose their best designs and recreate them using different materials.</p> <p>Students will make a final piece in their 10hr exam</p>	<ul style="list-style-type: none"> To be able to experiment with different materials to develop a design To be able to produce a final 			

