

Art and Design

Teacher: Lisa Page

Pupils at KS3 experience a wide range of art disciplines covering: drawing and illustration, line and pen work, colour theory, acrylic and watercolour painting and a range of mixed media processes such as assemblage and collage. These art mediums are introduced early and skills strengthened throughout year 7, 8 and 9. At KS4 pupils can opt to study GCSE Fine Art, which encourages pupils to continue progressing their knowledge of art materials and applications. Pupils create a portfolio of work based around one sustained project as well as a smaller project that displays Formal Element skills.

Schemes of work:

Year 7.

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Rainbow Animals</p> <p>Focus – Basics of colour mixing. The colour wheel. Complimentary and Contrasting colours.</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Steven Brown - Marcia Baldwin <p>Potential project outcome</p> <ul style="list-style-type: none"> - A series of animal visuals completed in different mediums focusing on application of colour. 	<p>Superheroes and Comics</p> <p>Focus – Illustrations. Line art. Block colours. 2D Streetscapes. Pictographs.</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Alex Ross - Dale Keown <p>Potential project outcome</p> <ul style="list-style-type: none"> - Comic book style artwork that showcases block colours, line art and human figures. Focusing on popular cultures and themes, incorporating wording and text. 	<p>Neon skylines</p> <p>Focus – Perspective drawing. Day time and night time visuals. 2D and 3D pop ups.</p> <p>Artist Links</p> <ul style="list-style-type: none"> - James White - Signal noise studio <p>Potential project outcome</p> <ul style="list-style-type: none"> - A night time city perspective that uses neon colours to highlight skyscrapers, roads and cars. 	<p>Patterns in Nature</p> <p>Focus – Shape. Geometry. Natural pattern. Fibonacci sequence. Ready Mix and Watercolours.</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Georgia O’Keefe - Pippa Dyrлага <p>Potential project outcome</p> <ul style="list-style-type: none"> - Mixed media pieces that show how nature influences the visual language of art. 	<p>Under the sea</p> <p>Focus – Introduction to panting. Gradients. Applying light and dark tones.</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Gill Bustamante - Utagawa Kuniyoshi <p>Potential project outcome</p> <ul style="list-style-type: none"> - Underwater themed artworks, beginning with waves. Each piece of artwork moves deeper under the sea, from visuals of fish to the ocean seabed. 	<p>The four seasons</p> <p>Focus – Cyclical shapes. Colour themes. Collage. Mixed mediums.</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Luiza Vizoli - Miriam Besa <p>Potential project outcome</p> <ul style="list-style-type: none"> - Artworks that capture the colours and textures of the four seasons. Cyclical visuals that show an understanding of how colour and themes move from one to another.

Year 8.

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Skyscapes</p> <p>Focus – Mixing paints. Wet on wet paint technique. Tints and Shades.</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Jon Schueler - Suzanne Vaughn <p>Potential project outcome</p> <ul style="list-style-type: none"> - A series of sky paintings showing night and day focusing on light and dark colour mixing using a wet on wet paint technique. 	<p>Geometric Animals</p> <p>Focus – Simplicity of line and shape. Polygons and geometric spaces.</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Mahi Abdul - Manoo <p>Potential project outcome</p> <ul style="list-style-type: none"> - A large animal head, converted into geometric shapes with an explosion of pieces fracturing away. Black lines with bold colours. 	<p>Mythical Creatures</p> <p>Focus – Gradients of colour, hot and cold colour mixes. Paint and paint textures..</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Ellen Jewett - Barrett Biggers <p>Potential project outcome</p> <ul style="list-style-type: none"> - Three pieces of work that incorporate Dragons, Phoenix and Cerberus. . 	<p>Pop Art Food</p> <p>Focus – Pencil blending. Colour matching. Realistic pencil application.</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Ron Magnus - Wayne Thiebaud <p>Potential project outcome</p> <ul style="list-style-type: none"> - Popular food items drawn to look very realistic, with exaggerated colours and pop art themed backgrounds. 	<p>Hundertwasser Architecture</p> <p>Focus – Buildings. Architecture. Line drawings. Sequential visuals.</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Hundertwasser. - Paul Klee <p>Potential project outcome</p> <ul style="list-style-type: none"> - A collaborative piece of work that shows a large city completed using buildings in the style of Hundertwasser. Colour and form tie each artwork to the next. 	<p>Fauvism and landscapes</p> <p>Focus – Colour Wheel. Expression. Colour Blocking. Brush strokes.</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Henri Matisse - Andre Derain <p>Potential project outcome</p> <ul style="list-style-type: none"> - Oil pastel or painting of a local landmark, created using fauvism colours, mark making and textures.

Year 9.

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Silhouettes and Landscapes</p> <p>Focus – Blending. Skyscapes. Composition. Background. Foreground</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Fredric Edwin Church - Emil Nolde <p>Potential project outcome</p> <ul style="list-style-type: none"> - Colour blending techniques using oil and soft pastels, focusing on the colours of astronomical features such as planets, galaxies and nebulas. 	<p>Colours of Outer Space</p> <p>Focus – Mixed Media. Collage. Assemblage. Layers</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Frantisek Kupka - Wolfgang Tillmans <p>Potential project outcome</p> <ul style="list-style-type: none"> - Creating landscapes that incorporate realistic and alien worlds. Using layering and assemblage to create terrain like qualities. 	<p>An Ocean Journey</p> <p>Focus – Illustrations from maritime history. line drawings. Pen and ink work.</p> <p>Artist Links</p> <ul style="list-style-type: none"> - -Sailor Jerry - -Yellena James <p>Potential project outcome</p> <ul style="list-style-type: none"> - Illustrations of the crashing waves of the sea with nautical visuals – boats, tentacles, anchors. All wrapping around to create movement of the ocean. 	<p>Surreal Worlds</p> <p>Focus – Mixed Media. Collage. Assemblage. Layers</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Van Gogh - James Whistler <p>Potential project outcome</p> <ul style="list-style-type: none"> - Creating landscapes that incorporate realistic and alien worlds. Using layering and assemblage to create terrain like qualities. 	<p>Kabuki Faces and expressions</p> <p>Focus – Placement of shapes and colours. Meaning and representation of shapes.</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Kunisada II - Natori Shunsen <p>Potential project outcome</p> <p>A graphic illustration of a Kabuki Mask with strong meaningful expressions and colours. The face could be 3D on a 2D background.</p>	<p>Lichtenstein’s Explosions</p> <p>Focus – Primary colours. Expressive words with meaning. Illustrative drawing styles.</p> <p>Artist Links</p> <ul style="list-style-type: none"> - Roy Lichtenstein - Ben Day <p>Potential project outcome</p> <p>3D layered sculpture with expressive word combining pop art patterns and colours.</p>

Year 10

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Introductory phase Year 10 Term 1</p> <ul style="list-style-type: none"> - Students explore and experiment with a variety of materials, processes and techniques, and investigate different kinds of sources. - Students explore a variety of approaches to drawing and written annotation. - Students can work in sketchbooks or select a variety of other surfaces on which to record their observations, ideas and insights. They can work in two- and/or threedimensions and a range of sizes and styles using a selection of media, techniques and materials 	<ul style="list-style-type: none"> - Students can select and use a variety of traditional and/or experimental recording, mark making and drawing materials, such as: <ul style="list-style-type: none"> • charcoal • pastel • graphite and coloured pencils • biro, pen and ink • paint • printing • resist techniques • stitched, collaged, and mixed media techniques • digital recording and manipulation. <ul style="list-style-type: none"> - Students are expected to experiment within these mediums as much as possible. 	<p>Development phase Year 10 Term 2/3 Directed project Up to 14 weeks</p> <ul style="list-style-type: none"> - Students work on a directed project or several mini projects to build on their initial experiences. This is mostly a teacher directed phase. - Students have the opportunity to fully engage with a given theme and make a personal response when developing, knowledge, understanding and skills development from the introductory phase. 	<ul style="list-style-type: none"> - The directed project or mini projects encourage a personal interpretation and response from students to a given starting point or theme. - The teacher can suggest sources and also introduce the idea of a creative journey involving research, development, refinement and presentation of realised intentions with reference to the four assessment objectives set by the exam board being used. 	<p>Extension phase Year 10 Term 3</p> <ul style="list-style-type: none"> - Following the Development Phase, students can be given extension activities. - These could be in the form of work related to their previous Development Phase studies or in the form of an additional and discrete project. 	<ul style="list-style-type: none"> - Students who progress their ideas thoroughly and with pace can be given opportunities for extension work. Students could work on developing: <ul style="list-style-type: none"> • an idea to include further research and study of relevant sources • the nature of a singular outcome into a “series” • practice by exploring and applying additional materials, processes and techniques

Year 11

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Sustained phase Y11 Term 1 Up to 12/13 weeks Independent learning</p> <ul style="list-style-type: none"> - In this phase students move increasingly from dependence to independence as they work on an extended project. - The project could be a response to a choice of several starting points. Starting points could be drawn from previous Externally set assignments. - Students independently research potential additional sources and associated references. 	<ul style="list-style-type: none"> - Students need to explicitly evidence coverage of all four assessment objectives, drawing for different purposes and needs and written annotation. - Students offered a choice of approaches for a sustained project. This should allow students to move from a position of dependence to one of increasing independence as the journey of exploration progresses. - This phase is delivered in a less directed manner with an emphasis on one to one exchanges rather than whole group teaching. - The teacher negotiates, advises, suggests and orchestrates possible routes through the creative journey. - The objective is to build upon individuals' experiences and achievements in the earlier stages. 	<p>Externally set assignment phase Year 11 Term 2</p> <ul style="list-style-type: none"> - Externally set assignment (ESA) papers are available to students and teachers in the spring term. - A preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intentions - In the supervised time, Students select one from seven possible starting points on the paper. - Students need to evidence their creative journey in the preparatory between sessions and once the supervised time is completed, students may not add to or amend their preparatory work. 	<ul style="list-style-type: none"> - This phase is delivered in a less directed manner with an emphasis on one to one exchanges rather than whole group teaching. - The teacher negotiates, advises, suggests and orchestrates possible routes through the creative journey. The objective is to build upon individuals' experiences and achievements in the earlier stages of Component 1. 	<p>Selection of portfolio Year 11 Review and Submit</p> <ul style="list-style-type: none"> - Students review, select and present their Portfolio for final submission in discussion with the teacher, ensuring that the component requirements are fulfilled. Work can be submitted in any appropriate format. - The selection of work chosen for submission must include: <ul style="list-style-type: none"> • coverage of the four assessment objectives • a sustained project evidencing the journey from initial engagement to the realisation of intentions • a selection of further work undertaken during the student's course of study • evidence of drawing activity and written annotation 	

Syllabus materials KS4:

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Careers in Art:

[1438 My Learning My Future Art Design FINAL.pdf \(careersandenterprise.co.uk\)](#)