

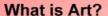
Curriculum Overview:

Art Year 7-11



Whole year themes

Art from Everyday **Things**







Project 3 "Found Fish"

Formal Element Foci - Form, Shape and line - pattern

<u>Project Brief</u> "Investigate the subject of *Fish* in Art and Craft work. Produce a printed pattern collage fish and a decorative clay fish" In this project you will......

...gather and record...

fish and

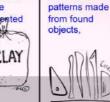


...investigate the work of Paul Klee Van Gogh /incent Scarpace Roman Mosaics





...experiment with materials & techniques...



...develop personal ideas... for a unique fish shape, interesting

repeat patterns and decorative textures indented real textures and and implied surface decoration textures

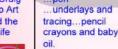


Project 2"inanimate Objects" Drawing and Layered Digital composition Formal Element Foci - Line and Shape

Project Brief "Produce a personal Still Life drawing taking inspiration from the work of Sir MCM which explores visual order and lines of different weights In this project you will......

investigate the work of
Sir Michael Craig Martin, the Pop Art movement and the genre of Still Life
for the second





... digital copying and pasting.

...experiment with materials & techniques...

.gather and record...

popular everyday explore weight of line, visual order and disorder and how to suggest transparency and opacity.

...develop personal ideas...

identifying and using popular everyday objects which are important to you.





Project 1"Primary Text"-Drawing.

Formal Element Foci - Colour theory and texture

Project Brief "Produce a personal low relief letter collage using j newspaper, taking inspiration from the work of Jasper Johns'. In this project you will......



..investigate the Jasper Johns

and his use of primary colours and newspaper



...experiment with materials & techniques

oil pastels, preused paper, ink, collage, low relief



text, letter and number shapes, flags,

...gather and record...

..using... templates, grids and layers (overlapping) and basic Colour theory

..develop personal

by identifying and using text shapes and flags which are special to you

mixed media low relief collage



A05

..create a

Curriculum Road Map for Art

Year Group: Year 7 Art

Timing: Half term 1 and 2 (Sept – Dec)

Throughout Y7 Students will think about why artists and designers use ordinary things to inform and create their work. Students will also consider the question, What is Art? Topic title/Key Question: **Project 1** – 2d Drawing "**Primary Text**"

Breakdown:

- 1. Who is Jasper Johns and what devices does he use in his art work?
- 2. What are oil pastels? Which techniques that can be used with this drawing media?
- 3. What are text shapes and how are they used by artists and designers?
- 4. What is a template? Why are they used by artists, designers and crafters?
- 5. How to create and use a basic colour wheel.
- 6. What is texture in art and design?
- 7. How to produce personal annotated ideas to answer the produce brief.
- 8. How to identify your best idea, create it as a finished piece of art and meet assessment deadlines.

Assessment:

You must demonstrate your

knowledge and understanding of....

- ...artist Jasper Johns, his work and the devices he used.
- ...the potential and limitation of drawing with oil pastels
- · ...basic colour theory and how a colour wheel is used
- · ...art subject specific terminology.

Skills and ability at:

- producing and explaining several personal ideas to answer the project brief, "Produce an oil pastel drawing taking inspiration from the work of an artist called Jasper Johns' using text shapes relevant to you and the primary colours."
- ...identifying, refining and executing best idea to produce a completed final piece of art to answer the project brief.
- ...personally manage time to ensure deadlines are met

Knowledge Organizer

Timing: Half term 3 and 4 (Jan - March)

Throughout Y7 Students will think about why artists and designers use ordinary things

to inform and create their work. Students will also consider the question, What is Art? Topic title/Key Question: **Project 2-** 2d Digital work - "**Everyday Things**"

Breakdown:

- 1. Who is Sir Michael Craig Martin? What is Pop Art? What is popular culture?
- 2. What is a still life?
- 3. What is a line drawing? What is meant by the terms: quality of line, weight of line, visual disorder, focal point and proportion?
- 4. How do I compose a still life of everyday things working digitally?
- 5. How do I to develop ideas for a still life drawing with a personal narrative?
- 6. How do I use the photocopier?
- 7. Pencil crayon techniques, what are they? What are their limitations and potentials?
- 8. What is an underlay and how are they used as a drawing tool to develop ideas?
- 9. How do I identify my best idea, create it as a finished piece of art and meet assessment deadline?

Assessment: You must demonstrate your...

knowledge and understanding of....

- ...artist Sir Michael Craig Martin and his work, plus Pop Art and popular culture.
- · ...working digitally to produce a layered composition.
- · ...different pencil crayon techniques
- …line
- ...art subject specific terminology.

skills and ability:

- ...at using some of the devises used by MCM to inspire your own work.
- ... at using a computer to produce a layered still life composition and to record your creative decision-making process.
- at using pencil crayons.
-at producing and explaining several personal ideas to answer the project brief, "Produce a personal Still Life drawing taking inspiration from the work of Sir MCM which explores visual order and lines of different weights"
- ...at identifying, refining and executing your best idea to produce a completed final piece of art to answer the project brief.
- · ...at personally manage time to ensure deadlines are met

Knowledge Organizer

Timing: Half term 5 (April - May)

Throughout Y7 Students will think about why artists and designers use ordinary things to inform and create their work. Students will also consider the question, What is Art?

Topic title/Key Question: Project 3 2d Craft - Printing "Found Fish" part 1.

Breakdown:

- 1. Where can fish imagery be found in art and crafts work throughout history?
- 2. How do I draw using the grid enlargement technique?
- 3. How do I identify and use appropriate secondary sources to produce a drawing of a decorative fish?
- 4. What is tone? How do I create and apply a range vary of tones to suggest form, using a pencil?
- 5. What is printing?
- 6. What kind of work does designer crafter Claire Young create?
- 7. How do you print with found objects to create simple repeat linear patterns?
- 8. How do I work in the style of Youngs to create my own printed collage images of decorative fish?

Assessment: You must demonstrate your...

knowledge and understanding of....

- ...art and craft work from different periods in history that included fish. Looking closely at work created by; Paul Klee, Vincent Van Gogh, Vincent Scarpace, the Romans and Claire Young. Knowing the differences between art and craft work.
- ...varying tones and the suggestion of form.
- ...block printing.
- ...repeat pattern.
- ...art subject specific terminology.

skills and ability:

...to design ideas, identify the best one and produce a finished piece of art work to answer the project brief, "Work in the style of Youngs to create printed collage images of decorative fish taking inspiration from the work of Paul Klee, Vincent Van Gogh, Vincent Scarpace and Roman Mosaic

...personally manage time to ensure deadlines are met

Knowledge Organizer

Timing: Half term 6 (April – May)

Throughout Y7 Students will think about why artists and designers use ordinary things to inform and create their work. Students will also consider the question, What is Art?

Topic title: Key Question: Project 4 3d Craft – Clay "Found Fish part 2"

Breakdown:

1. What is meant by the term bias relief?

- 2. What is air drying clay and how is it different from natural clay?
- 3. What is surface texture and pattern?
- 4. How do I create surface texture and intended patterns in clay using found objects?
- 5. How do I model clay using a template I have created myself to produce a bias relief of a decorative fish?
- 6. What are the techniques, dry brushing and sgraffito and how do I use them?
- 7. How do I identify and use the distinctive characteristics in a piece of art or craft work I have investigated to inform and develop your own work?

Assessment: You must demonstrate your

knowledge and understanding of....

- ...bias relief.
- ...different types of clay and simple modelling techniques
- ...surface texture, indented patterns and different techniques for applying colour to 3d work.
- art subject specific terminology.

Skills and ability to:-

...design ideas, identify the best one and produce a finished piece of art work to answer the project brief,

"Produce a decorative bias relief clay fish taking inspiration from work you investigated and produced in the last project".

The assessment foci being: -

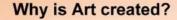
- transforming 2d design in to 3d work
- modelling and indented pattern making
- ...applying colour and surface decoration taking inspiration from the work investigated.
- ...personally manage time to ensure deadlines are met

Link here to the Knowledge Organizer



Whole year themes

Why creators group things together?





KS3 YEAR 8



Project 3 - "Insects" 2d Craft - Drawing, Print and Pattern

Project Brief 1. Explore pen drawing and decalcomania techniques to produce insects. Design and create a series of digital patterns using scanned images of the insect drawings as motifs taking inspiration from the Art Nouveau and Deco styles

Project Brief 2. Working in pairs design and produce a Mandala inspired radiating composition on the theme of insects. In this project you will.......



gate.... AO2 ...experiment with materials & techniques...

...gather and record

AO4 ...analyse and evaluate own work to develop ideas... AO5 ...create digital patterns ...a printed insect



...pen cross hatching and pointillism, ... decalcomania, ...digital pattern making ...block printed

... different types of pattern, ... stylised insect inspired motifs. ... colour theory-analogous and complementary

insects

...different types of repeat patterns considering their purpose.



Project 2 "Concert of the Birds" Part 2.

Formal Element Foci - Shape, texture and form

Project Brief. "Produce a 3d bird using card construction taking inspiration the work produced in the previous project.

In this project you will.......

AO1 ...investigate....

...Emma Gale.
Jenifer Collier and
work by artists and
designs who create
3d work using
cardboard

AO2 ...experiment with materials & techniques...

...used in 3d card construction. ...using different types of paper, pre-used and decorated papers and decoupage. ...considering the potential and limitations of working in 3d with card AO3 ...gather and record...

patterns

...information about bird symbolism. ...simplified images of birds focusing on shape, ...make and use

shape,
...make and use
templates,
...creating and using
annotated visual
step by step

AO4...analyse and evaluate own work to develop ideas...

...for symbolic decoupage, focusing on colour, texture and pattern and the techniques of collage and decoupage.

AO5 ...create a

... symbolic
3d stylized
bird of you
choice
working
individually
or with a
partner.



Project 1"Concert of the Birds Part 1".

Formal Element Foci - line, texture and colour

<u>Project Brief</u> "Produce mixed media drawings of birds taking inspiration from the work of others and the relationship between humans and birds". In this project you will......

HT1 HT2

...investigate

...the work of the Renaissance and Baroque periods. ...work by Picasso and Abby Diamond ...the symbolism of birds ...experiment with materials & techniques.

instructions

...chalk pastels, felt tipped pens and the water wash technique, ...Andy Warhol's 'blot line' printing technique. ...gather and record...

birds

... birds developing previous drawing technique such as underlays and/or grid technique. ... information about the relationships between humans and

...for a landscape bird composition which includes symbolism about a subject important to you, your family or your community.

...analyse and evaluate own work to develop personal ideas... AO5 ...create a

...a mixed media drawing of a bird of your choice. ...a landscape composition using your bird image as a focal point.

Curriculum Road Map for Art

Year Group: Year 8 Art

Timing: Half term 1 and 2 (Sept – Dec)

Throughout Y8 Students will think about why artists and designers group things together. They will also consider the question, why is art created?

Topic title/Key Question: Project 1 2d – Drawing and Printing "Concert of the Birds) part 1"

Breakdown:

- 1. "Concert of the Birds" is the title of lots of paintings produced by different European artists in the 17th century, what do these painting look like?
- 2. What are the differences between Renaissance and Baroque Art?
- 3. How do humans interact with birds and what can they symbolise?
- 4. How do I use the ink blot drawing technique invented by Andy Warhol to produce a drawing of a bird?
- 5. How do I suggest texture when drawing with Indian ink and a dip pen?
- 6. How do I apply colour using the pen and water wash technique taking inspiration from Abby Diamond?
- 7. What is anthropomorphism?
- 8. How do I gather, present and use personal visual references to inform my work?

Assessment: You must demonstrate your

knowledge and understanding of....

- ...the differences between Renaissance `and Baroque art.
- ...the human relationships with birds.
- ...the different qualities of line.
- ...mono printing the ink blot drawing technique.
- ...the symbolism of different types of birds.
- ...art subject specific terminology.

Skills and ability to....

- ...design ideas, identify the best one and produce a finished drawing to answer the project brief: -
 - " Produce mixed media drawing of an anthropomorphical bird taking inspiration from the work you have investigated and the symbolism you have discovered surrounding birds."
- ...personally manage time to ensure deadlines are met

Link here to the Knowledge Organizer

Timing: Half term 3 and 4 (Jan to March)

Throughout Y8 Students will think about why artists and designers group things together. They will consider the question, why is art created?

Topic title/Key Question: Project 2 3d Craft Team Work - "Concert of the Birds) part 2"

Breakdown:

- 1. What are the names of different cardboard construction techniques?
- 2. What are team working skills and potential and limitations of working collaboratively?
- 3. How do we identify and use the strength and successes displayed by team members?
- 4. How paper is made?
- 5. What is pre-used paper and card and how is it used in art, craft and design?
- 6. What is decoupage? What are the differences between collage and decoupage?
 - Revisit bird symbolism group internet research and discussion work.
- 7. Which birds will your team make in 3d and why?
- 8. How can drawings be simplified to make templates to create 3d and low relief work? Look at the work of Clover Robin and Mark Hearld to see how this can be done.
- 9. How well can we (our team members) follow visual and written step by step instructions?
- 10. What is a production log and why are they used?
- 11. Which artists and crafters sculpt and construct their work using card? personal internet research.
- 12. What is an art installation?

Assessment: You must demonstrate your...

knowledge and understanding of....

- ...the potential and limitations of collaborative work.
- ...the paper making process.
- ...the properties of card and card construction techniques.
- ...artists and crafters who simplify bird imagery to use in their work.
- ...artists and crafters who create 3d work using card.
- · ...installation art.
- ...art subject specific terminology.

Skills and ability...

- ...to draw design ideas and evaluate them to identify the best one. To produce a finished piece of art work, working as part of a team to answer the project brief:- "Use card construction and collage techniques to create 3d symbolic stylised birds"
- ...at using card construction techniques to realise best design idea in 3d.
- ...write a production log using technical terminology.
- ...collaboratively manage time and work load to ensure deadlines are met.

Link here to the Knowledge Organizer

Timing: Half term 5 (April – May)

Throughout Y8 Students will think about why artists and designers group things together. They will consider the question, why is art created?

Topic title/Key Question: Project 3 "Insects" Part 1 - Digital Patterns

Breakdown:

- 1. How do I draw insects working from primary and secondary sources? How do I to create symmetry in a drawing? .
- 2. What is the shading technique, pointillism / stippling? How do I use this technique to varying tone and suggest form?
- 3. What are the similarities and differences between the decorative styles, Art Nouveau and Art Deco?
- 4. What is decalcomania? How do I use decalcomania to create imaginative drawings of insects?
- 5. What are analogous and contracting colours? What are the differences between organic and. Geometric shapes?
- 6. How do I use my knowledge of insects, symmetrical drawing and pen shading techniques to transform a sample of decalcomania into a new beautiful or scary species of insect?
- 7. What is a motif and how do I recognise and name different types of patterns designs?
- 8. How do I create different pattern designs working digitally using a scanned image of my decalcomania insect?
- 9. How do I record my creative decisions working digitally and free hand?
- 10. How can I develop one of my pattern designs into an abstract composition which illustrate the contracts between natural organic shapes and manmade geometric shapes?
- 11. What are the similarities and difference between the two drawing medias, pencil crayons and chalk pastels?
- 12. How can I produce an A3 or A4 final rendering of best idea to answer the project brief combining digital and hand drawn pencil crayon techniques and chalk pastels?

Assessment: You must demonstrate your

knowledge and understanding of....

- ...different types of patterns, regular and irregular
- ...how to use IT to create different types of pattern work
- ...the similarities and differences of the decorative styles of Art Nouveau and Art Deco.
- ...decalcomania and the use of this technique to create imaginary images.
- ...different types of shape and colour schemes.
- ... the similarities and differences between pencil crayon and chalk pastels.
- ...subject specific terminology.

Skills and ability...

- ...at drawing symmetrical insects and using pen shading techniques to suggest from.
- ...at creating samples of decalcomania.
- ... at using our knowledge of insects, symmetrical drawing and pen shading techniques to transform a sample of decalcomania into a new beautiful or scary species of insect?
- ...at creating a series of digital patterns design.
- ...at drawing into one of your digital pattern design to create a piece of work to answer the brief

...personally manage time to ensure deadlines are met

Link here to the Knowledge Organizer

Timing: Half term 6 (June – July)

Throughout Y8 Students will think about why artists and designers group things together. They will consider the question, why is art created?

Topic title/Key Question: Project 3 "Insects" Part 2 - Printed Mandala patterns. <u>If time</u> allows

Breakdown:

- 1. What are Mandalas and how are they used in the Hinduism and Buddhism?
- 2. What are "Kaleidoscopic" compositions? Investigate the work of Damien Hirst, Christopher Marley and Michael Brennand Wood to find out.
- 3. What is an assemblage? Investigate work created by Raku Inoue to find out.
- 4. Why are some of the "ready mades" materials used by some artists controversial?
- 5. What is block printing?
- 6. How can I create a simple printing block?
- 7. How can I create a printed kaleidoscopic composition?
- 8. How can I work with others to create a kaleidoscopic assemblage using "ready mades"

Assessment: You must demonstrate your...

knowledge and understanding of....

- ...the creation and use of mandalas within a religious context.
- ...the creation of mandala and kaleidoscopic imagery used for personal wellbeing.
- ...the use of controversial art media.
- …block printing.
- ...rotational symmetry.
- ...art subject specific terminology.

Skills and ability to answer the project brief: - "Produce printed and /or photographed "kaleidoscopic composition" inspired by, religious mandalas, nature and the work of Hirst, Marley and Inoue



Whole year themes

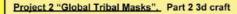
Art and design from other cultures created for ceremonial or spiritual reasons.



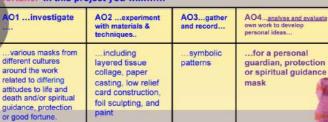
KS3 YEAR 9







Project Brief Design and make a mask using papier mache paper casting and card construction on the themes of life and death and/or spiritual guidance, protection or good fortune. In this project you will.......



Project 2 "Global Tribal Masks". Part 1 Mixed media composite Drawing

Project Brief. "Investigate tribal masks used in ceremonies linked to life and dead. Produce a composite collage drawing of mask/s, patterns and other related imagery inspired by this investigation on the theme of Life and Death. In this project you will......

AO1investigate	AO2experiment with materials & techniques	AO3gather and record	AO4analyse and evaluate own work to develop personal ideas	AO5create a mixed technique and media
masks and their different uses tribal masks from around the world the work of black female artist Lois Mailou Jones,	charcoal, chalk and oil pastels, tonal and colour blending techniques, Orizomegami, wax resist and frottage	masks, drawing from primary and secondary sources Adire and Adrinka symbols and patterns tribal colour symbolism	for a composite collage composition inspired by the work investigated using the media and technique you use with the most skill and control.	





Project 1"The Day of the Dead". **Drawing and Graphic design - Posters** roject Brief. "Investigate the Mexican festival of the Day of the D elebrates this festival, using artwork you have drawn yourself. In this project you will...... AO3 ...gather and record... AO1 ...investigate ... AO2 ...experiment with materials & techniques... AO4...analyse and evaluate own work to develop personal ideas... the Mexican culture. .. coloured pen and the grid enlargement drawing technique. promoting a a Day of the Dead event for a different beliefs contour hatching ... digital design and about Death and "the after Life" human skull specific target market image manipulation ...calavera and Day of the Dead artefacts ...font design poster designs and working digitally. target markets

AO5...create a poster for a Day of the Dead event in the UK.

poster of the event to



Curriculum Road Map for Art

Year Group: Year 9 Art

Timing: Half term 6 (Sept – Dec)

Throughout Y9 Students will look at art and design from other cultures created for ceremonial or spiritual reasons.

Topic title/Key Question: Project 1 - 2d digital work "Day of the Dead Poster design"

Breakdown:

- 1. What is the Mexican festival of the Day of the Dead?
- 2. Why do people have different attitudes to death and dying?
- 3. How do I draw a human skull using the grid enlargement technique?
- 4. How do I suggest form use the pen contour shading technique?
- 5. What is graphic design and what are the key features of a poster design?
- 6. What is a target market?
- 7. How can you record creative decision making when working digitally?
- 8. Why is it important to produce alternative design ideas?

Assessment: You must demonstrate your

knowledge and understanding of....

- ...the Mexican festival of the Day of the Dead.
- · ...different cultural attitude to death and dying.
- ...the proportion of a human skull.
- ...the potential and limitation of pen contour hatching as a shading technique.
- ...the key features of a poster design
- ...using IT to produce design work which include text information (Y8)
- ...art subject specific terminology.

Skills and ability at...

- ...creating an informative and visually interesting fact file (following the FII rule)
- ...creating and using a sample of papel picardo.
- ...drawing in pen using contour hatching and cross hatching to suggest the form of a human skull
-digitally documenting and justifying your design decisions
-creating your best idea for a piece of work to answer the project brief." Investigate
 the Mexican festival of the Day of the Dead to discovery different attitudes of life an
 dead. Use this information to produce a digital poster of the event in Manchester
 which celebrates this festival, displaying Day of the Dead inspired artwork you have
 drawn yourself

...personally manage time to ensure deadlines are met

Timing: Half term 3 and 4 (Jan - Mar)

Throughout Y9 Students will look at art and design from other cultures created for ceremonial or spiritual reasons.

Topic title/Key Question: Project 2 - 2d drawing "Masks"

Breakdown:

- 1. What is a mask and why they are created and used?
- 2. Tribal Masks, how are they different to the masks we use?
- 3. How do I create a symmetric drawing? (Recall Y8 skills and knowledge)
- 4. What is charcoal?
- 5. What is a primary source? What are the advantages and disadvantages of using them in art?
- 6. How is pattern and colour used symbolically in West African Art?
- 7. How are traditional tribal patterns created? Recall Y7 and 8 Printing. What is Adire?
- 8. What is frottage and Orizomegami (tie dye)?
- 9. LOIS MAILOU JONES, why is she an important figure in Art history? What did she create and why?
- 10. Why are oil pastels the best media to use when producing visual studies of LMJ's work?
- 11. How do I record, explain and evaluate my ideas to answer the produce brief?
- 12. How do I create at completed rendering of my best idea and meet the assessment deadline?

Assessment: You must demonstrate your

Knowledge and understanding of....

- ...different types of masks and their uses.
- ...the potential and limitation of different drawing media and techniques, charcoal and oil pastels.
- ...the symbolic use of colour and pattern found in tribal art.
- ...traditional tribal pattern making techniques.
- ...the work of Lois, Mailou Jones.

Skills and ability ...

- ...to draw masks and suggest form working from primary and secondary sources using charcoal and oil pastels.
- ...to use the following techniques to create patterns, frottage, wax resist and Orizomegami (tie dye)
- ...to design ideas, identify the best one and produce a finished piece of art work to answer
 the project brief:- "Produce a 2d piece of work which illustrates the importance of;
 masks and patterns in tribal art and the artist, Lois Mailou Jones."

...personally manage time to ensure deadlines are met

Timing: Half term 5 and 6 (April -July)

Throughout Y9 Students will look at art and design from other cultures created for ceremonial or spiritual reasons.

Topic title/Key Question: Project 3 - "Guardian Mask" - 3d craft

Breakdown:

- 1. Where are masks used to offer spiritual guidance, protection or good fortune?
- 2. Can symbols be used to offer protection? (Extending and embedding knowledge form previous project)
- 3. A personal symbol to offer protection, good luck or guidance, what would that look like?
- 4. How can I design a mask inspired by my personal symbol to answer the project brief?
- 5. How do I evaluate my design ideas to identify the best one? (Recall Y7 and Y8 skills and knowledge)
- 6. What is papier mache? How is papier mache used?
- 7. What is casting? Do I need to modify my design so that it can be made using cast paper and layered card construction techniques? What are the four rules for successful papier mache and paper casting?
- 8. What is a production plan? What are the differences between a production plan and a production log? (Recall Y8)
- 9. How will I create my mask?
- 10. How can colour and decoration be applied to 3d objects? Recall skills and knowledge from pervious projects. (Decoupage -Y8, layered tissue paper, oil pastels and wax resist, dry brushing- Y7, Orizomegami-Y9. What are POSCA pens, their potential and limitation?
- 11. How will I execute the decoration of my mask?

Assessment: You must demonstrate your

Knowledge and understanding of....

- ...cultural symbols of protection and good luck.
- ...previous investigation, experimentation and visual recording to inform ideas.
- ...papier mache, the use of this technique throughout history and the 4 rule for successful papier mache and paper casting.
- · ...the potential and limitation of using POSCA pens
- ...art subject specific terminology.

Skills and ability ...

- ...to produce design ideas, identify the best one and create a final poster design to answer the project brief: - "Design and create a mask which when displayed will empower and celebrate the strengths and characteristics of your hero, offering you protection and good fortune."
- ...to follow the 4 papier mache rules
- ...to use paper casting and cardboard construction techniques.
- ...to use previous knowledge and skills about colour, patterns, media and

techniques to apply the decoration to your 3d mask to execute your design idea. ...to use of POSCA pens.

...personally manage time to ensure deadlines are met



KS4 YEAR 10

6. MOCK EXAM- Cartwright Hall Gallery Visit You will...

investigate

.a piece of art work personally selected from Cartwright Hall Art gallery.



HT6



Project Brief: 2- Working more independently with one-to-one support and guidance explore one or all of the themes of the project title and produce a personal and original 2d or low relief final piece of work based on the concept of portraiture, selecting and using materials

and techniques to

and control.

Continue with CW [portfo

HT5 demonstrate your best skills

experiment AO2 with all dry and wet awing media. exploring the expressive alities of media

...record AO3 how to draw human

facial features ...facial proportion using a canon

the emotional qualities of the formal elements

CW Project 2. Emotions. Self and Identity - Portraiture, You will....

...present ideas, plan and create AO4...

an A4 or A3 pencil self portrait pen self-portrait

digitally manipulated self portrait imagery

CW Project 1 SKULL	SYMBOLISM Parts 5.6.7&8. Individual developme	ent Plotting your own creative course, you	will

.investigate AO1 A.M.M.O ..experiment AO2... .record ...present ideas, plan and create AO4... AO3.. Project final outcome 2 ...skull imagery produced by famous artists and mono and block printing create a range of annotated regular and irregular (KS3) designers low relief card construction personal pattern design, vanitas still life and papier mache and original digital manipulation and ideas

sketches.

paintings.



and/or a vanitas still life composition and/or a low relief skull artefact

HT3



CW Project 1 SKULL SYMBOLISM Parts 3&4. Developing skills learnt I KS3 Creating a final piece of art

experiment AO2...record AO3.... ...present ideas, plan and create AO4...

and combine all drawing media and techniques learnt in KS3 plus a range of background technique and develop digital skills learnt in KS3

ttern making. (extending

skulls of different species. gather and use reference materials to drawing objects and imagery relating to one of the following themes:- life and death, time, creation, power, chance transcendence, magic, rebirth

a mixed media symbolic skull drawing

Project final outcome 1

CW Project 1 SKULL SYMBOLISM
Parts 1&2 Getting started – developing Skills learnt in KS3 You will....





investigate AO1

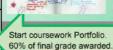
collage and presentation techniques image transfer

experiment AO2

gathering and presenting primary and secondary visual references, (taking photos, photocopying images from books and printing off the internetproduce mind maps and visual reference sheets

Record. AO3 ...







SKULL SYMBOLISM Project Brief: 1- In Skull imagery has been used symbolically in art design and craft work in different cultures and religions throughout history and produce a series of mixed media layered compositions and artefacts inspired by this investigation.

Curriculum Road Map for Art

Year Group: Year 10 Art

Timing: Half term 1,2 3 and 4

Exam: GCSE Fine Art AQA 8202

Topic title/Key Question: Symbolic Skulls CW project.

CW Project 1 – Symbolic Skulls - mixed media drawings, patterns, symbolic compositions and artefacts. CW = 60% of final grade

Project Brief:- Investigate how Skull imagery has been used symbolically in art, design and craft work in different cultures and religions throughout history and produce a series

	compositions and artefacts inspired by this in	vestigation.
Breakdown: Students will learn / revisit / practice		
LQ 1. – What do I have to do in GCSE Fine Art? Course structure.	 that the Art GCSE course is made up of two Course Work/personal portfolio which of the final GCSE grade awarded The Sept of Y10 and continues until Dec Sexam/Externally Set Assignment (a chopublished on Jan 2nd of Y11. At least 20 he work and 10 hours of sustained focus timpiece of art work under exam conditions. The of the final GCSE grade awarded. 	ch accounts for 60% nis work is started in Y11 ice of 7 questions nours for preparatory e to produce a final
LQ 2. – How and where is skull imagery used in Art, Design and Craft work?	how to explore a given theme by gathering given references, popular culture, books andhow to present written and visual inform visual reference sheetswhat the FII rule is. Students will create A3 portfolio sheets	d the internet. nation in the form of s displaying visual
Gathering and presenting visual references on a given theme.	and written researched information at icon skull imagery. A minimum of 4 smust be displayed, from 4 different types	symbolic meanings
presenting visual references on a given	icon skull imagery. A minimum of 4 s	ering and presenting what the FII rule is. ut one of the main eath, time, creation,

Drawing - Revisiting the formal elements, plus developing, refining knowledge, understanding and skill at using the drawing methods, media and techniques used in KS3.

Developing IT skills, working digitally to explore composition ideas.

Foci - Line, shape, proportion, space and depth, pattern, composition.

...how to present and annotate drawn and digitally created work to produce interesting and informative personal portfolio sheets and evidence learnings. referring to prompt sheets, acronyms, sentence starters and using subject specific language and terminology.

Students will create A3 portfolio sheets with this work and demonstrate their time management skills

references sheets.
For example,
Magic, Time,
Chance, Power,
Protection...
Students will work
from primary and
secondary sources
they have sourced
individually and/or
given references.
Foci – shape, tone
and form

LQ 5 –How could I produce interesting paper to draw and print on to?

Media
experimentation—
developing knowledge
and skill using wet
media to create
coloured and textured
background

...about materials and techniques used to create textured coloured backgrounds on which to draw.

Students will create a range of backgrounds on which to draw and print their work.

...to evaluate, annotate and present experimental work producing interesting and informative personal portfolio sheets by referring to prompt sheets, acronyms and sentence starters and using subject specific language and terminology.

Students will create A3 portfolio sheets with this work and demonstrate their time management skills.

Personal display work/Project final outcome 1

Rendering of best digital composition on an A3 sheet of personally created *arty* paper.

LQ 6. Who is famous for using Skull imagery in their art, design or craft work? CW project 1 Part 5 – Investigating the work of others.

...develop their skills at investigating and engaging with works of art to identify the distinctive characteristics in the work by using the acronym AMMO (Aesthetics, Meaning, Method and Opinion) and vocabulary and sentence starters sheets to help document this engagement. Students will investigate work by a least one of the following artists whose work is inspired by skull imagery or depicts skull symbolism: Andy Warhol, Georgia O'Keeffe, Holbein, Damien Hirst, Audrey Flack, Dan Hillier, Duncan Cameron, Mimi Ilnitskaya, Jeff Stahl, lain MacArthur, Paul Cezanne, Pablo Picasso, Leonardo da

Vinci or a painter of Vanitas Still Life composition

...how to present visual and written investigation work and express personal opinions about the work they have investigated stating how the work will inform the development of their own work. Students will create A3 portfolio sheets with their investigation work and demonstrate their time management skills.

LQ 7 - What information do I need to refine my HW drawings? How can I use my improved HW drawings to develop compositional ideas?

ideas?
Composing
Developing ideas for
personal symbolic
skull compositions and
patterns.

LQ 8- What is a rendering? How do I refine and improve my ideas and develop my personal visual language?

-Revisiting the formal elements, developing, extending and refining the use of drawing methods, media and techniques used in KS3.

Foci – colour, tone, form and texture.

LQ 9- How can I extend this CW project, develop a more personal way of working and gain experience of working more independently?

LQ 10 How do I plot, navigate and plan my

...to work more independently to gather and use additional visual information to refine their HW observational drawings of inanimate objects and imagery which have a link to the previous Skull Symbolism themes.

...to manipulate their HW drawings digitally to develop layer composition ideas and patterns for personal symbolic skull 2d work.

...to take further inspiration from their artist investigations to explore more ways to refine and develop their symbolic skull compositions.

Students will create A3 portfolio sheets displaying their annotated thumbnail sketches and digital prints of ideas for symbolic skull compositions and patterns and demonstrate their time management skills.

...to recall, develop and use the knowledge learnt about, colour theory, tone, texture and form and the different shading skills and techniques practiced in KS3 to develop their personal skull compositions and patterns working on background they have created themselves.

...how to develop a more personal style of work by using one or more of the additional methods of working listed to produce a 2nd symbolic skull final piece.

- a) ...how to create mono prints
- b) ...to recall and use the IT pattern making skills learnt and practiced in KS3 and the layered composition devices learnt in part 2 to generate more digital surface pattern and decoration work.

This work could be developed further by adding another layer of traditional, hand drawn imagery on the top of printed pattern designs.

Personal display work/Project final outcome 2

...how to develop a more personal, in-depth creative project outcome. A 2nd Symbolic skull final piece for example; the creation of an 3d artefact, a low relief abstract composition, or a layered pattern and image composition. (Drawing freehand on top of a digital print out or exploring layered compositions using Adobe Express.

Recall, use and expand the craft skill learnt in KS3 to create a decorative symbolic skull artefact using clay modelling, cardboard construction techniques and papier mache. This option would require additional commitment working afterschool

own creative course of work?

LQ 11 How do I create my final outcome under exam condition?

Further individual development. A more in-depth personal 3rd outcome. For example a) Development of surface decoration ideas

- b) Translating 2d imagery into 3d craft work
- c) Development of digital compositions and patterns.
- d) A photomontage
- e) A large scale a kaleidoscopic print, photo or collage composition.

in Enrichment on Tuesday and Friday at 2.30.

...recall the importance of recording the decision-making process when working digitally.

...experience what it is like creating a piece of work (working on the same piece of work) following a personal plan, working independently under exam conditions for 10 hours

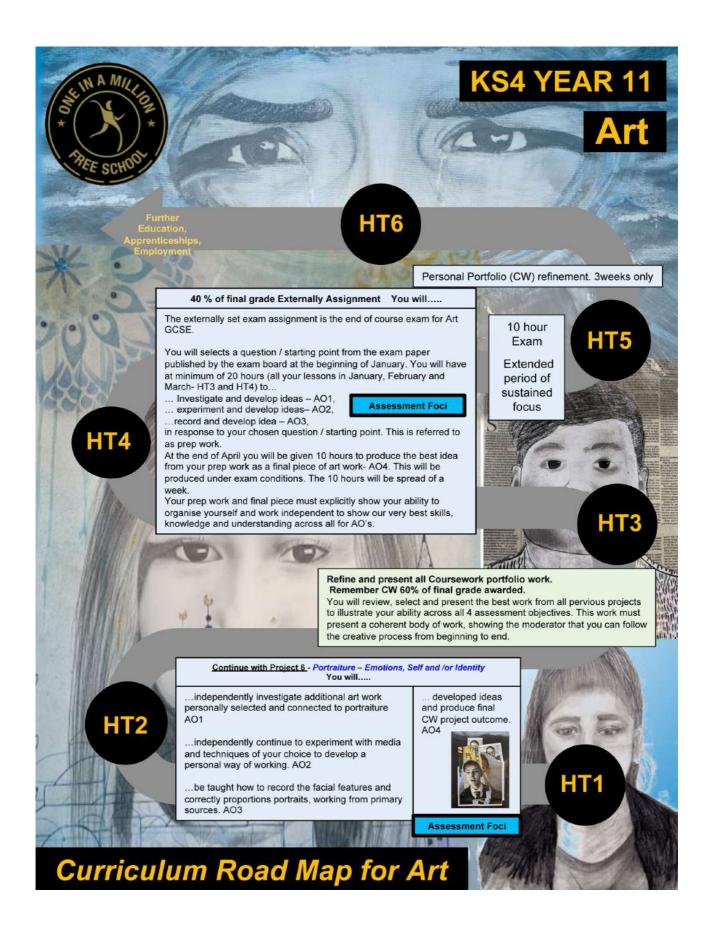
Students will design, develop and plan a 3rd personal display work/Project final outcome.

LQ 12. How do I present my completed project of work for final overall assessment?

Assessment: Students must create portfolio of A3 sheets and final pieces of artwork to demonstrate they can....

- ...develop ideas through the investigation of art design and craft work, demonstrating a critical understanding of the working they have selected to study.
- ...refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
-record ideas, observations and insights relevant to intentions as work progresses. This will involve gathering visual references from books and the internet plus taking photos of primary sources to inform their drawing.

...present a personal and meaningful response to the project brief that realises intentions and demonstrates understanding of visual language.



Year Group: Year 10 Art/ Year 11

Timing: Half term 5 and 6 Y10 and 1 and 2 Y11

Exam: GCSE Fine Art AQA 8202

Topic title/Key Question: CW Project 2 – Self, Identity and Emotions. CW = 60% of final grade.

Project Brief: Working more independently with one-to-one support and guidance explore one or all of the themes of the project title and produce a personal and original 2d or low relief final piece of work based on the concept of portraiture, selecting and using materials and techniques to demonstrate your best skills and control.

LQ1 - How do
you draw a
human
portrait?

Breakdown:

Drawing and visual recording related to portraiture Self, Emotions and Identity.

Students will learn/demonstrate....

...how to draw facial features and correctly proportioned portraits, working from primary sources in teacher-led lessons. Student will demonstrate what they have learnt by continuing to develop these drawing skills using materials and techniques of their own choosing. Students will create annotated portfolio sheets or sketchbook pages with this work. The annotation will document their evaluation of the drawings, materials and techniques used. Students will also demonstrate time management skills.

...how to draw a self-portrait or portrait of a family member. Students will create a pencil portrait. Personal display work / final outcome 1 ...how to gather images and inanimate objects to represent and/or symbolise the self. Students will create a "self" collage or assemblage with these things. Personal display work / final outcome 2

.... about visually recording and expressing emotions and feelings in teacher-led investigation and experimentation. They will explore the expressive qualities of media and different techniques. **Students will create annotated portfolio sheets or sketchbook pages with this work.** The annotation will document their evaluation of the expressive qualities of the materials and techniques used and they will demonstrate time management skills.

LQ2 - What is a portrait and why are they produced?

identifying,
gathering and
presenting
appropriate
visual and
written
information to
inform work.
Investigating
the work of
others

...how to develop their mind map making skills by identifying, gathering and presenting information on the following themes: - Portraiture, Self, Identity and Emotions.

...about the different concepts and interpretation of SELF created by different artists by taking part in a teacher-ed investigation. Students will create portfolio sheets or sketchbook pages with this work and demonstrate time management skills.

Gallery visit to Cartwright Hall to identify and select art work and artefacts linked to Portraiture, Self, Identity and/or Emotions. Investigation of selected work referring to the AMMO prompt sheet. Students will create artists / artwork investigation portfolio sheets or sketchbook pages with this work and demonstrate time management skills.

LQ 3	their growing independence by investigating (referring to AMMO
How do artists	prompt sheet) a personally selected additional art work connected to
express	one or more of the following themes; portraiture, visual emotion or the
emotion and/or	concepts of self and identify. A "portrait index" is provided at the start of
portrait	this investigation. Students will create portfolio sheets or
identity in	sketchbook pages with this work and demonstrate time
portraiture?	management skills.
	their growing independence by experimenting, with one-to-one
Further	support to further develop skills using media and techniques of their
investigation to	own choice. Students will receive one to one support and guidance
develop	throughout this activity. Students will create annotated portfolio
personal and	sheets or sketchbook pages with this work. The annotation will
original ideas.	describe, explain and evaluate the distinctive characteristics discovered
	in their investigation and demonstrate time management skills.
LQ4	(with one-to-one support from the teacher), that they can
How can I	independently develop and refine their best ideas for a final piece/s of
express	art work in response to project brief. Students will produce and present
emotion in my	annotated practice drawings and sample pieces to explore different
work?	compositions and find the best materials and techniques. The
And/or	annotation must document and justify the student's decision-making
What objects	process and personal creative journey.
could I use to	(with one-to-one support from the teacher), that they can
portray	independently identify and refine their best idea for their final piece;
identity in	selecting the most appropriate media and techniques and scale of final
portraiture?	art work.
	(with one-to-one support from the teacher), that they can
Developing,	independently plan for the execution of the final idea; selecting the most
refining and	appropriate media and techniques and scale of final art work.
planning the	
execution of	
their final piece	
of art work.	
Part 5	Y11 Mock exam
Execution of	their ability to concentrate and sustain focus.
final piece of	Students will execute their chosen idea to produce a final piece of
work	artwork under exam conditions, receiving only technical support
	from the teacher. (10 hours of supervised time). Personal display
	work/ final outcome 3
Accessment S	tudents must create a nortfolio of A3 sheets or a sketchhook of work

Assessment: Students must create a portfolio of A3 sheets or a sketchbook of work plus final pieces of artwork to demonstrate they can....

- develop ideas through the investigation of art, design and craft work, demonstrating a critical understanding of the working they have selected to study.
- refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- record ideas, observations and insights relevant to intentions as work progresses.
 This will involve gathering visual references from books, the internet plus taking photos of primary sources to inform their drawing.

...present a personal and meaningful response to the project brief that realises intentions and demonstrates understanding of visual language.

Year Group: Year 10 Art/ Year 11

Timing: Half term 5 and 6 Y10 and 1 and 2 Y11

Exams: GCSE Fine Art AQA 8202

Topic title/Key Question: CW Project 2 – Self, Identity and Emotions. CW = 60% of final

grade

Project Brief: Working more independently with one-to-one support and guidance explore one or all of the themes of the project title and produce a personal and original 2d or low relief final piece of work based on the concept of portraiture, selecting and using materials and techniques to demonstrate your best skills and control.

Breakdown:

LQ1 - How do you draw a human portrait?

Drawing and visual recording related to portraiture Self, Emotions and Identity.

Students will learn/demonstrate....

- ...how to draw facial features and correctly proportioned portraits, working from primary sources in teacher-led lessons. Student will demonstrate what they have learnt by continuing to develop these drawing skills using materials and techniques of their own choosing. Students will create annotated portfolio sheets or sketchbook pages with this work. The annotation will document their evaluation of the drawings, materials and techniques used. Students will also demonstrate time management skills.
- ...how to draw a self-portrait or portrait of a family member. **Students will create a pencil portrait**. **Personal display work / final outcome**
- ...how to gather images and inanimate objects to represent and/or symbolise the self. Students will create a "self" collage or assemblage with these things. Personal display work / final outcome 2
- about visually recording and expressing emotions and feelings in teacher-led investigation and experimentation. They will explore the expressive qualities of media and different techniques. **Students will create annotated portfolio sheets or sketchbook pages with this work.** The annotation will document their evaluation of the expressive qualities of the materials and techniques used and they will demonstrate time management skills.

LQ2 - What is a portrait and why are they produced?

identifying, gathering and presenting appropriate visual and written information to inform work.

- ...how to develop their mind map making skills by identifying, gathering and presenting information on the following themes: Portraiture, Self, Identity and Emotions.
- ...about the different concepts and interpretation of SELF created by different artists by taking part in a teacher-ed investigation. Students will create portfolio sheets or sketchbook pages with this work and demonstrate time management skills.

Gallery visit to Cartwright Hall to identify and select art work and artefacts linked to Portraiture, Self, Identity and/or Emotions. Investigation of selected work referring to the AMMO prompt sheet. Students will create artists / artwork investigation portfolio sheets or sketchbook pages with this work and demonstrate time

Investigating the work of others	management skills.
LQ 3 How do artists express emotion and/or portrait identity in portraiture?	their growing independence by investigating (referring to AMMO prompt sheet) a personally selected additional art work connected to one or more of the following themes; portraiture, visual emotion or the concepts of self and identify. A "portrait index" is provided at the start of this investigation. Students will create portfolio sheets or sketchbook pages with this work and demonstrate time management skills.
Further investigation to develop personal and original ideas.	their growing independence by experimenting, with one-to-one support to further develop skills using media and techniques of their own choice. Students will receive one to one support and guidance throughout this activity. Students will create annotated portfolio sheets or sketchbook pages with this work. The annotation will describe, explain and evaluate the distinctive characteristics discovered in their investigation and demonstrate time management skills.
LQ4 How can I express emotion in my work? And/or What objects could I use to	(with one-to-one support from the teacher), that they can independently develop and refine their best ideas for a final piece/s of art work in response to project brief. Students will produce and present annotated practice drawings and sample pieces to explore different compositions and find the best materials and techniques. The annotation must document and justify the student's decision-making process and personal creative journey.
portray identity in portraiture? Developing,	(with one-to-one support from the teacher), that they can independently identify and refine their best idea for their final piece; selecting the most appropriate media and techniques and scale of final art work.
refining and planning the execution of their final piece of art work.	(with one-to-one support from the teacher), that they can independently plan for the execution of the final idea; selecting the most appropriate media and techniques and scale of final art work.
Part 5 Execution of final piece of work	Y11 Mock examtheir ability to concentrate and sustain focus. Students will execute their chosen idea to produce a final piece of artwork under exam conditions, receiving only technical support from the teacher. (10 hours of supervised time). Personal display work/ final outcome 3
Accoccment: Stu	idents must create a portfolio of A3 sheets or a sketchbook of work

Assessment: Students must create a portfolio of A3 sheets or a sketchbook of work plus final pieces of artwork to demonstrate they can....

- ...develop ideas through the investigation of art, design and craft work, demonstrating a critical understanding of the working they have selected to study.
- ...refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- ...record ideas, observations and insights relevant to intentions as work progresses. This will involve gathering visual references from books, the internet plus taking photos of primary sources to inform their drawing.

...present a personal and meaningful response to the project brief that realises intentions and demonstrates understanding of visual language.