

Content & Skills overview

Art

| Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | School Leavers 16 | Year 12 | Year 13 | School Leavers 18 |
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| <p><i>By the end of Y6 students have been following the KS2 National Curriculum and will have covered these key topics in the programme of study:</i></p> <p>Pupils should have been taught to develop a wide range of artistic techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. to create sketch books to record their observations and use them to review and revisit ideas 2. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint & clay] | <p>Baseline test undertaken by all students in year 7 to gauge their current skill level & understanding specific to art</p> <p>Art history – An introduction to art from across the world, from the ancient to the present day – This 1-2 lesson overview of art history aims to encourage students to see art as a something that covers virtually every aspect of human history and experience. Students are encouraged to look at works of art, not just as objects, but as a way of understanding the world, and the societies in which they were created. For our over view we focus on the more popular art movements from the 21st century.</p> <p>Unit 1 – Portraits. Working from direct observation of the face using a mirror and studying proportion in a fun unpressured way. From this the pupils will quickly move into abstraction, using sketchbooks to explore the works of Pablo Picasso and how portraits can be used to describe more than our physical appearance. Lastly exploring the style of Kehinde Wiley. Skills: Constructing a face Tone application</p> | <p>Unit 1- Under the sea. This project will allow students to build upon skills, techniques, knowledge and understanding introduced in Year 7. They will be encouraged to explore and experiment with a range of practical skills and applied art processes and these methods are used to produce a piece of decorative artwork based on an underwater theme. Skills: Batik wax Watercolour Collage Marbling Sgraffito Related Artists: *John Sabraw Christian Riese Lassen</p> <p>Unit 2 – Pop Art This project looks at the Pop Art movement and the influence that popular culture has on society. The artwork produced requires students to incorporate mono printing in the production of artwork that shows what popular culture is today. Skills: Mono Printing Collage Related Artists: *Andy Warhol *Roy Lichtenstein David Hockney Peter Blake Xpayne</p> | <p>In year 9, Art is on a carousel with music/dance & drama so students will receive two terms of art instead of three</p> <p>Unit 1 – Art of the Object. Still life is an area in art that is reoccurring in Art and Design and can be a challenging topic to begin Year 9. However, with processes and skills such as printmaking and ‘one off’ exercises, we aim to keep the theme lively and engaging. Research into the artist Michael Craig Martin. Skills: Lino Print Poly Tile printing Watercolour Collage Related Artists: *Michael Craig Martin Ref YBA’s</p> <p>Unit 2 – Graffiti & Street Art A journey into street art and social commentary looking at how and why people use walls as their canvas as well as learning the skills used to make multiple layered stencil to create a personal outcome. Focus on the manufacture and use of stencils to create art. Make our own conclusions as to</p> | <p>GCSE Fine Art One unit in year 10 that forms Half of the coursework element and which fulfils the four Attainment Objective’s</p> <p>Unit 1 Coursework - Me, Myself & I Introspective analysis. Students use their life and events as inspiration for their artwork and use their sketchbooks to record the journey from initial idea to a successful, realised piece of art.</p> <p>GCSE Fine Art Two units in year 11. One unit is part of the coursework element and forms the student’s mock exam and the third unit is the actual exam itself.</p> <p>Unit 2 Coursework Collections This body of work is the basis for the year 11 mock exam. Collections often form the themes for many artist and students are expected to</p> | <p>Unit 3 Exam Paper with 7 themes This unit is externally set by AQA and allows students to choose one area from a possible seven themes. The seven themes allow for a wide range of possible outcomes and students are expected to explore all avenues in the development of their final ideas. This work is internally marked and externally moderated.</p> | <p>Some of our students will move into further education from other providers such as LSC or Big Creative.</p> <p>On average 1-2 students from our year 11 move into other sixth form art departments.</p> <p>The vast majority of our year 12 intake come from internal candidates with a prior GCSE Art background.</p> | <p>GCE Fine Art An introduction to the A Level course, is followed by 6-8 weeks of in-depth key skills sessions. The focus of these sessions is to strengthen students’ skills when recording from direct observation and also to give them the opportunity to explore and utilise a wide range of mediums such as Charcoal, Graphite, Oil Pastel, Ink, Watercolour and Acrylic paints to processes such as Mono-Printing, Lino Printing, Batik and Felt Making.</p> <p>Pupils then start to explore a personal area of investigation to start pursuing. students are guided through contextual links and how to implement these and their work is recorded in Work journals. The student’s personal investigation will take them through year 12 and into year 13, were they are expected to explore all possibilities of their chosen theme and generate a wide range of artistic final outcomes.</p> <p>Additionally, the topic of portraiture is distinctively taught</p> | <p>Students in Year 13 are predominately directed, via one to one or small group tutorials in order to facilitate their own independent studies. In year 13 there is a written component which is a reflective and discursive submission, underpinned with relevant and understood contextual references. This is an academic and fluid piece of writing minimum 1,500 - 3,000 words. This can also be presented with additional creative methods such as film, installation and artwork.</p> | <p>Students move into further education (Art Foundation) the traditional route into higher education.</p> <p>Students also move directly into their first-choice degree courses or an inclusive 4-year degree.</p> <p>Destinations are national as well as local. Our successes include progression to Oxbridge and Russell Group universities to study Art History and Architecture, as well as specialised and very competitive degrees for SFX/Stage prosthetics, Animation and Illustration.</p> <p>Post Degree our students return to impart knowledge back to A Level student, many maintain their specialisms via employment within their chosen or related professions.</p> |

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| 3. Learn about great artists, architects and designers in history. Art provision varies depending on which school students attend. Some students have weekly lessons whilst some receive an hour every two weeks. The quality of the outcomes also varies depending on the provider. For this reason, all students take a baseline test to judge their current ability. | Marker Render Collage Related Artists: *Pablo Picasso *Kehinde Wiley Wangari Mathenge Unit 2 – Day of the Dead This project looks at the day of the dead festival and symbolism to communicate emotions. The students will create artwork that uses symbolism to represent themselves. Skills: Collage and clay modelling. Related Artists: *Frida Kahlo Unit 3 – Cakes & Sweets. Students will record from direct observation of cakes and sweets whilst developing their knowledge of formal drawing and painting skills underpinned by the Formal Elements: Line, Shape, Tone, Texture, Form, Pattern, Colour and Composition. Research into the artist Wayne Thiebaud Sarah Graham and trying to create a photo realist piece based on Grahams work. Skills: Watercolour Tone work Mixed media (chalk pastel, oil pastel, pencils) Related Artist: *Wayne Thiebaud *Sarah Graham | Unit 3 – Identity. To research and analyse the work of contemporary artists to develop a critical understanding of how artists use their life and events as inspiration for their art. This exploration will be the basis for a personal outcome that acts as a self-portrait, demonstrating their proficiency in the handling of the techniques and media explored Skills: Caricature Collage Mono Print Artists: *Greyson Perry Gordon Parks | whether Graffiti & Stencil art is actually art or vandalism. Skills: Graffiti Tags, Throw-ups & Wild style. Stencil making & printing Related Artists: *Ben Eine *Jean-Michel Basquiat Ref Banksy & King Robbo Options & Careers Each class teacher will go through the Art options presentation and discuss careers with their classes. | Research appropriate sources and create their own artwork in response the Collections theme. This work is assessed using the four attainment objectives and prepares students for the rigors and expectations of the real exam. | | | as well within the year. GCE Fine Art This is a linear course, which follows on from the work started in year 12. One off and extended skills work from observation is taught to consolidate and improve skills in a group setting. Life Drawing and print making, is an area that supports and extends technical progress. | |
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