

Curriculum overview Yr7

<u>Term</u>	<u>Topic and key questions</u>	<u>Assessment structure</u>	<u>How parents can help</u>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">The assignment is skills based and has a linear structure that continues throughout the year.</p>	<p>LINE: Students will be introduced to a variety of drawing techniques eg. Simple shapes, sketching, continuous line etc. Students will use these techniques to create a number of studies of themed objects (eg. Tools, Fruit and veg etc). Students will be introduced to the work of Elizabeth Berrien, showing how continuous line can describe a form. Work can also be done looking at Cathy Miles wire studies. Students will use pencil and pen continuous line to describe at least one of the themed objects, showing form and detail. Considering different viewpoints (close up, worms eye etc), students will use chalk pastel to produce a larger version of their continuous line studies, using different colour to increase the tone and enhance the form.</p>	<p>Verbal feedback is given to students during lessons.</p> <p>Students will peer asses work as a group.</p> <p>Detailed feedback is given to students at different times during the assignment.</p>	<ul style="list-style-type: none"> • Ask your daughter to tell you what she has done during the assignment and get her to describe the processes she has used to produce her art work. • Whenever possible visit a major London gallery and ask your daughter to find an Art work she particularly likes and get her to describe it and tell you why she likes it so much. • Support your daughter's studies further by encouraging her to sketch (in a separate sketchbook) from observation as much as possible to help to build her hand / eye coordination. • Watch programmes that investigate either; themes in Art, Art History or contemporary Art competitions (e.g. The Turner Prize).
	<p>TOPE: Students will explore how to create graduated tones using various materials, such as, pencil, pen (and ink) and charcoal. Students will use their understanding of graduated tone to draw studies of a group of themed objects to show all tones from black through to white, including mid greys. Students will self and peer assess work.</p>	<p>Verbal feedback is given to students during lessons.</p> <p>Students will peer asses work as a group.</p> <p>Detailed feedback is given to students at different times during the assignment.</p>	
	<p>PATTERN/COLOUR: Using the colour wheel, students investigate Primary, Secondary and Tertiary colours as well as complimentary and harmonic colours. Students investigate the work of the Fauvists and, in particular Henri Matisse. Using iPads students research the work of Fauvist artists to understand their approach to their artwork and, as a group, present their findings. There should be a set of questions that each group should answer e.g. How would you describe the colours used by your artist. Students will be introduced to the artist Antoni Gaudi and will discuss the artist's use of colour, pattern and natural form. Students will work from themed objects linked to Gaudi's work. Introduce the idea that they work on a double page, focusing on specific areas or shaped of the objects. Students take an area of their designs and copy it onto a polyprint tile. They should experiment with repeat pattern and different types of symmetry. Using their prints, students will all contribute towards a large scale collaborative work.</p>	<p>Verbal feedback is given to students during lessons.</p> <p>Students will peer asses work as a group.</p> <p>Detailed feedback is given to students at different times during the assignment.</p>	
	<p>SHAPE/TEXTURE: Students will begin by looking at the work of Angie Lewin. Through discussion as a group students will begin to analyse her work and form an understanding of the techniques she uses. Students will look at dried seedpods and various images that are relevant to Angie's work and produce their own simplified pencil drawing in her style. Using card, sugar paper, tissue students will cut out shapes from their design to create a low relief design or a stained glass effect. (SKILLS: using a craft knife). Extension work: Students could be shown how to create a stencil to further develop their work (positive / negative shapes). Students will look at the work of Brian Newman and produce a slab pot showing different textures from their designs and low relief designs.</p>	<p>Verbal feedback is given to students during lessons.</p> <p>Students will peer asses work as a group.</p> <p>Detailed feedback is given to students at different times during the assignment.</p>	

Curriculum overview Yr8

<u>Term</u>	<u>Topic and key questions</u>	<u>Assessment structure</u>	<u>How parents can help</u>
1 & 2	<p>What's in a Portrait? Students will discuss, take notes and answer questions on the powerpoint about 3 portraits (Henry VIII by <i>Hans Holbein</i>, Elizabeth I by <i>Marcus Gheeraerts</i> and The grotesque old woman by <i>Quentin Metsys</i>) In pairs, they discuss one of the pieces and consider questions they could ask about them (possibly using the 'What, When, Where, Why, How, Who' sheets). From the powerpoint, students consider the self portrait as a tool to document changes in the artist and their styles as well as practicing drawing and painting. They will then measure a partners face (documenting sizes in their books). Using this information the teacher will collect the data and ask the class to consider ratios and proportion. In their sketchbooks, students will follow the powerpoint presentation showing how to draw basic proportions of the head and face (for the less able, sheets showing faint lines of the head and facial proportion may help). Using images that they have brought in, students will sketch out the proportions of the face in their sketchbooks and start to add the detail of their hero, heroine or member of the family. Building on what they learnt about tone students will use their image (possibly photocopied on cartridge paper) to investigate different techniques to add form. On iPads and/or desktop computers, students investigate artists who have worked in portraiture. Building on discussions from the portraits in the powerpoint, students consider further questions and aspects of their chosen artist's work. Using the Van Gogh 'Self portrait with bandaged ear' image on the powerpoint presentation, discuss how he has used a variety of colours to show skin tone. Using poster paints – in sketchbooks investigate creating a variety of different skin colours and tones. (<i>They could use areas of their own face to try to match colours</i>). Using a viewfinder and oil pastels, students do a close up of a Van Gogh painting. Demonstration and practical session looking at different media. Students can build up layers before sketching / painting a quick portrait Using examples of the work of other artists to discuss the way artists exploit different media to create a style and mood. Students bring their understanding together to produce a personal self portrait using different media, considering in particular:- proportion, colour and tone.</p>	<p>Verbal feedback is given to students during lessons.</p> <p>Students will peer asses work as a group.</p> <p>Detailed feedback is given to students at different times during the assignment.</p>	<ul style="list-style-type: none"> • Ask your daughter to tell you what she has done during the assignment and get her to describe the processes she has used to produce her art work. • Whenever possible visit a major London gallery and ask your daughter to find an Art work she particularly likes and get her to describe it and tell you why she likes it so much. • Support your daughter's studies further by encouraging her to sketch (in a separate sketchbook) from observation as much as possible to help to build her hand / eye coordination. • Watch programmes that investigate either; themes in Art, Art History or contemporary Art competitions (e.g. The Turner Prize).
3 & 4	<p>Landscape In pairs they look in detail at two landscape pictures. They will compare and contrast, making Venn diagrams to record their findings. Students will be given (select?) an artist from a list to investigate in greater depth. They will be given teacher guidance on how to search effectively online. They will record in their sketchbooks an example of the artist's work and an analysis of what they see. From a PPT demonstration, students will make a drawing of a street using one point perspective. Looking at the work and techniques of Turner, the teacher will demonstrate a range of techniques including - how to mix the transparent colour - working on wet paper/dry paper - resist methods - Building up layers to create depth and distance. Students will explore these techniques, creating a small landscape painting. Students will travel to the Olympic Park to collect source material for the final stage of their work. They will be asked to make a series of studies of buildings and architectural details, using both a camera and drawing to record their observations and make notes in their sketchbooks.</p>	<p>Verbal feedback is given to students during lessons.</p> <p>Students will peer asses work as a group.</p> <p>Detailed feedback is given to students at different times during the assignment.</p>	

	<p>Teacher will demonstrate how to try out different media to develop the first hand and second hand sources collected. Students will be exploring to discover which techniques will be the best suited to use in their final piece. They will experiment with print, paint, drawing, collage, reflecting on previous learning. (possible inclusion of a taught session on drawing with ipads)</p> <p>Students will plan, making studies for possible outcomes, using their research on artists, experiments with media and gathered sources to guide and inform them. They will select the best idea in the light of evaluation. Opportunities here for using peer assessment.</p> <p>Students will be working towards making a final outcome.</p> <p>Students evaluate the final outcome.</p>		
<p>5 & 6</p>	<p>Design Brief</p> <p>Students are introduced to the design brief 'Britains diverse culture' They start a mind map, while creating boards on Pinterest.</p> <p>From their mind map and Pinterest boards students will refine their images, objects and artefacts to create a mood board.</p> <p>Students are introduced to annotating their mood board</p> <p>Using a variety of cultural objects students will produce a number of different studies using a number of different techniques and viewpoints.</p> <p>Demonstration of thumbnail sketches to consider and develop ideas and compositions.</p> <p>Students develop their designs further, using media to get the best effect for their images / designs.</p> <p>Students begin to consider possible designs and develop their thumbnail sketches further, considering potential final ideas.</p> <p>Using all the information, investigations and experiments in their sketchbook students produce your realisation (final designs)</p>	<p>Verbal feedback is given to students during lessons.</p> <p>Students will peer asses work as a group.</p> <p>Detailed feedback is given to students at different times during the assignment.</p>	

Curriculum overview Yr9

<u>Term</u>	<u>Topic and key questions</u>	<u>Assessment structure</u>	<u>How parents can help</u>
1 & 2	<p>The Figure Intro - how the figure has been portrayed in art. Chalk and charcoal study of a draped figure Demonstrate and discuss rules of proportion using head lengths / angles and lines. Drawing various poses from observation (15 / 10 then 5 min sketches to improve sketching skills) – students as models. Start with one standing and one seated. Followed by action poses with an object eg. Racket / football. Examples of Egon Schiele and Henry Moore figure sketches. Demonstration of mono-printing to remind students of the processes. Structure of the lesson. Teacher instruction on the use of iPads and Pinterest. Students use Pinterest to investigate different themes for the figure. They should complete at least 2 different boards by the end of the lesson. Teacher demo on iPad of Gestural drawing – Recognising what lines, shapes make up the essence of a pose. Capturing the core of a pose by sketching out the raw marks, avoiding outlines. Least amount of lines – most amount of information. Students select an image from one of their boards on Pinterest of figures. Students look at and interpret Matisse's cut out figure. (i) From an image on the Power.point students complete a line drawing of a Matisse cut out. (ii) Using an image of a figure from the ipad (Pinterest) students create their own work in the style of Matisse cut outs by doing a scissor drawing no drawn outline to show understanding of shape. PPT of Henry Moore contour sketches. Students produce a study of a reclining figure, considering the contours of the figure. These studies will be used for their 'feely'</p>	<p>Verbal feedback is given to students during lessons.</p> <p>Students will peer asses work as a group.</p> <p>Detailed feedback is given to students at different times during the assignment. Parent / Carers are asked to feedback any comments on the slips.</p>	<ul style="list-style-type: none"> • Ask your daughter to tell you what she has done during the assignment and get her to describe the processes she has used to produce her art work. • Whenever possible visit a major London gallery and ask your daughter to find an Art work she particularly likes and get her to describe it and tell you why she likes it so much. • Support your daughter's studies further by encouraging her to sketch (in a separate sketchbook) from observation as much as possible to help to build her hand / eye coordination. • Watch programmes that investigate either; themes in Art, Art History or contemporary Art competitions (e.g. The Turner Prize).

<p>3,4,5 and 6</p>	<p>GCSE Style Assignment Students will be introduced to the theme 'Similarities and Differences' which will be taught in a similar way to GCSE Art. Examples of GCSE sketchbooks to show expectation of how they will work. Powerpoint presentation looking at artists who have used a similar theme. Presentation on building a mind map in art. Students will use the information to build a mind map, considering possible areas to follow. This can be a group activity with a large mind map on the whiteboard. Some may start their mind map. Students will be shown how to investigate the work of other artists, craftspeople, designers and architects. They will then investigate and analyse the work of artists who have worked within a similar theme (Wayne Thiebaud, Lisa Millroy for example) Observational work based on positive and negative space. Chalk pastel and rubbers, using a still life (possibly a stack of stools or plants for example). Students will use a variety of media to make different studies of their artist's work. Consider styles such as cross-hatching, stippling etc. They should annotate their findings. Students will use the information sheets to consider questions about their artist/s work. They should think about themes, mood, style etc. Students to produce a response to their artist/s work, by considering the themes and media used. Students will be introduced to a GCSE sketchbook, showing how they can experiment with media and ideas to develop and refine their work. Discuss the sort of comments an artist may consider when planning a piece of work. Discussing a work schedule and how students can make the best use of their time, including working outside of the lesson. Revisit the work 'investigating the work of others' so that students can understand how they can give a balanced critique of their own work as well as their peers.</p>	<p>Verbal feedback is given to students during lessons.</p> <p>Students will peer assess work as a group.</p> <p>Detailed feedback is given to students at different times during an assignment. Parent / Carers are asked to feedback any comments on the slips.</p>	<ul style="list-style-type: none"> • Ask your daughter to tell you what she has done during the assignment and get her to describe the processes she has used to produce her art work. • Whenever possible visit a major London gallery and ask your daughter to find an Art work she particularly likes and get her to describe it and tell you why she likes it so much. • Support your daughter's studies further by encouraging her to sketch (in a separate sketchbook) from observation as much as possible to help to build her hand / eye coordination. • Watch programmes that investigate either; themes in Art, Art History or contemporary Art competitions (e.g. The Turner Prize).
-------------------------------	---	---	--