

Art & Design Curriculum Overview 2016 - 2017

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Year 7	<p><i>Initial Drawing exercises - Tonal Exercises</i></p> <p>Colour Mixing - How to use manipulate colour to make a range of tones, leading into the assessment of an individual landscape painting</p>	<p><i>Pointillist Landscape -</i></p> <p>Looking at the work of Seurat students develop their own approach to a landscape that features this approach</p>	<p><i>"Taking a line for a walk" -</i></p> <p>Looking at the work of Paul Klee students develop work that uses this approach ensuring that the rule is followed.</p>	<p>Superhero Proportions</p> <p>Students are taught the concept of using the correct proportions</p>	<p>The Renaissance</p> <p>Students look at a number of works that were developed during the Renaissance and develop a piece of work that reflects the ideals outlined by the movement in a more contemporary setting.</p>	<p>Kadinsky</p> <p>Students look at the work of the artist Kadinsky. Sketches are then developed into classroom pieces that use the contour lines as a basis for a larger piece of work.</p>
Year 8	<p><i>Van Gogh -</i></p> <p>using an artists' style to create your own landscape painting</p>	<p><i>Forgery -</i></p> <p>Making an exact copy of an existing product but giving it a slight change</p>	<p>Comics -</p> <p>Students are encouraged to look at the genre in its own right and make connections to the work of Pop Artists.</p>	<p>The Senses Cube -</p> <p>Step by step pupils create a senses cube that features the weekly drawings and includes a background influenced by Paolozzi.</p>	<p>Senses cube into Keith Haring Cube</p> <p>Using the original senses cube as a source, pupils begin to develop a second cube that uses the style of Keith Haring.</p>	<p>Moving Art -</p> <p>Students look at early examples of animation and are taken through the basic principles to create their own animated sequence.</p>

Year 9	<p>Drawing from the Right Hand Side of the Brain -</p> <p>Students go through the process of looking at the link between different sides of</p>	<p>Post Impression Animals -</p> <p>Students look at the work of the Post Impressionists and particular focus on Gauguin, Van Gogh,</p>	<p>Patrick Hughes -</p> <p>Inverted Perspective</p> <p>Students look at the work of Patrick Hughes. By going through a series of exercises that explore perspective</p>	<p>The Homeless -</p> <p>You explain that a person has been homeless and you are going to draw him from your preferred view point and then develop these</p>	<p>Murder -</p> <p>The class look at the work of the Italian artist Carravagio and his works. They are asked to create a number of homeworks that</p>	<p>Pavement Art</p> <p>Pupils look at the work of Brazilian street art and develop their own three dimensional "drains" from card which are then</p>
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	<p>the brain and how these can be tricked into operating through a series of drawing and painting exercises</p>	<p>Cezanne and Seurat.</p>	<p>and ariel perspective. The class develop a collaborative piece that reflects the concept of perspective and an influence of Patrick Hughes.</p>	<p>drawings into Black and White illustrations.</p> <p>Consider looking at Bernie Wrightson, Brian Bolland etc</p>	<p>contribute towards the final piece of work.</p>	<p>painted to feature their own street art ideas.</p>
Year 10	<p>Expressive Hands -</p> <p>using the hand as a starting point, students develop a series of drawings that are formed from working from Primary sources.</p>	<p>Squares -</p> <p>using a collage as a starting point to create a grid that features these images - rendered using various media</p>	<p>Sculpture -</p> <p>looking at the work of various artists, developing a series of drawings and paintings that are rendered in their approach to drawing and painting - project concludes with a sculpture using mod roc.</p>	<p>Fantasy Art -</p> <p>Students look at the work of various artists that have specialised in Fantasy Art. From this they create their own compositions featuring some of the themes that they have seen in these artists pieces.</p>	<p>Mock Exam No 1 -</p> <p>Food&Drink</p> <p>Pupils start to begin the prep work needed for the 5 hour exam (all Day) to prepare for the terminal task next year.</p>	<p>Giacometti Sculpture -</p> <p>The class lool at the work of Giacometti and they start by developing a series of drawings/paintings using his approach to create their own copies.</p>

<p>Year 11</p>	<p>Coursework portfolio review</p> <p>Pupils attend ILP interviews with work progress and begin to plan their own improvement plan to SMART targets</p>	<p>Mock No 2</p> <p>Pupils attend another day mock exam, titles to be based on previous exam titles. Assessment of work and review of improvements finalised and coursework handed in for final assessment.</p>	<p>Begin prep work for Terminal task</p> <p>Exam paper titles given out and reminder put in place with regards to assessment features. Progress reviewed through SMART targets</p>	<p>Continue with prep work for Terminal Task</p> <p>Progress reviewed through SMART targets</p>	<p>Limited time left for prep for Terminal Task and Terminal Task itself for 10 hours</p> <p>Progress reviewed through SMART targets</p> <p>Pupils sit ten hour exam, prep work allowed in exam to assist.</p>	<p>Assessment and Moderation</p> <p>of GCSE coursework</p> <p>Coursework portfolio and Terminal task is assessed and marks collaboratively reviewed within school. Final exhibition of work</p>
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