

Within Art pupils develop their creative, practical and imaginative skills, and transfer it into their work. Art will enable our pupils to undertake art and design activities in school. A high-quality art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they will be able to think critically and develop a more rigorous understand of Art and design. Opportunities to use a range of materials and processes and to work independently or as part of a team. They will also know how art and design both reflect and shape our history, and contribute to the Culture, Local environment and support them in the wider world.

Year 7

The first Project of focus is the Drawing project, this unit will be an introduction to the subject for the pupils. They will be baseline tested to give the department a starting level for each pupil. Drawing helps pupils become more creative and successful. Within Drawing it teaches pupils that mistakes can be fixed, and you learn from those mistakes. Whilst exploring patterns it helps build in their Knowledge and visual skills. Drawing skills develops pupils fine motor skills, encourages visual awareness, aids focus and concentration. Improves hand eye coordination, encourages and aids individual confidence as well as problem. Cultural development will be shown in their Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

After the initial Basic Skills project, pupils will go on to the Colour Theory project, for these pupils will gain knowledge on where colour comes from such as situations that children will become exposed too. Learning about Colour allows them to recognise significant Hues. Pupils will be able to understand and recognise colours, artists with educational skills such as Creative writing. Knowing about Colours has cross curricular benefits as it will assist them with descriptive techniques. Pupils will be taught about the Cultural differences and diversity through colour. Using and exploring their paint mixing and blending skills pupils will look at traditional painters like Seurat, Pointillism. They will then demonstrate understanding of Hue, Primary, Tertiary, and Secondary colours. Pupils will have a wide opportunity to experiment with paint on many levels.

Next Unit is based on Natural forms, pupils will be introduced to drawing from direct observation and the skills necessary. They will develop their use of tone and effective composition. Pupils will be introduced to a range of print making techniques and be able to use these processes to develop individual images relating to their own project. Pupils will become more independent and able to work through a project, selecting appropriate images and introducing their own ideas.

For the final project which is based on Masks, Pupils will be exposed to a range of masks from a variety of cultures and backgrounds. Pupils will use a range of materials, mixed media and other textured materials and processes to develop an individual 3D or 2D outcome

Pupils will learn about the various purposes of a Mask, worn on the face, protection, disguise, performance or entertainment. The function and forms of Masks such as looking at the Religious celebration of 'Day of the dead' in Mexico.

In this unit will provide an opportunity to develop stronger model making skills. Pupils will also become more able to work through a project, selecting appropriate styles and introducing their own ideas.

Year 8

For the first Unit: pupils will be continuing to develop their compositional and observational skills looking at the theme Still Life. They will be making more complicated pieces by grouping objects together and looking and things such as scale and over lapping. They will explore the effects of dramatically enlarging small and simple everyday items. They will be introduced the work of Michael Craig Martin and his simplistic, pop art style way of working and will use this as direct inspiration for

their own large-scale work. They will have an opportunity to view other artistic styles such as work from Sarah Graham, where her work is based on enlarging sweet items and form opinions on them. Students will use a wide range of Mark making techniques in drawing.

Moving onto the Portrait Project, pupils will learn how to draw various features of their face and create a study piece of a face using mathematical proportional skills. Knowledge gained will be students being able to show the correct proportions of a face. Pupils will develop use of subtle tone to show 3d form and be able to mix colours and tones effectively in paint and oil pastel. Pupils would be writing and analysing the work of a Portrait artist like Julian Opie. Where they would gain knowledge on his way of working and incorporating his style into their work.

For the Final Project, Students will be introduced to the way that Art can challenge people's concept of what art is and can divide opinion. Pupils will be looking at Font, Typography and Street Art/graffiti. Pupils will be taught about the history of Tag and artists involved. Pupils will then be working on drawing artist's work and writing about the artist Banksy and how his work related to the society we live in. Within this project, this project is designed as a way of developing students experimental processes. It is designed to enable them to take risks by working onto different surfaces. The re-useable nature of the stencils should encourage students to become more confident about taking creative risks; enabling them to access the higher levels.

Year 9

Unit one

Unit one is based around Buildings and Landscapes, pupils Students will be introduced to the theme of landscape art as an introduction to year 9. They will learn about a range of Artists who explore this topic and will draw inspiration from them to inspire their own projects. This unit is designed to teach students about perspective and distance as well as the contrast between urban and rural landscapes. There will be an opportunity for them to build on their imaginations and creative thinking skills through Photoshop based activities.

Unit two

Unit two is based on Surrealism – dreams and nightmares, pupils will understand what is meant by surrealism and be able to respond to the work of Artists such as Dali and Magritte. They will be able to discuss the visual effects of juxtaposing unrelated images. They will be able to formulate their own, unique ideas based on the theme and will be able to explore this theme in a range of materials. They will also understand the importance of digital manipulation and photography in relation to modern surrealist artists and will be able to introduce elements of this to their own pieces.

Unit three

Unit three is based on 'All things British'

KS4 Year 10 and 11

For GCSE Art and design the aim is that pupils will actively engage in the process of art and design in order to develop as effective and independent candidates and as critical and reflective thinkers with enquiring minds. Pupils will develop creative skills, through learning to use imagination and intuition when exploring and creating images and artefacts.

Throughout year 10 and 11 pupils will begin their GCSE OCR Project. For at least 16 months pupils will work on their 60% coursework. We will give the pupils various options of subject matter to choose from. Using their knowledge of Art that they have gained in the previous three years and the skills they have experienced.

Pupils will begin with the observational drawing module A03. The pupils are given the choice of material areas to allow them the freedom to become creative Artists or designer. Pupils work independently, with teacher support to help with direction, to complete their controlled assessment which incorporates the whole art process taught in key stage three.

Gradual progress of moving onto A01 Objective one focuses on exploring the work of an Artist, this is done with independency and creative choice.

For objective one, pupils will gain knowledge and develop cultural knowledge, understanding and application of art, craft, design, media and technologies in historical and contemporary contexts, societies and cultures. Also, develop an understanding of the different roles, functions, audiences and consumers of art, craft and design practice. Pupils will develop critical understanding through investigative, analytical, experimental, interpretive, practical, technical and expressive skills. The end result will be an a Historical page that the pupils create, where they will demonstrate their presentation skills that they have learnt for the past 3 years as well as their analytical and analysis skills where they have to write about the artist and the theory behind it.

Progressing on from this, the students will move onto Objective two A02 where they will work on exploring materials and mark making techniques such as paint, ink and bleach. Become confident in taking risks and learning from their experience/mistakes when exploring and experimenting with ideas, materials, tools and techniques. Pupils will Learn how to actively engage with the experience of working with a broad range of media, materials and techniques including, where appropriate, traditional and new media and technologies

Once they have completed the 3 sections, this will lead them to looking at how their work is developing.

For A04 Pupils are expected to present an informed and meaningful personal response, showing thoughtful and consistent critical and analytical understanding. Demonstrating an imaginative realisation of intentions. Pupils will be expected to have considered and meaningful connections between visual, written, oral and other elements based on the Artist connection that they researched in A01.

The final piece will be done using a variety of materials of their strength and ability, such as paint, pen, bleach, coffee, collage. Pupils will show their skills and abilities.

After the coursework is completed, pupils will have valuable knowledge and experience on the expectations of what is required of them to achieve their desired grade. This project will have 5 themes to choose from, one must be chosen. They will be working on a smaller format due to the

time restraints. All pupils will have the knowledge required for each stage of the project such as A03, A01, A02. Once they have completed all sections, they will sit a 10-hour exam where they will produce a final outcome in response to that theme chosen. This Set Task tends to be a strength of the students as they have practiced the process throughout Year 10 and therefore, they show their knowledge and skills and abilities to the best of their outcome.

Throughout all areas of Art, pupils will develop knowledge of practical processes, they will then be given the time to develop their knowledge into practical skills, allowing them to become conscientious independent learners. The skills that they develop from Year 7 onwards impacts on the way they use it in GCSE making it long standing beneficial. This ensures pupils have the base knowledge to be able to think creatively, and to be able to work highly effectively when it comes to the Coursework and Set Task project.

I have designed the activities so that they have a broader mindset of the varied types of Art themes that is all around them and how professionals have used Art as a career especially in Year 9 where they explore Architecture. Teaching the students not only knowledge on how materials are used but also how artists from different periods have impacted on the Cultures around them.
