

Art

KS3

Year 7		Year 8		Year 9	
HT1: 	HT2: Ancient Times – African Masks Pupils work on ancient African masks linked to whole school transition project. Pupils learn about art from other cultures and periods, explore colour theory and use different mediums: cardboard to craft a 3D form, string & tissue to create texture. HT1 adapts depending on transition text but ancient theme remains a constant.	HT1: Hundertwasser – Street Scene Collage Pupils explore and develop a critical understanding of the work of Austrian artist and architect Hundertwasser, who uses line and colour to depict the environment. Pupils evaluate his work to develop their creativity and ideas, whilst also revisiting water colours and colour theory before producing a collage.	HT2: Hundertwasser, Cubism – Picasso Pupils continue their exploration of Hundertwasser, researching his life and work. Pupils are then introduced to oil pastels which they use to produce a collaged street scene with oil pastel background. Pupils then go on to explore Cubism, exercising reasoned judgements about the movement and the artist, Picasso to inform their own work.	HT1: Graffiti Project – Banksy Pupils explore the meaning of Graffiti and use their devices to undertake independent learning about the artist, Banksy. Pupils consider whether there is anything positive about Graffiti. The project brief requires pupils to convey a message within their work which will give Graffiti value in the eyes of the local community.	HT2: Cultures Project – Transition Unit Pupils complete a project which requires them to reflect upon the impact of art & design in reflecting and contributing to their own cultural identity. The project mirrors the GCSE examination brief, adding challenge and giving pupils 'taster' of the KS4 course. Pupils create an A2 design sheet, culminating in either an oil pastel piece or a string a tissue piece.
HT 3: Keith Haring – 'The Fit For Life' Campaign Pupils explore the art work supporting the slogan 'Eat well, Move more, Live longer', making links with food technology and PE. Pupils draw on learning about the artist's work (movement, vivid colour) to design a poster to encourage healthy living. Pupils explore colour theory and develop skills in a range of techniques: water colours, coloured pencils & collage.	HT 4: Keith Haring – Graphic Design & Artist Research Pupils continue to explore Keith Haring and the Fit for Life campaign, extending their studies to consider media graphic designing, specifically layout and illustration. Pupils research the artist and evaluate the visual impact of the artist's work and their own.	HT 3: Story Cubes – Matt Kaufenburg Drawing on artist research and the influence of the work of the artist, Mark Kaufenburg, pupils develop their creativity and ideas whilst also refining literacy skills, using story cubes to create an illustrated story. Pupils explore children's story books to provide a stimulus and aid the design process.	HT 4: Story Cubes – Matt Kaufenburg Pupils continue to work on their story cubes, further developing creativity and ideas and increasing proficiency in their execution. Pupils enlarge their designs to A3.	HT 3: Repeat above for Rotation 2 Year 9 pupils often access opportunities to supply art work for various community project, such as The Rotary Club, Clitheroe Food Bank & various local charities, providing links with PSHCE, Citizenship. Such work provides the opportunity for pupils to become proficient in drawing, painting, sculpture & other art, craft & design techniques.	HT 4: Repeat above for Rotation 2 Year 9 pupils often access opportunities to supply art work for various community project, such as The Rotary Club, Clitheroe Food Bank & various local charities, providing links with PSHCE, Citizenship. Such work provides the opportunity for pupils to become proficient in drawing, painting, sculpture & other art, craft & design techniques.
HT 5: Cartoon Crowd – Colour Theory & Emotions Pupils undertake a more in-depth investigation of colour theory, relating it to emotions and feelings. Pupils are also introduced to wax resist techniques, increasing their repertoire of skills. Pupils then design their own characters to represent emotions and transform them into 3D structures. Pupils begin to develop machine stitching skills.	HT 6: Cartoon Crowd – exploring different media Pupils continue their Cartoon Crowd work, taking designs into string and tissue paper. Techniques learned in HT2 are revisited and pupils also experiment with water colour and chalk. Pupils develop a personal response: wax resist cushion.	HT 5: Art from Other Cultures – Mexican Day of the Dead Pupils engage in a project based upon the Mexican festival 'Dia de los Muertos', making links with RE and Spanish. Pupils explore with design on candy skulls before producing a 3D skull using cardboard and tinfoil.	HT 6: Art from Other Cultures – Mexican Day of the Dead Pupils continue to explore 'Dia de los Muertos', using a range of techniques to record their observations in sketch books. Pupils reflect upon the way in which art & design reflect history and contribute to the culture and creativity of a nation.	HT 5: Repeat above for Rotation 3 Year 9 pupils often access opportunities to supply art work for various community project, such as The Rotary Club, Clitheroe Food Bank & various local charities, providing links with PSHCE, Citizenship. Such work provides the opportunity for pupils to become proficient in drawing, painting, sculpture & other art, craft & design techniques.	HT 6: Repeat above for Rotation 3 Year 9 pupils often access opportunities to supply art work for various community project, such as The Rotary Club, Clitheroe Food Bank & various local charities, providing links with PSHCE, Citizenship. Such work provides the opportunity for pupils to become proficient in drawing, painting, sculpture & other art, craft & design techniques.

Art

KS4 Art GCSE

Year 10		Year 11	
<p>HT1: 'Poppies' Project – Exploring new processes In this skill-based unit, pupils discover new techniques and processes and increase proficiency in their execution. Pupils experiment with oil pastels, 3 colour lino cuts, mono-printing, image transfer and photography. Work supports pupils' skill development in line with the 4 key AQA assessment objectives.</p>	<p>HT2: Photography The introduction of photography enables pupils to bridge the gap between copying others' work and being inspired by their own. Pupils experiment, explore and develop their ideas culminating in a personal response. This becomes part of pupils' coursework, which represents 60% of the final grade.</p>	<p>HT1: Mock Examination Preparation / Coursework Pupils approach an AQA past paper. This is used as a mock exam and runs throughout HT1 & 2, allowing pupils to work through the stages required in an exam paper. The paper is explored through discussion, before pupils choose which question best enables them to demonstrate the visual impact and application of their skills and knowledge.</p>	<p>HT2: Mock Examination Preparation / Coursework This mock exam will eventually be part of their coursework, representing 60% of the final grade. Pupils work to given deadlines and individual action plans to support independence and effective time management. These important skills link to PSHCE ('Character Matters') & CIAG ('My Future Matters').</p>
<p>HT 3: 'Through the Looking Glass' Project This project, inspired by 'Alice in Wonderland' leans heavily on pupils' acquisition and development of drawing techniques, which are then supplemented by a wide range of other techniques. Pupils learn about the work of Tim Burton and explore the influence his work can have upon their designs.</p>	<p>HT 4: 'Through the Looking Glass' Project Pupils continue work on their projects, developing and consolidating skills. This highly experimental project builds upon prior learning, adding detail and supporting pupils in producing sophisticated compositions. Pupils are supported in presenting a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>HT 3: AQA Examination – Externally Set Task (40%). Pupils choose one of the 7 starting points to answer in order to produce their examination response. Each question includes an artist, craftsperson or designer. Pupils must research the artist and draw upon his/her influence in their work. Pupils are expected to use photography where appropriate.</p>	<p>HT 4: AQA Examination – Externally Set Task (40%). In responding to the externally set task, pupils must ensure their work covers all 4 of the assessment objectives. Pupils are given 10 hours of supervised, unaided work in which to realise their intentions.</p>
<p>HT 5: 'Buildings' Project – Lucinda Rogers & Rachael Grant Pupils' third project is influenced by the work of Lucinda Rogers and Rachael Grant. Pupils incorporate a wide range of photography and draw from their photographs. Pupils then translate images into lino mono prints, as well as applying other techniques they have learned.</p>	<p>HT 6: 'Buildings' Project – Lucinda Rogers & Rachael Grant Pupils continued work on this project sees them developing and refining techniques and increasing proficiency in selecting and handling different media. Pupils apply prior learning to increasingly complex and challenging designs, evaluating their own work and that of others.</p>	<p>HT 5: Preparation of final submission Pupils analyse & evaluate their own work, and others' in a process of review, feedback & refinement in which final presentations are polished in readiness for submission. Pupils then prepare a show for the Platform Gallery, further prompting individual and creative expression in a community project similar to that completed in Year 9.</p>	<p>HT 6: GCSE Summer Examination Series</p>

Notes

Click or tap here to enter text.

Art

KS4 Art Textiles GCSE

Year 10		Year 11	
HT1: Mr Finch Project The work of this inspirational textile artist engages pupils immediately. Exploration of the artist's heavily skills based work and beautiful subject matter, supports pupils in the rapid acquisition of a range of skills which they can revisit in future projects.	HT2: Mr Finch Project Pupils explore Mr Finch's work, with a particular focus on the use of exquisite hand embroidery. Pupils create a sketchbook to showcase their work, and reflect critically and analytically to refine their skills. Artist research deepens understanding of techniques and their impact.	HT1: Mock Examination Preparation / Coursework Pupils approach an AQA past paper. This is used as a mock exam and runs throughout HT 1 & 2, allowing pupils to work through the stages required in an exam paper. The paper is explored through discussion, before pupils choose which question best enables them to demonstrate the visual impact and application of their skills and knowledge.	HT2: Mock Examination Preparation / Coursework This mock exam will eventually be part of their coursework, representing 60% of the final grade. Pupils work to given deadlines and individual action plans to support independence and effective time management. These important skills link to PSHCE ('Character Matters') & CIAG ('My Future Matters').
HT 3: Mr Finch Project Pupils continue to produce creative work, exploring ideas and recording experiences. Through revisiting and refining skills, and evaluating their own and others' work this allows pupils to become proficient in a range of craft and design techniques. Deepening knowledge of the artist's work, informs pupils' reflections on his contribution to culture and creativity.	HT 4: Patterns in Architecture Pupils undertake a photo safari around Manchester, as part of a planned experience also incorporating a visit to the Manchester Art Gallery and the Craft Centre. Pupils use the experience to collect primary resources which will enable them to explore a range of techniques.	HT 3: AQA Examination – Externally Set Task (40%). Pupils choose one of the 7 starting points to answer in order to produce their examination response. Each question includes an artist, craftsperson or designer. Pupils must research the artist and draw upon his / her influence in their work. Pupils are expected to use photography where appropriate.	HT 4: AQA Examination – Externally Set Task (40%). In responding to the externally set task, pupils must ensure their work covers all 4 of the assessment objectives. Pupils are given 10 hours of supervised, unaided work in which to realise their intentions.
HT 5: Patterns in Architecture Pupils exploration of techniques includes screen printing, block printing, mark making, batik wax resist, free machine stitch, embroidery and image transfer. This exploration allows pupils to experiment whilst developing surface pattern skills.	HT 6: Patterns in Architecture Pupils continue with the project, producing creative work, exploring ideas and recording experiences. Pupils develop confidence to evaluate and analyse using the language of art, craft & design and to annotate their work, alongside the creative process.	HT 5: Preparation of final submission Pupils analyse & evaluate their own work, and others' in a process of review, feedback & refinement in which final presentations are polished in readiness for submission. Pupils then prepare a show for the Platform Gallery, further prompting individual and creative expression in a community project similar to that completed in Year 9.	HT 6: GCSE Summer Examination Series

Notes

Click or tap here to enter text.