

## Art & Design

**'Learning to look' - At KS3 all students will be taught how to look and observe. By understanding this process students will then be able to apply techniques and methods.**

Discussions and critiques of work made and artist & Cultures is done throughout the year to facilitate annotation based on personal thoughts, opinions and choices made. Methods and processes are underpinned by explorative approaches to themes and medium that are repeated and practised in preparation for KS4 study.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 7</b>	<p>Prior knowledge Discussion about what pupils have done at primary with links to techniques and artist.</p> <p>Ref- ABC of drawing sheet Reading opportunities- Definitions</p> <p>'Drawing for purpose' To clear their minds and organize their ideas, artists will often start projects by drawing sketches.</p> <hr/> <p>FLOWERS GEORGIA O'KEEFFE PAINTING</p>	<p>PATTERN</p> <p>INDIAN TEXTILES</p> <p>PRINTMAKING</p> <p>Reading opportunities – Culture. Research/instructions for method. Reading out loud.</p>	<p>ORGANIC FORM</p> <p>KATE MALONE</p> <p>THREE DIMENSIONAL</p> <p>Reading opportunities - Artist research. Reading out loud. Explaining what you have learnt.</p>
<b>Year 8</b>	<p>ARCHITECTURE</p> <p>ANTONI GAUDI IAN MURPHY</p> <p>SURFACE TEXTURE PAINTING</p> <p>Ref - ABC of drawing sheet. Reading opportunities. Definitions.</p>	<p>STREET ART</p> <p>JEAN MICHEL BASQUIAT KEITH HARING LADY PINK BANKSEY GRAFFITI</p> <p>MIXED MEDIA PAINTING</p> <p>Reading opportunities - Artist research/theme based on a quote.</p>	<p>GEOMETRIC ABSTRACTION</p> <p>ELLSWORTH KELLY PETER HALLEY SARAH MORRIS CAMILLE WALALA SUPERMUNDANE</p> <p>FLAT PAINTING</p> <p>Reading opportunities - Artist research. Reading aloud. Explaining what you have learnt.</p>

## **The relationship between Art and Faith/Spirituality**

Art reflects, responds to, is shaped by - and even shapes - belief.

An expressive art is the process of art making rather than the art product itself. In this way, art making becomes accessible to anyone, because the creative process is central to the journey of discovery, rather than what the final product will look like. The spiritual life, like the expressive arts, is largely about process rather than product.

Spirituality can be the journey, which suggests a sense of constant movement and progression therefore never fully arriving but always discovering, slowly bringing the whole of ourselves and our experiences to our crafting of meaning. I believe at St Anne's we offer the experience for students to try to understand the world in which they live and where they belong in this world.

## **Art, Craft & Design Schemes of Work KS4**

GCSE projects are planned so that teachers take full ownership of the individual discipline. This allows the projects to cover diverse themes, developing and planning, always changing and progressing. Schemes of work can be planned with rigour and prescriptive directions for students or loose and organic stimuli, providing students with a certain amount of control for where and how their work may evolve.

Drawing for INTENTION/PURPOSE underpins every project.

The GCSE overviews overleaf show possible project titles/stimulus.

Art, craft and design promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Students explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art.

The course is 60% coursework and 40% externally set exam, which will happen in the final year.

<p style="text-align: center;"><b>Year 9</b></p>	<p><b>FOUNDATION STAGE</b></p> <p><b>BACTERIA</b>          Experimenting/ mark making/ Painting          (John Hoyland/ Gillian Ayers)          (Mark Francis/ Klari Reis)</p> <ul style="list-style-type: none"> <li>- Experimental drawing and recording. <u>(Mark-making)</u></li> <li>-Observational drawing</li> <li>-Research Artists</li> <li>-Experiment with paint and layering</li> <li>-Experiment with printmaking techniques</li> <li>-Developing understanding of line, tone, texture scale, form and colour. Refine ideas</li> <li>-Create a painting based on research</li> <li>-Produce a set of petri dish samples</li> </ul>	<p><b>SURFACE TEXTURE</b>          Sticks/string/sand/varnish          (Antoni Tapies/ Alberto Burri/ Daniel John Gadd/          Sam Lock.</p> <ul style="list-style-type: none"> <li>-Research the Artist to understand surface texture.</li> <li>-Explore the theme surface texture by making a 3D/relief piece using sticks, cloth, string and PVA.</li> <li>-Develop this by taking a photocopy and photograph.</li> <li>-Use similar materials to create small textural plates that incorporate varnish and dry brush technique.</li> <li>-Produce a large low level relief piece</li> <li>-Draw enlarged sections of the low-level relief.</li> </ul>
<p style="text-align: center;"><b>Year 10</b></p>	<p><b>TELL ME A STORY</b>          Collage/ relief          (Anca Gray)</p> <ul style="list-style-type: none"> <li>-Collage and layering</li> <li>-Sewing and stitching</li> <li>-Choose a theme of personal meaning to tell a story</li> <li>-Explore symbolism and meaning.</li> <li>-Research Anca Gray and other similar artists.</li> <li>- Make small samples of relief pieces</li> <li>-Produce outcome: relief piece using layering and collage.</li> </ul>	<p><b>LETTERING</b>          Collage/relief/ spray paint stencilling/painting          (Tom Philips/ Mark Bradford/ Neehsa Moore/Jasper Johns)</p> <ul style="list-style-type: none"> <li>-Research Artists</li> <li>-Explore lettering and text using stencils, newspapers and collage combined with painting methods such as dry brush, pulling etc...</li> <li>-Develop skills in printing, mono, poly and collagraph</li> <li>-Make 3D letters using cardboard construction</li> <li>-Produce a low-level relief piece based on preparation.</li> </ul>

<b>Year 11</b>	<p><b>LANDSCAPE</b> -Extend knowledge from previous themes.</p> <p>-Explore texture and mark making using a variety of equipment referring to David Tress and John Virtue for inspiration. Gerhard Richter can also be focused on for mark making.</p> <p>- Produce a textured landscape painting.</p> <p><b>Projects continued for review and refinements focussing on scale and series.</b></p>	<p><b>EXTERNALLY SET ASSIGNMENT</b> -Carry out preparatory studies for chosen question.</p> <p>-Complete preparatory studies</p> <p>-10 hour exam</p>	<p><b>Extension activities;</b></p> <p><b>Refining drawing skills through any project theme by extending developments in 'Learning to look'. This could be 'drawing' that is appropriate to your thoughts and ideas for expressing the theme. Annotation; Write about.... the choices you have made in your work why you like the technique/Artist what did not go so well and why how you developed work where your ideas came from</b></p>
<b>Photography KS4</b>			
<b>Year 10</b>	<p><b>CLOSE UPS</b> Mike Cable Marco Suarez</p>	<p><b>NATURAL FORM</b> Karl Blossfeldt Imogen Cunningham Andy Small Cath Kitson Orla Keily</p> <p><b>FANTASTIC AND STRANGE</b> Distortion techniques using portraits:</p> <ul style="list-style-type: none"> <li>• Thomas Couderc and Clement Vauchez</li> <li>• Cur3es/</li> <li>• Kieron Cropper</li> <li>• John Stezaker</li> <li>• Laura Williams</li> <li>• Bruno Metra</li> <li>• Justine Khamara</li> <li>• Sara K Byrne</li> </ul>	<p><b>FOREVER MANCHESTER PROJECT</b> Tony Walsh - poet James Wakefield Mathew Merrett</p> <p>Graphic artists Sarah Mitch Neil Roland</p>

Year 11	<p><b>FOREVER MANCHESTER PROJECT</b></p> <p>Tony Walsh- poet James Wakefield Mathew Merrett</p> <p>Graphic artists - Sarah Mitch Neil Roland</p>	<p>Projects continued for review and refinements focussing on scale and series.</p> <p><b>EXTERNALLY SET ASSIGNMENT</b></p> <p>-Carry out preparatory studies for chosen question. -Complete preparatory studies -10 hour exam</p> <p>Start- 2 Jan Deadline- Start of May</p>	<p>Extension activities;</p> <p>Refining drawing skills through any project theme by extending developments in 'Learning to look'. This could be 'drawing' that is appropriate to your thoughts and ideas for expressing the theme.</p> <p><b>Annotation; Write about....</b> the choices you have made in your work why you like the technique/Artist what did not go so well and why how you developed work where your ideas came from</p>
<p><b>KS5 ART, CRAFT &amp; DESIGN SOW Overview</b></p> <p>Year 12 <b>Component 1- Personal Investigation</b> (Practical investigation supported by written material)</p> <p>Year 13 A Level</p>			
Year 12	<p>Foundation (60%)</p> <p><b>'STRUCTURES &amp; SURFACES'</b></p> <p>Diverse selection of Artists Drawing, Painting, print making and mixed media</p>	<p>Foundation (60%)</p> <p><b>'MARK MAKING'</b></p> <p>Drawing, Painting, print making and mixed media</p>	<p>Component 1 (60%)</p> <p><b>'A MESSAGE'</b></p> <p>1000 - 3000 WORD WRITTEN ASSIGNMENT Diverse selection of Artists Drawing, Painting, print making and mixed media</p>
Year 13	<p>Component 1 (60%)</p> <p>Continue with Written Assignment And <b>'A MESSAGE'</b></p> <p>Review and Refine projects and extend using developed skills and knowledge.</p>	<p><b>Component 2 (40%)</b></p> <p>Start- 1<sup>st</sup> Feb Deadline- Start of May</p> <p><b>EXTERNALLY SET ASSIGNMENT</b></p>	<p>EXAM 15 hours supervised time, Work produced is related</p> <p>to EXTERNALLY SET ASSIGNMENT.</p>

## KS5 GRAPHICS SOW Overview

<b>Year 12</b>	<p>Component 1 (60%)</p> <p><b>‘FESTIVALS’</b></p> <p>Diverse selection of Artists and designers Drawing, Painting, print making and mixed media</p>	<p>Component 1 (60%)</p> <p><b>‘BRANDING’</b></p> <p>Studio H/ DAB Graphics/ The Chase/ Eduardo Recife/ Sven Brasch/ Glasford &amp; Walker</p>	<p>Component 1 (60%)</p> <p><b>‘TYPOGRAPHY’</b></p> <p>David Carson/ Neville Brody</p>
<b>Year 13</b>	<p>Component 1 (60%)</p> <p><b>‘LIVE BRIEF/AGENCY VISIT’</b></p> <p>Source own designers</p> <p><b>‘THE CHANGING FACE OF DESIGN’</b></p> <p>3000 WORD WRITTEN ASSIGNMENT</p> <p>Diverse selection of Artists and designers</p> <p>Review and Refine projects and extend using developed skills and knowledge.</p>	<p><b>Component 2 (40%)</b></p> <p>Start- 1st Feb Deadline- Start of May</p> <p><b>EXTERNALLY SET ASSIGNMENT</b></p>	<p>EXAM 15 hours supervised time. Work produced is related to EXTERNALLY SET ASSIGNMENT.</p>

## KS5 PHOTOGRAPHY SOW Overview

<b>Year 12</b>	<p>Component 1 (60%)</p> <p><b>‘TYPOGRAPHY’</b></p> <p>Neil Rowland/ James Wakefield/ Ben Eine/Reed Seifer</p>	<p>Component 1 (60%)</p> <p><b>‘ARCHITECTURE’</b></p> <p>Diverse selection of Artists</p>	<p>Component 1 (60%)</p>
<b>Year 13</b>	<p>Component 1 (60%)</p> <p><b>‘SENSE OF PLACE’</b></p> <p>3000 WORD WRITTEN ASSIGNMENT</p> <p>Diverse selection of Artists</p> <p>Review and Refine projects and extend using developed skills and knowledge.</p>	<p><b>Component 2 (40%)</b></p> <p>Start- 1st Feb Deadline- Start of May</p> <p><b>EXTERNALLY SET ASSIGNMENT</b></p>	<p>EXAM 15 hours supervised time. Work produced is related to EXTERNALLY SET ASSIGNMENT</p>

## Useful Links

[www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study](http://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study)

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.whitworth.manchester.ac.uk](http://www.whitworth.manchester.ac.uk)

[www.tate.org.uk](http://www.tate.org.uk)

[www.moma.org](http://www.moma.org)

## KS4 Specification Information

GCSE AQA- ART, CRAFT & DESIGN / PHOTOGRAPHY

This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes.

Emphasis is on an increased breadth of approach commensurate in demand with the other titles. The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a student's work can be described as art-based, craft-based and/or design-based.

Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

**Component 1:** must show evidence of working in areas of study drawn from **two or more** of the titles taking into account the distinguishing characteristics of art, craft and design. 60% of GCSE, No time limit

**Component 2:** must show evidence of areas of study drawn from **one or more** of the titles. 40% of GCSE, Preparatory period followed by 10 hours of supervised time

## KS5 Specification Information

GCE AQA- ART, CRAFT & DESIGN / GRAPHIC COMMUNICATION/ PHOTOGRAPHY

**Component 1:** must show evidence of working in areas of study drawn from **two or more** of the titles taking into account the distinguishing characteristics of specialism. 60% of GCE, No time limit

**Component 2:** must show evidence of areas of study drawn from **one or more** of the titles. 40% of GCE, Preparatory period followed by 15 hours of supervised time

## Where will this Subject take me?

### And jobs!

**Jobs where you will need good artistic or technical skills. You will usually need to go to college to develop these.**

Body Artist, Ceramic Decorator, Ceramic Pottery Maker, Stage Set Designer Engraver, Florist, Glassblower. Illustrator. Jeweller, Make-Up Artist, Sign-writer, Model Maker

**Jobs where a degree or professional qualification is usually needed. You will usually need to go to University or a Specialist College.**

Architect, Art Therapist, Fine Artist, Arts Administrator / Manager Exhibition Designer, Graphic Designer, Interior Designer, Teacher, Lecturer, Museum Curator, Landscape Architect, Multimedia Designer