

ART & DESIGN (2022-2023) Programme of Study

<p>KS3 Y7 ART</p>	<p>Baseline Assessment followed by: DEVELOPING RECORDING SKILLS Reinforcing and building traditional drawing skills as a foundation for learning across art.</p>	<p>THE ELEMENTS OF ART Investigating and exploring colour, line, pattern, texture and form through the work of Matisse, Delaunay, Klee, Stella and Ray.</p>
<p>KS3 Y7 TEXTILES</p>	<p>LANDSCAPE AS AN ARTFORM BASIC SEWING MACHINE SKILLS. Investigating the art of representing landscape in textiles with particular focus on the work of Ton Schulten. (Applique, heat dye, decorative stitching)</p>	<p>DESIGN AND TECHNOLOGY - Please see the POS for DT</p>
<p>KS3 Y8 ART</p>	<p>DESIGNING FOR PRINT Looking firstly at the work of Charlie Oscar Patterson students develop designs for lino that show understanding of the reduction process, creative use of shape/pattern and considered colour choices.</p>	<p>DESIGNING FOR COMMUNICATION Using texts as a starting point students will explore how to communicate descriptive language visually culminating in a character design that develops their surface creation skills in paint and mixed media.</p>
<p>KS3 Y8 TEXTILES</p>	<p>PORTRAITS Students look at artists that have worked with portraiture to develop their skills in transferring images to fabric and using stitch to embellish and add meaning.</p>	<p>DESIGN AND TECHNOLOGY - Please see the POS for DT</p>
<p>KS3 Y9 ART</p>	<p>ART AND POWER Investigating the work of the Africobra movement to inform developing 'respect' portraits that celebrate student chosen personalities.</p>	<p>GCSE LEAD IN PROJECT Individual teacher determined project that develops one or more skills introduced across KS3 and reinforces the assessment objectives from KS4. Student autonomy over outcome, format, media and contextual links.</p>
<p>KS3 Y9 TEXTILES</p>	<p>THE ART OF PROTEST Students design and make a bag with a protest message after looking at Bob and Roberta Smith, Banksy and Emin. Processes include applique, heat dying, stenciling and construction.</p>	<p>DESIGN AND TECHNOLOGY - Please see the POS for DT</p>
<p>KS4 Y10 ART, TEXTILES & GRAPHICS</p>	<p>COMPONENT 1 - Portfolio (60%) Unit 1: Teacher structured unit to introduce students to how an art project/theme can be developed from an initial starting points. Students are given more freedom to explore individual pathways as the unit progresses. Emphasis is on skill and confidence building and allowing students to experience the process of art making covering all 4 exam board assessment objectives.</p>	
<p>KS4 Y11 ART, TEXTILES & GRAPHIC</p>	<p>COMPONENT 1 - Portfolio (60%) Unit 2: Continued. Project culminates in a 5hr mock exam in which students should produce their final outcome. All work for Unit 1 and 2 must be complete by the end of the Michaelmas term and ready for internal assessment.</p>	<p>COMPONENT 2 - Externally Set Assignment Set by the exam board and marked internally. Papers available from 2nd Jan - 10hr final exam in which final outcome(s) must be produced.</p>
<p>KS5 Y12 ART & GRAPHICS</p>	<p>UNIT 1 - Distortion Internally set unit of work designed to push students' understanding of 'what is art?' and encourage high quality drawings, recording and thinking skills that cover all 4 assessment objectives. Students work to internal deadlines set and agreed by staff.</p>	<p>COMPONENT 1 - Personal Investigation (60%) Students are required to conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation</p>

KS5 Y13
ART &
GRAPHICS

COMPONENT 1 - Personal Investigation (60%)

The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

COMPONENT 2 - Externally Set Assignment

Set by the exam board and marked internally. Papers available from 1st Feb - 15hr final exam in which final outcome(s) must be produced.