

| | Year 7 | Year 8 | Year 9 | Year 10 Art | Year 10 Photography | Year 11 Art | Year 11 Photography |
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| Term 1 | <p>Theme: Landscapes</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> History of landscapes developing understanding of how your work relates to the work of others Understand the relationships between colour and texture translating and communicating the sense of touch into a visual form <p>Key skills:</p> <ul style="list-style-type: none"> One-point perspective, shape, size, position, proportion measuring, grid technique, proportion Mixed media, mark making Tone and texture <p>National curriculum: Throughout this project, student will have access to all elements of the Art and Design national curriculum along with elements of the Design Technology curriculum.</p> <p>Cross-Curricular links: History: The local area, history of mining and the impact. Geography: Landscape areas, rocks, bricks, water, erosion. Science: The types of rocks that are used for different purposes e.g sedimentary, metamorphic and igneous. Natural weathering of materials and how this can change the effect of a sculpture. For example: Oxidisation changing the colour of sculptures. English: Written annotations and evaluations. Looking at how to describe an image</p> | <p>Theme: Still life</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Develop understanding of drawing systems Revisit work on drawing textured surfaces and drawing reflective surfaces Introduce students to the work of other artists <p>Key skills:</p> <ul style="list-style-type: none"> Reflection and analysis of artist, use of paint and/or watercolours Using pencil to recreate textures - reflective surfaces eg wrappers Use of colour, blending, mixing and application of colour to create reflective surfaces Size, shape, position, proportion <p>National curriculum: Throughout this project, student will have access to all elements of the Art and Design national curriculum along with elements of the Design Technology curriculum.</p> <p>Cross-Curricular links: English: Written annotations and evaluations. Looking at how to describe an image and explain thoughts and opinions. Students are to use key words appropriately and develop their understanding of the work of others. Maths: Shape, angles, perspective and viewpoints.</p> | <p>Theme: Portraiture</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> learn how to apply the formal elements of drawing to portraiture how to manipulate the formal elements of drawing to describe emotion how to manipulate the formal elements of drawing to describe expression, character and texture Skin texture and how it differs on differently aged subjects <p>Key skills:</p> <ul style="list-style-type: none"> Shape, size, position, tone, texture, colour, layering, Size, shape, position, scale, construction, understanding the work of others and experimenting with the same techniques Age, angles, shapes, colour, watercolour, pencil <p>National curriculum: Throughout this project, student will have access to all elements of the Art and Design national curriculum along with elements of the Design Technology curriculum.</p> <p>Cross-Curricular links: English: Written annotations and evaluations. Looking at how to describe an image and explain thoughts and opinions. Students are to use key words appropriately and develop their understanding of the work of others.</p> | <p>Theme: Masks</p> <p>Key Knowledge:</p> <p>Learn to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p> <ul style="list-style-type: none"> develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work <p>Key skills</p> <ul style="list-style-type: none"> develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills develop and refine ideas and proposals, personal outcomes or solutions with increasing independence | <p>Theme: Peculiar portraits / holes</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> develop knowledge and understanding of art and photography in historical and contemporary contexts, societies and cultures how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world. figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation <p>Key skills:</p> <ul style="list-style-type: none"> studio photography experimental imagery portraiture location photography colour • line • form • tone • texture • shape • pattern • composition • scale • sequence • | <p>Theme: Graphics and fine art</p> <p>Key Knowledge Learn to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p> <ul style="list-style-type: none"> develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work <p>Key skills</p> <ul style="list-style-type: none"> develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills develop and refine ideas and proposals, personal outcomes or | <p>Theme: Abstract / water</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> develop knowledge and understanding of art and photography in historical and contemporary contexts, societies and cultures how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world. figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation <p>Key skills:</p> <ul style="list-style-type: none"> studio photography experimental imagery colour • line • form • tone • texture • shape • pattern • composition • scale • sequence • surface • contrast. lighting • viewpoint • aperture • depth of field use media and materials, as appropriate to students' |

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| | <p>and explain thoughts and opinions. H/W project link – building on English theme.</p> <p>Maths: Shape, angles, perspective and viewpoints.</p> <p>Careers links: Students will look at the History of Goldthorpe and surrounding areas and discuss the importance of mining on the area. Students will also discuss the heritage of the area, buildings that have been demolished and those that still exist today. Direct links to local artists, places the students can visit and finding out about the people live there.</p> <p>Careers skills: Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally. Independence built in through developments of sculptures and photography along with creating and developing their own ideas and project. Students will also develop themselves and their resilience through describing their strengths and weakness's and emotions in art through verbal discussions and evaluations of work.</p> | <p>History: The work of other artists and art history. Students will have the opportunity to look at art from different periods in time and how the time period may have influenced the art work produced.</p> <p>Science/PE: Food and nutrition. Students will have opportunity to study fast food, fruits and the effects these have on people. Students will include their knowledge of nutrition to influence their written annotations and evaluations and discuss their thought on why artists may look at foods such as fast food.</p> <p>Careers skills: Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally. Independence built in through developments of sculptures and photography along with creating and developing their own ideas and project. Students will also develop themselves and their resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and evaluations of work.</p> | <p>Maths: Shape, angles, perspective and viewpoints.</p> <p>Science & PE: Students will look at the human anatomy and draw on knowledge they have learnt in year 7. (Memory recall and retrieving information)</p> <p>History: The work of other artists and art history. Students will have the opportunity to look at art from different periods in time and how the time period may have influenced the art work produced. Students to discuss how portraits have been used over time to depict different people such as, kings and queens.</p> <p>Psychology: Students will look at the way mood, emotion and feelings effect your facial expressions and portraits.</p> <p>Drama: Head shots – Students will discuss how portraits are still used today and why performers need them.</p> <p>Careers skills: Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally. Independence built in through developments of sculptures and photography along with creating and developing their own ideas and project. Students will also develop themselves and their resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and evaluations of work.</p> | <ul style="list-style-type: none"> • acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent • demonstrate safe working practices in art, craft and design. | <ul style="list-style-type: none"> • surface • contrast. • lighting • viewpoint • aperture • depth of field • use media and materials, as appropriate to students' personal intentions <p>National curriculum: There are no prior learning requirements. However, the specification allows for progression from Key Stage 3 whilst providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.</p> <p>Cross-Curricular links: IT: Students will have opportunity to experiment with Photoshop, publisher, PowerPoint and editing software. Students will build on knowledge from year 8 & 9 IT lessons to improve their images and understanding of editing.</p> <p>History: Looking at the work of other artists, designers and photographers over time and the processes and changes through technology and styles. The work of other artists and art history. Students will have the opportunity to look at both art and photography from different time periods. Students will discuss the way in which Photography has changed and the different techniques used for taking an image.</p> <p>English: Verbal and written understanding of the works of other artists and designers. Key words, meanings and the relevance.</p> | <p>solutions with increasing independence</p> <ul style="list-style-type: none"> • acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent • demonstrate safe working practices in art, craft and design <p>National curriculum: Throughout this project, student will have access to all elements of the Art and Design national curriculum along with elements of the Design Technology curriculum.</p> <p>Cross-Curricular links: English: Written annotations and evaluations. Looking at how to describe an image and explain thoughts and opinions. Students are to use key words appropriately and develop their understanding of the work of others.</p> <p>Maths: Shape, angles, perspective and viewpoints.</p> <p>Science & PE: Students will look at the human anatomy and draw on knowledge they have learnt in year 7. (Memory recall and retrieving information)</p> <p>History: The work of other artists and art history. Students will have the opportunity to look at art from different periods in time and how the time period may have influenced the art work produced. Students to discuss how portraits have been used over time to depict different people such as, kings and queens.</p> <p>Psychology: Students will look at the way mood, emotion and feelings</p> | <p>personal intentions, for example, paint, layering, sculpture, textiles,</p> <p>National curriculum: There are no prior learning requirements. However, the specification allows for progression from Key Stage 3 whilst providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.</p> <p>Cross-Curricular links: IT: Students will have opportunity to experiment with Photoshop, publisher, PowerPoint and editing software. Students will build on knowledge from year 8 & 9 IT lessons to improve their images and understanding of editing.</p> <p>Science: The science behind what makes a high quality image and how the eye sees colour and light differently. Students will also look at water and the distortion that water has on images. Students will experiment with coloured inks in water, marbling ink, bath bombs and evaluate the process and effects these materials have in water.</p> <p>History: Looking at the work of other artists, designers and photographers over time and the processes and changes through technology and styles. The work of other artists and art history. Students will have the opportunity to look at both art and photography from different time periods. Students will discuss the</p> |
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| | | | | | <p>Ability to evaluate and reflect on own work, giving clear next steps and areas for further development.</p> <p>Careers skills: Students will discuss the world of photography and the different jobs/routes into photography. Students will also have the opportunity to discuss the different careers certain photographers have and how the skills learnt can be applied to any job/ work setting. Discuss college and apprenticeship possibilities with students and demonstrate the way in which their skills are transferable to any job/profession.</p> <p>Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally and in written format. Independence is built in through developments of drawing, sculptures and photography along with creating and developing their own ideas. Students will also develop themselves and their resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and evaluations of work. Students are working towards becoming independent learning showing self-motivation and high levels of effort throughout.</p> | <p>effect your facial expressions and portraits. Drama: Head shots – Students will discuss how portraits are still used today and why performers need them.</p> <p>Careers skills: Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally. Independence built in through developments of sculptures and photography along with creating and developing their own ideas and project. Students will also develop themselves and their resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and evaluations of work.</p> | <p>way in which Photography has changed and the different techniques used for taking an image. Maths: Size, scale, symmetry, proportions, composition, shape, 3-dimensional drawings, perspective, lighting, angles, view point, depth of field. English: Verbal and written understanding of the works of other artists and designers. Key words, meanings and the relevance. Ability to evaluate and reflect on own work, giving clear next steps and areas for further development.</p> <p>Careers skills: Students will discuss the world of photography and the different jobs/routes into photography. Students will also have the opportunity to discuss the different careers certain photographers have and how the skills learnt can be applied to any job/ work setting. Discuss college and apprenticeship possibilities with students and demonstrate the way in which their skills are transferable to any job/profession.</p> <p>Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally and in written format. Independence is built in through developments of drawing, sculptures and photography along with creating and developing their own ideas. Students will also develop themselves and their resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and</p> |
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| | | | | | | | evaluations of work. Students are working towards becoming independent learning showing self-motivation and high levels of effort throughout. |
| Term 2 | <p>Theme: Landscapes</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> History of Landscapes Developing understanding of how your work relates to the work of others Applying knowledge of the work of others to create own work How collage can be used to create even greater depth and texture <p>Key skills:</p> <ul style="list-style-type: none"> Tone and shade Texture and colour Mono printing technique, mixed media, drawing techniques, Using a camera to capture an image - Angles, lighting, view point, composition, depth of field, background, middle ground, foreground <p>National curriculum: Throughout this project, student will have access to all elements of the Art and Design national curriculum along with elements of the Design Technology curriculum.</p> <p>Cross-curricular links: History: The local area, history of mining and the impact. Geography: Landscape areas, rocks, bricks, water, erosion. Science: The types of rocks that are used for different purposes e.g sedimentary, metamorphic and igneous. English: Written annotations and evaluations. Looking at</p> | <p>Theme: Still life</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> How to use colour and texture in combination Developing knowledge of drawing techniques and stylistic influences Develop understanding of composition in still life <p>Key skills:</p> <ul style="list-style-type: none"> Composition, lighting, shadows, background, depth of field, Ellipses, composition, layout, 5 steps of drawing, Mixing, layering and blending colour to create tone and depth - re-create textures <p>National curriculum: Throughout this project, student will have access to all elements of the Art and Design national curriculum along with elements of the Design Technology curriculum.</p> <p>Cross-Curricular links: English: Written annotations and evaluations. Looking at how to describe an image and explain thoughts and opinions. Students are to use key words appropriately and develop their understanding of the work of others. Maths: Shape, angles, perspective and viewpoints. History: The work of other artists and art history. Students will have the opportunity to look at art from different periods in time and how the</p> | <p>Theme: Portraiture</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Tapestry, fashion and textiles and their uses in portraiture Photo journalism and the power of emotion to change opinions How to use editing to enhance emotional content in a photograph Batik and embroidery and its uses in different cultures <p>Key skills:</p> <ul style="list-style-type: none"> Using fabric as art, application of art onto fabric, textiles techniques, Physical emotions, lighting, shadow, angle, view point, focal point, rule of thirds Health and safety, wax drawing techniques, painting fabric, layering colours, ironing <p>National curriculum: Throughout this project, student will have access to all elements of the Art and Design national curriculum along with elements of the Design Technology curriculum.</p> <p>Cross-Curricular links: English: Written annotations and evaluations. Looking at how to describe an image and explain thoughts and opinions. Students are to use key words appropriately and develop their understanding of the work of others. Maths: Shape, angles, perspective and viewpoints.</p> | <p>Theme; Fine art: Students in term 2 will be asked to make a Portrait Firstly, students will look at a range of different fine artists, who have produced portraits and draw ideas and inspiration from them for their own design. Next they will undertake observational drawings of a range of appropriate primary resources and collect inspiration for textures, shapes and patterns to inform their ideas further. Students will then finalise their design ideas before moving on to producing a final image.</p> <p>Key Knowledge Learn to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p> <ul style="list-style-type: none"> develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work <p>Key skills</p> <ul style="list-style-type: none"> develop creative, imaginative and intuitive capabilities when exploring | <p>Theme: Abstract</p> <p>Key knowledge:</p> <p>Key skills:</p> <p>National curriculum: There are no prior learning requirements. However, the specification allows for progression from Key Stage 3 whilst providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.</p> <p>Cross-Curricular links: IT: Students will have opportunity to experiment with Photoshop, publisher, PowerPoint and editing software. Students will build on knowledge from year 8 & 9 IT lessons to improve their images and understanding of editing. Science: The science behind what makes a high quality image and how the eye sees colour and light differently, and effects water. History: Looking at the work of other artists, designers and photographers over time and the processes and changes through technology and styles. The work of other artists and art history. Students will have the opportunity to look at both art and photography from different time periods. Students will discuss the way in which Photography has changed and the different techniques used for taking an image.</p> | <p>Theme: Unit 1 – Controlled assessment</p> <ul style="list-style-type: none"> Key knowledge: develop knowledge and understanding of art and photography in historical and contemporary contexts, societies and cultures how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world. figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation <p>Key skills:</p> <ul style="list-style-type: none"> studio photography experimental imagery colour • line • form • tone • texture • shape • pattern • composition • scale • sequence • surface • contrast. lighting • viewpoint • | <p>Theme: Unit 1 – Controlled assessment</p> <ul style="list-style-type: none"> Key knowledge: develop knowledge and understanding of art and photography in historical and contemporary contexts, societies and cultures how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world. figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation <p>Key skills:</p> <ul style="list-style-type: none"> studio photography experimental imagery colour • line • form • tone • texture • shape • pattern • composition • scale • |

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| | <p>how to describe an image and explain thoughts and opinions. H/W project link – building on English theme.</p> <p>Maths: Shape, angles, perspective and viewpoints.</p> <p>Careers links: Students will look at the History of Goldthorpe and surrounding areas and discuss the importance of mining on the area. Students will also discuss the heritage of the area, buildings that have been demolished and those that still exist today. Direct links to local artists, places the students can visit and finding out about the people live there.</p> <p>Careers skills: Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally. Independence built in through developments of sculptures and photography along with creating and developing their own ideas and project. Students will also develop themselves and their resilience through describing their strengths and weakness's and emotions in art through verbal discussions and evaluations of work.</p> | <p>time period may have influenced the art work produced.</p> <p>Science/PE: Food and nutrition. Students will have opportunity to study fast food, fruits and the effects these have on people. Students will include their knowledge of nutrition to influence their written annotations and evaluations and discuss their thought on why artists may look at foods such as fast food.</p> <p>Careers skills: Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally. Independence built in through developments of sculptures and photography along with creating and developing their own ideas and project. Students will also develop themselves and their resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and evaluations of work.</p> | <p>Science & PE: Students will look at the human anatomy and draw on knowledge they have learnt in year 7. (Memory recall and retrieving information) History: The work of other artists and art history. Students will have the opportunity to look at art from different periods in time and how the time period may have influenced the art work produced. Students to discuss how portraits have been used over time to depict different people such as, kings and queens.</p> <p>Psychology: Students will look at the way mood, emotion and feelings effect your facial expressions and portraits.</p> <p>Drama: Head shots – Students will discuss how portraits are still used today and why performers need them.</p> <p>Careers skills: Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally. Independence built in through developments of sculptures and photography along with creating and developing their own ideas and project. Students will also develop themselves and their resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and evaluations of work.</p> | <p>and making images, artefacts and products</p> <ul style="list-style-type: none"> • become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills • develop and refine ideas and proposals, personal outcomes or solutions with increasing independence • acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent • demonstrate safe working practices in art, craft and design | <p>Maths: Size, scale, symmetry, proportions, composition, shape, 3-dimensional drawings, perspective, lighting, angles, view point, depth of field.</p> <p>English: Verbal and written understanding of the works of other artists and designers. Key words, meanings and the relevance. Ability to evaluate and reflect on own work, giving clear next steps and areas for further development.</p> <p>Careers skills: Students will discuss the world of photography and the different jobs/routes into photography. Students will also have the opportunity to discuss the different careers certain photographers have and how the skills learnt can be applied to any job/ work setting. Discuss college and apprenticeship possibilities with students and demonstrate the way in which their skills are transferable to any job/profession.</p> <p>Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally and in written format. Independence is built in through developments of drawing, sculptures and photography along with creating and developing their own ideas. Students will also develop themselves and their resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and evaluations of work. Students are working towards becoming independent learning</p> | <ul style="list-style-type: none"> sequence • surface • contrast. • lighting • viewpoint • aperture • depth of field • use media and materials, as appropriate to students' personal intentions, for example, paint, layering, sculpture, textiles, <p>National curriculum: There are no prior learning requirements. However, the specification allows for progression from Key Stage 3 whilst providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.</p> <p>Cross-Curricular links:</p> <p>Careers skills: Students will discuss the world of photography and the different jobs/routes into photography. Students will also have the opportunity to discuss the different careers certain photographers have and how the skills learnt can be applied to any job/ work setting. Discuss college and apprenticeship possibilities with students and demonstrate the way in which their skills are transferable to any job/profession.</p> <p>Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally and in written format. Independence is built in</p> | <ul style="list-style-type: none"> • aperture • depth of field use media and materials, as appropriate to students' personal intentions, for example, paint, layering, sculpture, textiles, <p>National curriculum: There are no prior learning requirements. However, the specification allows for progression from Key Stage 3 whilst providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.</p> <p>Cross-Curricular links:</p> <p>Careers skills: Students will discuss the world of photography and the different jobs/routes into photography. Students will also have the opportunity to discuss the different careers certain photographers have and how the skills learnt can be applied to any job/ work setting. Discuss college and apprenticeship possibilities with students and demonstrate the way in which their skills are transferable to any job/profession.</p> <p>Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally and in written format. Independence is built in</p> |
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| | | | | | showing self-motivation and high levels of effort throughout. | are transferable to any job/profession. Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally and in written format. Independence is built in through developments of drawing, sculptures and photography along with creating and developing their own ideas. Students will also develop themselves and their resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and evaluations of work. Students are working towards becoming independent learning showing self-motivation and high levels of effort throughout. | through developments of drawing, sculptures and photography along with creating and developing their own ideas. Students will also develop themselves and their resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and evaluations of work. Students are working towards becoming independent learning showing self-motivation and high levels of effort throughout. |
| Term 3 | <p>Theme: Landscapes</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> How is movement captured in a still image History of Landscapes - sculpture focus How to plan and design a sculpture Understand how to photograph a 3D form <p>Key skills:</p> <ul style="list-style-type: none"> photomontage techniques Using a camera to capture an image - Angles, lighting, view point, composition, depth of field, background, middle ground, foreground, close ups, shadows Health and safety, joining techniques, using tools and equipment | <p>Theme: Still life</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> History of still life - Sculpture focus History of ceramics, its uses and health and Safety when using tools and materials Develop knowledge of different decorative ceramic techniques and finishes Recap and build on knowledge of collage and photomontage from year 7 Further develop understanding of the printing process <p>Key skills:</p> <ul style="list-style-type: none"> Use of mixed media - pen, paint, pencil, | <p>Theme: Portraiture</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Understand traditional embroidery processes Portraiture and its use in architecture and adornment of the built environment understand Constructed, carved, modelled and cast sculpture <p>Key skills:</p> <ul style="list-style-type: none"> Health and safety, layering fabric, cutting and shaping fabric, surface design, hand stitching, sewing machine use, communicating ideas 3D sketches, experimenting with the 3D form, use of 3D form to create | <p>Theme; Fine art continued due to lock down:</p> <p>Students in term 3 will be asked to continue to make a Portrait Students will have looked at a range of different fine artists, who have produced portraits and drawn ideas and inspiration from them for their own design. Next they will undertake observational drawings of a range of appropriate primary resources and collect inspiration for textures, shapes and patterns to inform their ideas further. Students will then finalise their design ideas before moving on to producing a final image.</p> <p>Term 3 second half Theme: Textiles</p> <p>Students in year 11 will be asked to make a felt picture. Wet felting wool is a centuries old craft used to make everything from</p> | <p>Theme: Still life</p> <p>Key knowledge:</p> <p>Key skills:</p> <p>National curriculum: There are no prior learning requirements. However, the specification allows for progression from Key Stage 3 whilst providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.</p> <p>Cross-Curricular links:</p> <p>Careers skills: Students will discuss the world of photography and the different jobs/routes into photography. Students will also have the</p> | <p>Theme Final Project</p> <p>Students are to select an area of study such as 3D, fine art, graphics, textiles and painting and extend their knowledge and skills in this area by producing a project of their own in this area. The students will revisit work they have produced earlier in the course and build upon this to develop new ideas and produce new outcomes demonstrating their level of expertise in their chosen area</p> <p>Key Knowledge:</p> <p>Learn to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical</p> | <p>Theme: Unit 1 – Controlled assessment completion</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> develop knowledge and understanding of art and photography in historical and contemporary contexts, societies and cultures how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world. figurative and non-figurative |

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| | <ul style="list-style-type: none"> Applying paint to a 3D form Reflection and analysis of own work <p>National curriculum: Throughout this project, student will have access to all elements of the Art and Design national curriculum along with elements of the Design Technology curriculum.</p> <p>Cross-curricular links: History: The local area, history of mining and the impact. Geography: Landscape areas, rocks, bricks, water, erosion. Science: The types of rocks that are used for different purposes e.g sedimentary, metamorphic and igneous. English: Written annotations and evaluations. Looking at how to describe an image and explain thoughts and opinions. H/W project link – building on English theme. Maths: Shape, angles, perspective and viewpoints.</p> <p>Careers links: Students will look at the History of Goldthorpe and surrounding areas and discuss the importance of mining on the area. Students will also discuss the heritage of the area, buildings that have been demolished and those that still exist today. Direct links to local artists, places the students can visit and finding out about the people live there.</p> <p>Careers skills: Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally. Independence built in through developments of sculptures and photography along with creating and developing their own ideas and project. Students will also develop themselves and their</p> | <p>watercolours, collage</p> <ul style="list-style-type: none"> Mono printing, Ceramic techniques - Joining, carving, sculpting, wedging Joining techniques, carving techniques, transferring image to clay, creating a relief, surface pattern <p>National curriculum: Throughout this project, student will have access to all elements of the Art and Design national curriculum along with elements of the Design Technology curriculum.</p> <p>Cross-Curricular links: English: Written annotations and evaluations. Looking at how to describe an image and explain thoughts and opinions. Students are to use key words appropriately and develop their understanding of the work of others. Maths: Shape, angles, perspective and viewpoints. History: The work of other artists and art history. Students will have the opportunity to look at art from different periods in time and how the time period may have influenced the art work produced. Science/PE: Food and nutrition. Students will have opportunity to study fast food, fruits and the effects these have on people. Students will include their knowledge of nutrition to influence their written annotations and evaluations and discuss their thought on why artists may look at foods such as fast food.</p> <p>Careers skills: Building speaking and listening skills, confidence in own ability and</p> | <p>a range of sculptures</p> <ul style="list-style-type: none"> Combining ideas, research and designs, use of form, shape and colour to show creative intent Applying paint and colour to a 3 dimensional form <p>National curriculum: Throughout this project, student will have access to all elements of the Art and Design national curriculum along with elements of the Design Technology curriculum.</p> <p>Cross-Curricular links: English: Written annotations and evaluations. Looking at how to describe an image and explain thoughts and opinions. Students are to use key words appropriately and develop their understanding of the work of others. Maths: Shape, angles, perspective and viewpoints. Science & PE: Students will look at the human anatomy and draw on knowledge they have learnt in year 7. (Memory recall and retrieving information) History: The work of other artists and art history. Students will have the opportunity to look at art from different periods in time and how the time period may have influenced the art work produced. Students to discuss how portraits have been used over time to depict different people such as, kings and queens. Psychology: Students will look at the way mood, emotion and feelings effect your facial expressions and portraits. Drama: Head shots – Students will discuss how portraits are still used today and why performers need them.</p> <p>Careers skills: Building speaking and listening skills, confidence in own ability and</p> | <p>tents to clothing. This project will teach students the basics of how to felt wool roving into a beautiful piece of fibre art and based upon the circus, Mardi Gras and theatrical performances. Firstly, students will look at a range of different artists, mask makers and sculptors who have produced similar work and draw ideas and inspiration from them for their own design. Next they will undertake observational drawings of a range of appropriate primary resources and collect inspiration for textures, shapes and patterns to inform their design ideas further. Students will then finalise their design ideas before moving on to the making of their felt image.</p> <p>Key Knowledge Learn to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds</p> <ul style="list-style-type: none"> develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work <p>Key skills • develop creative, imaginative and intuitive capabilities when exploring</p> | <p>opportunity to discuss the different careers certain photographers have and how the skills learnt can be applied to any job/ work setting. Discuss college and apprenticeship possibilities with students and demonstrate the way in which their skills are transferable to any job/profession.</p> <p>Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally and in written format. Independence is built in through developments of drawing, sculptures and photography along with creating and developing their own ideas. Students will also develop themselves and their resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and evaluations of work. Students are working towards becoming independent learning showing self-motivation and high levels of effort throughout.</p> | <p>and reflective thinkers with enquiring minds</p> <ul style="list-style-type: none"> develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work <p>Key skills • develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products</p> <ul style="list-style-type: none"> become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills develop and refine ideas and proposals, personal outcomes or solutions with increasing independence acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent | <p>forms, image manipulation, close up, and imaginative interpretation</p> <p>Key skills:</p> <ul style="list-style-type: none"> studio photography experimental imagery colour • line • form • tone • texture • shape • pattern • composition • scale • sequence • surface • contrast. lighting • viewpoint • aperture • depth of field use media and materials, as appropriate to students' personal intentions, for example, paint, layering, sculpture, textiles, <p>National curriculum: There are no prior learning requirements. However, the specification allows for progression from Key Stage 3 whilst providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.</p> <p>Cross-Curricular links:</p> <p>Careers skills: Students will discuss the world of photography and the different jobs/routes into photography. Students will</p> |
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| | <p>resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and evaluations of work.</p> | <p>confidence in discussing the work of themselves and others verbally. Independence built in through developments of sculptures and photography along with creating and developing their own ideas and project. Students will also develop themselves and their resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and evaluations of work.</p> | <p>confidence in discussing the work of themselves and others verbally. Independence built in through developments of sculptures and photography along with creating and developing their own ideas and project. Students will also develop themselves and their resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and evaluations of work.</p> | <p>and making images, artefacts and products</p> <ul style="list-style-type: none"> • become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques • develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills • develop and refine ideas and proposals, personal outcomes or solutions with increasing independence • acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent • demonstrate safe working practices in art, craft and design | | <ul style="list-style-type: none"> • demonstrate safe working practices in art, craft and design. | <p>also have the opportunity to discuss the different careers certain photographers have and how the skills learnt can be applied to any job/ work setting. Discuss college and apprenticeship possibilities with students and demonstrate the way in which their skills are transferable to any job/profession.</p> <p>Building speaking and listening skills, confidence in own ability and confidence in discussing the work of themselves and others verbally and in written format. Independence is built in through developments of drawing, sculptures and photography along with creating and developing their own ideas. Students will also develop themselves and their resilience through describing their strengths and weaknesses and emotions in art through verbal discussions and evaluations of work. Students are working towards becoming independent learning showing self-motivation and high levels of effort throughout.</p> |
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