



Programme of Study

Art Department

2019-2020	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term	<p>Still life (1)– Explore the key elements of art including composition, tone and form. Create a Still Life based on the work of Juan Gris, Anu Tuominen and Cezanne. Skills developed in pencil sketching and shading to add tone and texture to a range of shapes using proportions. Plastic waste and sustainability are explored as a current cultural and moral issue.</p>	<p>Sarah Graham inspired Acrylic painting. Students learn how to paint using tone to show highlights and shadows. Paintings are based on the work of still-life Artist Sarah Graham. Drawing skills using isometric and perspectives are developed as a basis for this project. Sugar and health are explored as a social and cultural issue.</p>	<p>Natural Forms. Building upon their 3D drawing and painting skills, students explore natural and organic forms. Taking Gaudi's architecture as the springboard into how artists and designers use the natural world to inspire their work. A series of artist studies into Hokusai, O'Keeffe and McQueen form the basis of a final piece, with the key foci of texture.</p>	<p>GCSE AQA Art & Design Skills – students introduced to the formal elements of Art, delivered through a 'confectionary & food' inspired project. A range of media, artists and styles are explored in line with the exam board assessment objectives. Natural and organic shapes are compared with man-made forms and uses of colour.</p>	<p>Major project (2) Students choose their own brief from a selection to work through as their major project, spanning from Easter through to December working in suitable media. Independent learning and investigation forms the basis of this unit, encouraging creativity and personalised opportunities for art study.</p>
Spring Term 1.	<p>Still life (2)– An introduction to colour theory and mixing adds a further element to the project. By working with watercolours, students begin to understand how to create tones when</p>	<p>Sarah Graham inspired Acrylic painting (2) Final pieces are done as an extended piece of work to demonstrate correct proportion, perspectives and effective painting to show tone and texture.</p>	<p>Textile Eyes (2): Using a range of observational drawing and mark-making techniques, students create an extended piece based on the</p>	<p>Confectionary & Food Students direct their lines of enquiry into food art, culminating in a final, personal response based on the</p>	<p>Externally set task: AQA briefs are issued in January. Students work through their chosen brief in preparation for</p>

	working with wet media. This culminates in a final watercolour piece drawing inspiration from fruits & vegetables.		work of the artists studied. In particular, students look at Butterflies and skulls.	artist investigation, development and refinements in their projects.	their 10 hour assessment.
Spring Term 2 & Summer Term	Toy Story – Working from a toy of choice (small enough to fit inside a pocket!) student's use the object as a basis for his or her own project. Building upon their understanding of form, tone and composition, they explore how artists can use the formal elements to create inspiring work. A final piece will display the skills developed in Year 7.	Architecture: Students respond to the work of Antoni Gaudi to create their own interpretation of a Manchester landmark. Students will explore the work of Andy Mercer and other suitable artists to add further influence. This unit builds upon 3D drawing and painting skills developed in the Sarah Graham project.	Portraits i-D (1): Students are introduced to facial proportions and fractions, building upon their study of the human skull. With a focus on eye drawing, facial shading and proportions, students refine skills in creating a successful portrait combining all of the features studied, culminating in a Chevrier inspired portrait.	Major project: Cities. Manchester / London (1) – explore the theme of Manchester through research, photography, sketching and mixed media response.	Final 10 hour GCSE assessment in controlled conditions. This element is worth 40% of the overall GCSE.