

ART

YEAR 7

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Half Term 5 & 6	Indian Art and culture.	<ul style="list-style-type: none"> .Reflects the culture of some of our cohort and allows them to share. Deepen understanding and appreciation of the culture, through research and explorations. . Be more knowledgeable about the traditions, religion, history, stories, theatre, art and architecture, pattern, animals' significance, food, colour, costume, of this incredible country etc. . The practice of Mehndi, shadow puppets etc. . Applying learnt techniques from the previous 2 projects, for example, printmaking, drawing, painting, composition, research, effective presentation of their findings. . To be more independent and confident with their enquiry and selection of information. . Through an independent homework task students will produce a study of their own culture that will be shared with the class. . Students will know how cultural art & traditions have inspired modern design: prints / fabrics / textiles / fashion / interiors/ architecture etc 	<ul style="list-style-type: none"> . Building on all of the previous skills learned over the year so far and adding new ones. . Similar format to the GCSE process. Personal enquiry and research are essential. . Confidence in the use and selection of media. To take creative risks. . To include the symbolism and include the language. . Design skills regarding their presentation. Understanding the role of craft person and designers in a range of cultures. . The ability to explore visual, tactile and sensory qualities of their own and others work. . Develop their own views and judgements. Engage with ideas, images and artefacts and identify how values and meanings are conveyed. . To recognise the varied characteristics of different cultures and use them to inform their creating and making. 	<ul style="list-style-type: none"> . Knowledge and understanding of Indian art and culture. . The importance of thorough and varied research. They should demonstrate intelligent use of sources, including using books and the internet positively to find and extract reliable information, inform purposeful enquiry, develop analytical skills and make progress with their ideas. . Be able to communicate their understanding in written, visual, practical and verbal forms. . To consider the presentation of their findings. . Learning about another culture through art and design. . To be able to make decisions and review and refine their own work. . To appreciate the work of others. . Critical analysis skills. . Contemporary practice. 	RS: link to 'What does it mean to be religious in contemporary India?' Food Tech. Drama. Literature. English; Chinese Cinderella Textiles. Geography. Languages. Music. History. Dance

ART

YEAR 8

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1	Short half term project to assess drawing and risk taking. Based on a natural form: Birds or Insects. Resources available for both themes, staff can select.	<ul style="list-style-type: none"> . Students will know how to apply and practice a variety of drawing, tone and texture and colour techniques. . Students will learn observational skills, how to vary tone and texture using pencils, biro and coloured pencil. . The importance of looking: draw what you see and not what you think you see. . Control in the application of all media. Understand the different qualities and potential of the media and processes. . Students will recognise the work of a range of artists both historical and contemporary using these themes. John Ruskin, Tracie Huskamp, Mark Hearld, Michelle Morin, Claire Brewster, Abby Diamond, Si Scott (a local artist), etc. . Learn to analyse, and recreate the work, approaches and responses of a variety of contemporary artists and designers to these themes. . To appreciate the beauty, delicacy and importance of birds and insects. . How to analyse and evaluate their own and others work. 	<ul style="list-style-type: none"> . Observational drawing skills including the understanding of the formal elements. . Looking carefully. Accuracy, realism, mark making, texture, depth, scale, composition, colour etc. . The potential of a wide range of drawing media: pencils, crayons, inks. Confidence to explore a variety of drawing media. . Research effectively. . Creativity. Design skills. Drawing lightly. Thinking skills. . Analytical skills. Decision making. Taking risks. Using a variety of media and techniques, including: pencil, paint, clay, printmaking and/ or textile techniques. Research skills, visual literacy. . Extension: Create an imaginary creature based on initial drawings. Literacy when asked to create a narrative/story about their creatures and describe its role. Use of alliteration, poetry. Fun and light hearted. 	Learning that there are many interpretations of a theme through the use of many different media and materials. How to take the time to really look and observe the details of birds and insects (or anything!). Drawing and recording skills.	English. Biology. Geography. The natural world, global effects....a world without insects.... Music; Flight of the bumblebee, Messian LeOiseau

Half Term 2 & 3	<p>Perspective: to learn the principles of one and two- point perspective, beginning with a study of the Renaissance. Option one: Through the study of the Renaissance painting by Carlo Crivelli: 'The Annunciation'. Option Two: Through the study of 3D lettering leading to the creation of a Gallery space that will contain artworks by The Impressionists (or the students / teacher's choice.</p>	<ul style="list-style-type: none"> . Students will understand how perspective developed during the Renaissance and was used to create some of the most important works of art. . Students will learn how to draw in one and two- point perspective. . How to use simple one- point perspective to create their own hallway / space and begin to learn the technical drawing skills necessary and the rules in order to successfully produce the illusion of a 3- dimensional image on a 2- dimensional surface. . Painting skills, blending, application, control and the use of many shades and tones to effectively represent shadow and light (3D). . How to produce a successful, imaginative and well considered perspective composition. . Students will learn the importance of the work of a curator and curate their own perspective galleries exhibition using art works they have personally selected (a homework is set where they seek out 4 famous artworks to analyse and present). How to read paintings, critical analysis. . How to assess, review and modify. . Resilience (this is a very difficult concept for many students!). 	<ul style="list-style-type: none"> . How to use pencils and rulers. . Painting skills, blending, application, control and the use of many shades and tones to effectively represent shadow and light (3D). . How to produce a successful, imaginative and well considered perspective composition. . How to assess, review and modify. Resilience (this is a very difficult concept for many students). . How to read paintings, critical analysis. . Patience. Perseverance. . Understanding the work of the curator. 	<ul style="list-style-type: none"> . The importance of spatial awareness and design. . To know how a range of artists used perspective using the art history timeline (Renaissance). . To know the painting of the Annunciation by Carlo Crivelli. . To research and select effectively the work of the Impressionists (amongst others). . How artists create realism and depth to their paintings. . How an architect creates a building from the beginning and why visualisation is so important. . How we interact with our environment and how it enhances our lives. . Problem solving, decision making and resilience. 	<p>Mathematics. Physics. History, (The Renaissance), D&T (technical drawing). Music English; Renaissance links poetry (Year 9) Trips to Galleries museums</p>
Half Term 4 & 5	<p>'What are you like?' an identity project where the students are asked to describe themselves through a series of drawings, images and text. Based on an exhibition of the responses of artists, photographers and illustrators to a series of words: eg: your favourite comfort, weather, food, place, transport, clothes, shoes, animal, pastime, possession, instrument etc.</p>	<ul style="list-style-type: none"> . Self- exploration, analysis of who they are and how to illustrate this and present it to others. . Freedom of expression as this is a very personal project, prompted by the many different ways this range and mix of artists have interpreted this theme. . IDENTITY. . They will recognise the work of the self-trained artist: Andrea Joseph. . Independent research and collecting appropriate resources. . Organisation and time management as personal independent research is vital. . Apply skills learned over the past 2 years, collage, text, drawing, printing, painting, etc. . Creative and imaginative use of all media selected. . Decision making. . Presentation. 	<ul style="list-style-type: none"> . Research and collecting resources. Imagination and confidence in the use of all selected media. . Fine tuning their observational drawing skills (Joseph's main tool is biro). . Literacy. . Collage, biro and pencil drawing, drawing from observations, taking and using their own photographs, composition, mixed media, textiles, incorporation of text/typography, use of colour and tone etc. . Remembering and applying their knowledge and skills from previous projects in both years 7 and 8. 	<ul style="list-style-type: none"> . Celebrating individuality and respecting each other's differences. . Self- reflection. . Values. . Appreciation of family and friendships. . Value of independent enquiry to produce something totally unique and personal to each student. . A lasting memory / scrapbook of images that represents a snapshot about them at this age. 	<p>Literacy, English. PHSE. Citizenship. Drama; Tell- tale heart- design scheme in Drama year 7 RS: Beliefs English; Me, myself and I Spanish; 'Free time'</p>
Half Term 6	<p>Opportunity to complete any unfinished work from the year / or introduce short series of workshops, drawing exercises, group work.</p>	<p>For example:</p> <ul style="list-style-type: none"> . Still life drawing exercises, quick fire sketching, encouraging risk taking. . Group projects: Paper manipulation to create hats, wigs, sculptures, etc which can then be drawn. Imagination. . Responding to recent exhibitions. 	<ul style="list-style-type: none"> . Resilience . How creating a piece of art does not have to take a long time. . Embracing the happy accident. Fun. . Interaction. Collaboration. . Imagination and creativity encouraged and stretched. 	<p>Resilience</p> <p>How creating a piece of art does not have to take a long time. Embracing the happy accident. Have fun. Interaction. Collaboration.</p>	

ART
YEAR 9

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1 & 2	<p>Pattern and Fashion: Designs based on the study of reptiles and butterflies and inspired initially by the work of the designer Alexander McQueen and other designers such as: Dior, Jean Paul Gaultier, Iris Van Herpen, Noa Raviv, Issey Miyake, Victor & Rolf etc.</p> <p>This project has evolved to be inclusive of the many BAME designers including: Ozwald Boateng, Duro Olowu, Pyer Moss, Stephen Burrows...</p> <p>Study of the work of the artist Yinka Shonibare</p>	<p>Design processes.</p> <ul style="list-style-type: none"> . How links with nature feature and inspire many aspects of design and how it has directly influenced and inspired designers including fashion and textile designers, architects and illustrators. . How to observe and select details, shapes, patterns, colours and textures in nature, and present their findings in a creative mind map. . How to create patterns and designs for fashion/ costume outcomes. . Be more aware of pattern in all types of design, interior (fabrics, textiles and wallpaper etc), fashion (textiles, fabrics etc). . Links to the industry. . How to use the design process, from their own resources, drawings, repeat pattern to creating fashion /costume designs. . Know and understand the fantastic creative talents of Alexander McQueen and other designers worldwide. . An extension activity for students to work in small groups and create a full- size costume from cardboard for “The cardboard catwalk”. . How black artists create art inspired by history and culture through studying the work of Yinka Shonibare and Bisa Butler. (Contemporary) 	<ul style="list-style-type: none"> . Observational drawings of a wide variety of reptiles and butterflies and moths. . To carefully observe detail, pattern and colour. Attention to detail. . To be creative / imaginative. . Consider composition and arrangement of the details, patterns and colours of their recorded images. . To be selective of the media that they choose to use and use it skilfully. . To be able to find reputable information about the designers of their choice and find their own resources of reptiles and butterflies. . Use their own drawing studies to inspire the patterns and creation of their fashion / costume design. . Use ink and water neatly and to good effect. . A potential second design is totally left to their own imagination (with some prompts) and they can select a mix of media to realise their intentions: collage, papercutting techniques, paints etc. . Effective manipulation of cardboard techniques. 	<ul style="list-style-type: none"> . The importance of design process and to be aware of how much design is all around us: homes, clothes, cars, transport, products, film, graphics, etc . The environment and sustainable fashion (fast fashion). . The value and importance of creativity, research, personal responses. . Working in a group to create a costume: problem solving, sharing ideas, and listening to others, appreciating their input, all to contribute. . Links to industry. . Links to the history of fashion . Links to ex students who have studied fashion and gone on to have successful careers: Henrietta (Rixo). Hannah (Balmain, Paris). Louisa (whose final show was represented at London Fashion Week in June 2019) she now also works at Balmain, Paris. 	<p>D and T. English (literary skills)</p> <p>Citizenship.</p> <p>Spanish; Clothes</p>
Half Term 3	<p>Sweets and Food: An illustration project inspired by many artists.</p> <p>Experimentation is encouraged as students will be drawing on the skills learned over the past 3 years.</p> <p>History of Art & Food</p>	<ul style="list-style-type: none"> . How to apply learned skills and to test their decision - making skills. . Confidence in experimentation, investigation and resilience. . How both historical and contemporary artists and designers have been inspired by Food. . The art of Still life: History of art: Illuminated manuscripts, The last supper (Leonardo, Marten de Vos) Arcimbaldo, Dutch school Pieter Claesz, Vermeer, Van Gogh, Cezanne Pop art (consumerism) . Kara Walker, (Cath Riley, Tjalf Sparnaay, Wayne Thiebaud, Tommy Kane, Sara Morda, Danny Gregory etc. . A structure very much like the GCSE assessment objectives where they will: . Record observations (take their own photographs and produce a variety of skilful drawings and then create artwork combining media. . Experiment with appropriate techniques. . Develop their ideas using the influence and inspiration of their chosen artists: research. . Develop and design an outcome inspired by their studies. 	<ul style="list-style-type: none"> . Having the opportunity and freedom to select and choose their own theme, fruits, vegetables, fast food, contents of a fridge, a food diary of the food they eat in a day / week, supermarket fresh foods, breads, fish etc. . Thorough research will give them so many opportunities. . Take their own photographs: consider composition, zooming in on details etc. . Being in control of their own selection of appropriate media and techniques. Responsibility. Ownership. . Decision making. . Freedom of expression. 	<ul style="list-style-type: none"> . Independent enquiry. . Observation and analysis of the everyday. . The importance of individual responses and research to themes (particularly if the students are going on to study art at GCSE). . Adapting and using their skills creatively. . Understanding the inspiration / visual documentation of food throughout the History of Art and in contemporary practice. . The ability to place art and artists in the timeline. 	<p>English. Food Tech.</p> <p>History</p>

Half Term 4 & 5	<p>Architecture and the urban and suburban environment.</p>	<ul style="list-style-type: none"> . Learn to be aware of the many different architectural styles, both historical and modern in our own local area. . How many different artists and illustrators have interpreted this theme: including: Minty Sainsbury's drawings (a young and talented architect). . They will know the work of Stephen Wiltshire, a severely autistic, fantastic, detailed drawings of architecture, he has a photographic memory. Students will be shown a video of him at work on a large panorama of London after a helicopter ride over the city. . Other artists include Maya Wronska, Lucy Jones, urban sketchers etc. Graphic design / collage artists: Evan Hecox, Lynette Jackson . Papercutting: Callum Russell . To know about and experience Urban sketching (trip down to Altrincham / local area / school grounds to experience 'Urban Sketching' En plein air . To learn how to interpret patterns and form using a range of media. . To create a mixed media panorama of their chosen buildings focusing on; line, shape, pattern, tone, colour, texture, drawing on the wide range of media, materials and techniques used since year 7. . To take effective and purposeful photographs. 	<ul style="list-style-type: none"> . Drawing from their own photographs (and our vast array of resources). Taking their own photographs, considering composition, zooming in on details, doorways, decorative stone carving, patterns, colours, steel, glass, stained glass, shopping streets, bus and train stations, town halls, churches, their own village or street etc. . Using mixed media. . A variety of printing methods will be explored: poly-printing, photo etching, oil pastel transfer and mono-printing etc. . Experimenting with backgrounds and surfaces. . Applying previously learned skills. . Colour, shape, form, composition 	<ul style="list-style-type: none"> . Students will be more aware of the world around them. To look up and see. . They will have an appreciation of the history of architecture, the variety and purpose, the detail and structures etc. . They will understand and appreciate the built environment. . Artists and designers who are inspired by this theme. . Photography skills. . Many of our students have gone on to study architecture. . Supports students who go onto study art & design at GCSE 	<p>History. Human geography; urban decline / regeneration. MFL; Where I live</p>
Half Term 6	<p>Once complete the students will work on a group project based on the History of Art and contemporary art.</p> <p>If time: A series of creative art workshops</p>	<ul style="list-style-type: none"> . Students will work in small groups, maximum of 3 (or independently if they so choose). . They will be shown a PowerPoint which goes through the timeline of the history of art (condensed of course). They will then be asked to select one, it could be a particular group of artists, a particular period of time, a particular media, an individual artist, sculpture, printmaking, video, installations, painting, etc. . They will then research and present their findings to the rest of the class. . They can add visuals, produce a film, power point, piece of artwork, song (this was done once by a student who sang a song about Caravaggio which accompanied her power point presentation). 	<ul style="list-style-type: none"> . Working as a team. . Wide research, understanding, learning, analysing, creativity and imagination when deciding how to present their findings to their peers. . Critical analysis and appreciation. . Teaching and applying their newfound information. 	<ul style="list-style-type: none"> . Collaboration, working as a part of a team. . Independent research skills . Public speaking . Expanding their general knowledge, seeking out new learning opportunities and experiences. . Learning referencing / bibliographies / acknowledging all their sources etc. . The ability to place art and artists in the timeline. 	<p>English Drama</p>