

INTENT:

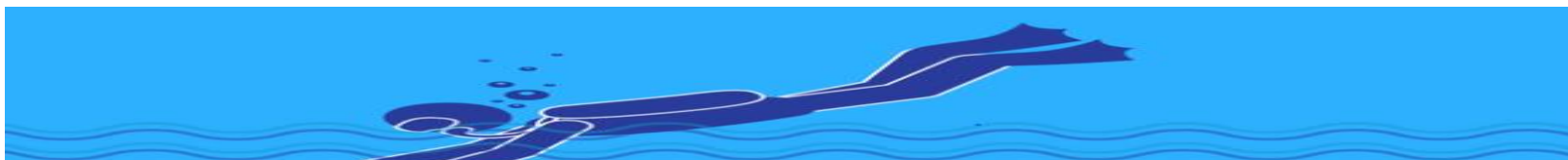


“Art makes children powerful”

Bob and Roberta Smith


















Art facilitates the opportunity for students to be creative and learn how to express themselves. We want students to be able to question, critique, describe and subvert their world where they can explore the limitless beauty that surrounds them every day. We challenge students to find ways to communicate their ideas, motivate others and present themselves with confidence and flair; using a range of mediums sparingly and interchangeably.

We work in an environment that is built on mutual respect for the subject and those studying it. Art allows us to engage with different cultures, and historical events. We are researchers, performers, creators, leaders and independent learners.





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







9	Half term points					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Introduction to media and techniques	Introduction to media and techniques	Development	Development	Mini guided project	Mini guided project
	<p>Learning to include:</p> <ul style="list-style-type: none"> • sketchbook presentation skills exploring techniques to apply to a background. • observational drawing skills using a wide range of media to record a variety of contemporary subject matter in a photorealistic style using value and gradient shading skills. • a visit to the world museum and the walker art gallery in Liverpool is arranged to broaden awareness of artists and artefacts from many cultures 	<p>Learning to include:</p> <ul style="list-style-type: none"> • observational drawing skills using a wide range of media to record a variety of contemporary subject matter. • annotation through the use of key words/terminology to explain their work 	<p>Learning to include:</p> <ul style="list-style-type: none"> • addressing the question of how to develop work in the style/influence of artists and learning how to create personal responses to artist's work using a range of subject matter, media, techniques and processes. • annotation of artists work and of own ideas. 	<p>Learning to include:</p> <ul style="list-style-type: none"> • addressing the question of how to develop work in the style/influence of artists and learning how to create personal responses to artist's work using a range of subject matter, media, techniques and processes. • annotation of artists work and of own ideas 	<p>Learning to include:</p> <ul style="list-style-type: none"> • how to present a sketchbook and order a project to make a clear, consistent journey from start to finish. students will begin to understand all AQA assessment objectives. 	<p>Learning to include:</p> <ul style="list-style-type: none"> • a continuation of the mini project where students will develop their own ideas in the style of their chosen artists. • they will learn how to combine and experiment with a range of media, techniques and processes taught in term 1.
	  	  	  	  	  	 

Curriculum plan: Art

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Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Component 1 Independent project 1	Component 1 Independent project 1	Component 1 Independent project 1	Component 1 Independent project 2	Component 1 Independent project 2	Component 1 Independent project 2
10	<p>Learning to include:</p> <ul style="list-style-type: none"> develop a self-led project under the given theme of 'jumble'. this project lags all skills and knowledge taught from year 9 - being able to skilfully record, experiment with media and research meaningful artists. this project will form part of component 1 worth 60% of their overall GCSE grade 	<p>Learning to include:</p> <ul style="list-style-type: none"> creating a series of personal responses and development ideas to the jumble project, annotating and refining their work as it progresses. this project will form part of component 1 worth 60% of their overall GCSE grade 	<p>Learning to include:</p> <ul style="list-style-type: none"> select and collaborate initial ideas to produce a final outcome to the project that shows a clear link to the starting point, influence of chosen artist styles and own ideas. this project will form part of component 1 worth 60% of their overall GCSE grade 	<p>Learning to include:</p> <ul style="list-style-type: none"> students will independently research and develop a self-led project of a theme of their choice this project will form part of component 1 worth 60% of their overall GCSE grade 	<p>Learning to include:</p> <ul style="list-style-type: none"> creating a series of personal responses and development ideas, annotating and refining their work as it progresses. this project will form part of Component 1 worth 60% of their overall GCSE grade. 	<p>Learning to include:</p> <ul style="list-style-type: none"> Select and collaborate initial ideas to produce a final outcome to the project that shows a clear link to the starting point, influence of chosen artist styles and own ideas. This project will form part of Component 1 worth 60% of their overall GCSE grade.
	  	  	 	  	 	 



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Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Component 1 Independent project 3	Component 1 Independent project 3	Component 2	Component 2		Grade range end point:
11	<p>Learning to include:</p> <ul style="list-style-type: none"> a mini project to prepare students for the time constraints of component 2. students will independently research and develop a self-led project of a theme of their choice. this project will form part of component 1 worth 60% of their overall GCSE grade 	<p>Learning to include:</p> <ul style="list-style-type: none"> creating a series of personal responses and development ideas, annotating and refining their work as it progresses to produce a final outcome that shows a clear link to the starting point, influence of chosen artist styles and own ideas. this project will form part of component 1 worth 60% of their overall GCSE grade. 	<p>Learning to include:</p> <ul style="list-style-type: none"> AQA exam board will send a list of starting points for the students to select from. students will start a self-led project of a subject matter that fits with their chosen theme. 	<p>Learning to include:</p> <ul style="list-style-type: none"> continuation of the work for component 2. students will be completing development ideas in readiness for the exam 10 hour exam to complete the final outcome 		9-1
	