

Department Title: Art and Design

Exam Boards: Edexcel

Department Vision: A brief description of your subject and the departments overall aim. (150 words max)

The mission of the Beths Grammar School Art Department is to inspire, educate, and prepare our students to become exceptional artists. Through a diverse curriculum that incorporates an extensive range of media, our students are prepared to go on to university and careers in a discipline of their choice. We are committed to promoting a strong work ethic and professional behaviour. We strive to foster a sense of community within our students, developing their creative and innovative participation in the world of visual arts.

Year 7: Term 1—Still life drawing

Keywords chart - Tonal values and shading

Shape and form – ellipses and 3d shapes

Frottage and mark making – exploring textures and weight/contrast of line. Title page

Van Gogh Artist Research & Van Gogh Landscape – Mid-term assessment

Portrait – Features and half portrait

Zentangle feathers

Pattern and Mark Making – Still life composition—Final Assessment

Extension task: Pattern - Belts and buckles

Year 7: Term 2—Colour Theory

Colour wheel: what is colour?

Colour mixing+ Colour blending, Primary colours, Secondary Colours, Tints and shades.

Value Landscape: Application of tints and shades

Painted hands assessment: Application of complimentary and analogous colours.

Henri Matisse Artist Research, Henri Matisse: Paper cut strips

Concentric Circles: Oil pastel circles. Experimenting with contrasting colours.

Daniella Akiyama: Abstract Flowers

Extension task: Georgia O'Keefe Study

Year 7: Face and Tim Burton—Portraits

Proportions of the face

Practicing facial features

A4 Assessed Portrait – proportions, likeness and tone.

Cartoons – Key features of a cartoon. Turning a photograph into a cartoon and original ideas.

Tim Burton – Artist research and key features of the artist's work.

Typography – Literacy, Construction of a poem and decorative fonts.

Creating a comic – storyboarding, layout and character development.

Final Piece – Comic book strip

Year 8: Term 1— Moving Image—Animation

Title Page – Moving Image

Stroboscopic Drawing – figure drawing in dynamic poses overlapping and blending different colours.

Shadow puppets – creating moving drawings to tell a story, exploring positive and negative shapes.

Charcoal Drawings – Layered drawings with overlapping images. Objects and landscapes.

Zoetrope – Moving images and frame rates. Flowers and Birds

Moving images – Layered coloured drawings seen through cellophane to isolate images.

Futuristic Building – recycled materials

Year 8: Term 2— Fauvism

Title Page – Fauvism

Tonal Ladder

Folder Paper/Scrunched up paper – Tones, shapes and perspective.

Charcoal Fabrics – Folds, shadows and highlights.

Directional Painting – Colour combinations and brush strokes.

Still life – warm and cool colours.

Oil Pastel – colour blending and combinations.

Assessed oil pastel landscape – wrong colours and mark making

Extension Task: Fauvist Portrait

Year 8: Term 3—Fauvism Landscapes and Cubism

Title Page - Portraiture

Proportions of the face — **Face drawings** – face one, side profile and 3/4 view.

Football – Panini Football sticker designs

Adam Riches – Artist study and analysis

Adam Riches – Scribble biro portraits

David Hockney – Research

David Hockney – Photography of the sitter and sketches of the sitter

David Hockney – Portrait final piece painted A3 (block paints – tempura)

Extension Task: Picasso style portrait, Matisse style portrait

Year 9: Term 1— Henry Moore Sculpture

Title Page - Henry Moore

The Sleepers drawing – wax resists, watercolours and pen

Soap Carving – whittle down the soap into a basic shape from the abstract drawings

Henry Moore Research page

Henry Moore – sculpture designs

A3 assessed piece – Henry Moore drawing in his style (charcoal, wax resist, paint, brown paper)

Clay techniques—Clays Sculpture – Henry Moore inspired.

Extension Task: Henry Moore sheep drawing

Year 9: Term 2— Word Art—Layers and Patterns

Title Page – Word Art

Jasper Johns – One through Nine

Jasper Johns – Painted numbers

Graffiti name task

Paul Klee word art - Watercolours

Mariscal – Pen and Ink letters with limited colour palette

Mariscal 3D Letters – Cardboard and construction techniques

Extension Task: Numbers 0 – 9, Keith Haring inspired piece

Year 9: Term 3—Chinese Art

Title Page – Chinese Arts and Crafts

Dragon Scrolls – Monotype printing and mark making techniques.

Chinese Calligraphy – characters, calligraphy, brushwork and ink.

Lino Prints – Positive and negative shapes using lino cut techniques.

Papercuts – Continued exploration of positive and negative shapes.

Paper plates – Monotone willow patterns in blue – conceptual, cut-up an re-imagined.

Contour drawings – pattern, shapes and form.

Optical illusion box – perspective and proportion.

Yue Min happy portraits – portraits from a variety of angles.

Ceramic sunflower seeds

Year 10 Art: Term 1— It's life Jim but not as we know it (Still life)

Creating A2 presentation sheets & large scale outcomes

Refine drawing skills—drawing from life in pen, pencil and colour pencil

Still life composition—Using charcoal and chalk to create an A2 still life drawing

Hiromi Miura Artist Research: Analysis of Hiromi Miura's style and technique.

Flower studies: Drawings of flowers in different coloured biro's and pens.

Crisp Packet mid project assessment

Rubbish Still Life with a focus on consumerism and food waste: Still life set up by pupils, photographing the still life, initial ideas and sketches.

A2 Rubbish Still Life: End of project assessed work.

All work is assessed and makes up the body of work for component 1

Year 10 Art: Term 2— Spaces and Places (Landscape)

Introduction to the project: Title page, introduction, mind map, image bank and sketches. Exploring surface qualities.

John Virtue: Artist research, analysis, study and creative response.

Textured Explorations: pen mark making, watercolour mark making and textured tiles.

Mark Making: Textures in Pen and Watercolour

Claude Monet: Research and analysis of artist work, Rouen Cathedral study, watercolour sketches.

Claude Monet Watercolour Mid Project

All work is assessed and makes up the body of work for component 1

Year 10 Art: Term 3— Spaces and Places (Landscape) student led

Working in sketch books and large scale outcomes—Student Led

Gallery visit—visit to a London gallery to view important pieces of art and collect first hand imagery

Artist Research

Collecting imagery and sketching en plen air

Development of ideas

Refinement of ideas

Planning of final piece

Final Piece (Large Scale Outcomes)

All work is assessed and makes up the body of work for component 1

<p><i>Year 11: Term 1—Portraiture</i></p> <p>Drawing – Facial Features</p> <p>Photoshop workshop – Saturation sheet</p> <p>Acrylic painting –Background preparation and Saturation Portrait</p> <p>German Expressionism - Lino Printing and experiments.</p> <p>Giacometti – Research and ceramic sculptures</p> <p>Mock Exam—Reflection</p> <p><i>All work is assessed and makes up the body of work for component 1</i></p>	<p><i>Year 1: Term 2— Exam</i></p> <p>1 Day Mock Exam—Completed under exam conditions</p> <p>Completion of outstanding work for component 1</p> <p>Pupils will respond to a given theme and develop their ideas during a preparation period through artist research, sketchbook development of ideas and work towards a timed outcome.</p> <p>Preparation for externally set assignment—Art Exam</p> <p><i>Introduction, 2 x Artist research, Development 1 and 2, Mini Mock, Refinement and Mock up.</i></p> <p><i>Externally set assignment makes up the body of work for component 2</i></p>	<p><i>Year 11: Term 3—Exam</i></p> <p>Art Exam—Controlled assessment under 10 hours</p> <p><i>Externally set assignment makes up the body of work for component 2</i></p>
<p><i>Year 12: Term 1— Hidden and Revealed</i></p> <p>Students will create a body of work under a set theme (hidden and revealed). They will work with traditional and new media, developing confidence, competence, imagination and originality to produce in responses to set tasks, through the creation of exploratory media. They learn to think and act as artists, crafts people and designers, working creatively and intelligently.</p> <p><i>All work is assessed and makes up the body of work for component 1</i></p>	<p><i>Year 12: Term 2—Hidden and Revealed—Student Led</i></p> <p>Using the theme “Hidden and Revealed” as a starting point pupils will develop new and existing skills through research, experimentation and recording their observations and experiences, using a wide range of materials and resources. Students are taught to reflect as they develop their ideas, which lead to the presentation of personal responses. This will be done through sketchbook work & large scale outcomes.</p> <p>Required in sketchbooks</p> <p><i>Introduction, 2 x Artist research, Development 1, Interim large scale piece, Development 2, Refinement and Final piece plan.</i></p> <p><i>All work is assessed and makes up the body of work for component 1</i></p>	<p><i>Year 12: Term 3—Final Pieces</i></p> <p>Final Pieces - Pupils will respond to a given theme and develop their ideas during a preparation period and work towards a times outcome.</p> <p>Art Mock Exam—Controlled assessment under 10 hours</p> <p>Personal study preparation</p> <p><i>All work is assessed and makes up the body of work for component 1</i></p>
<p><i>Year 13: Term 1—Personal Study</i></p> <p>Students will continue with their focus for the personal study. This will be a student led project. This will be done through sketchbook work & large scale outcomes. They will also undertake investigative and research work appropriate to their focus. They will explore a variety media and processes in order to create a body of work and a final piece.</p> <p>Required in sketchbooks</p> <p><i>Introduction, 2 x Artist research, Development 1, Interim large scale piece, Development 2, Refinement and Final piece plan.</i></p> <p><i>All work is assessed and makes up the body of work for component 1</i></p>	<p><i>Year 13: Term 2—Exam</i></p> <p>1 Day Mock Exam—Completed under exam conditions</p> <p>Pupils will respond to a given theme and develop their ideas during a preparation period through artist research, sketchbook development of ideas and work towards a timed outcome.</p> <p>Preparation for externally set assignment—Art Exam</p> <p>Required in sketchbooks</p> <p><i>Introduction, 2 x Artist research, Development 1 and 2, Mini Mock, Refinement and Mock up.</i></p> <p><i>Externally set assignment makes up the body of work for component 2</i></p>	<p><i>Year 13: Term 3—Exam</i></p> <p>Art Exam—Controlled assessment under 10 hours</p> <p><i>Externally set assignment makes up the body of work for component 2</i></p>
<p>Assessment:</p> <p><i>The exam board that we use is Edexcel</i></p> <p>KS3— We follow the national curriculum levels of 1 (lowest) -9 (highest) for years 7, 8 and 9. Pupils are assessed at the start of the year end of term.</p> <p>KS4— Pupils will produce work for 2 components according to the exam board criteria. Component 1 is worth 60% and Component 2 is 40% of the final grade. All external assessment is completed at the end of the course. Internal assessment is carried out throughout the year.</p> <p>KS5— Pupils will produce work for 2 components according to the exam board criteria. Component 1 is worth 60% and Component 2 is 40% of the final grade. All external assessment is completed at the end of the course. Internal assessment is carried out throughout the year.</p>		
<p><i>Reading list/Useful websites: This section can be grouped key stages.</i></p> <p>KS3</p> <p>Read: The Illustrated story of Art by DK. https://www.amazon.co.uk/Illustrated-Story-ArtDk/dp/1409316084/ref=sr_1_7?s=books&ie=UTF8&qid=1500455396&sr=1-7&keywords=the+story+of+art</p> <p>Visit the Tate Britain ‘Walk Through British Art’ to give you an insight into the history of British art http://www.tate.org.uk/visit/tatebritain/display/walk-throughbritish-art</p> <p>Take part in Bronze Arts Award Ask Mrs Van-Reitschoten for details. Limited number available.</p> <p>KS4</p> <p>GCSE Bitesize Art and Design https://www.amazon.co.uk/Bitesize-Art-Design-Complete-RevisionPractice/dp/1406654361/ref=sr_1_1?s=books&ie=UTF8&qid=1500456626&sr=1-1&keywords=gcse+bitesize+art</p> <p>Simon Schama The Power of Art https://www.amazon.co.uk/Simon-Schamas-Power-ArtComplete/dp/B000GY78AU/ref=spdp_lpo_sbs_14_t_0?encoding=UTF8&psc=1&refRID=RNEY6ASY0YSXTXJ10BEZ</p> <p>Visit the Google Cultural Institute Art Project website. This is an ongoing project where you will be able to see every piece of art work in the world: https://www.google.com/culturalinstitute/beta/partner?hl=en</p> <p>KS5</p> <p>Visit any of the Tate Galleries including: Tate Britain, Tate Modern, Tate Liverpool or Tate St Ives http://www.tate.org.uk/visit/tatmodern http://www.tate.org.uk/visit/tateliverpool http://www.tate.org.uk/visit/tate-ives</p> <p>Listen to the Grayson Perry Reith lectures: 1. Democracy has bad taste: http://www.bbc.co.uk/programmes/b03969vt, 2. Beating the Bounds: http://www.bbc.co.uk/programmes/b03dskd4, 3. Nice rebellion, welcome in! http://www.bbc.co.uk/programmes/b039bq7_4, I found myself in the art world: http://www.bbc.co.uk/programmes/b03g9mn1</p> <p>Read ways of seeing by John Berger https://www.amazon.co.uk/Ways-Seeing-Penguin-Modern-Classics/dp/014103579X/ref=sr_1_cc_1?s=aps&ie=UTF8&qid=1542631757&sr=1-1-catcorr&keywords=ways+of+seeing</p>		
<p><i>Related Careers: A high percentage of our pupils go on to study Art at University. The diversity of the course makes it ideally suited if you are intending to go on to Foundation Art and Design and Degree course. Pupils will have the option of specialising in many aspects of Art such as Fine Art, Fashion/Textiles, Architecture, Film/Animation, Ceramics, Graphic Design, Furniture, Interior Design, Jewellery Design and Teaching.</i></p>		