

Department:	Art & Design
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Year 9 Course summary:

Students undertake two projects that are teacher led, with the focus being on technical skill development, but within which there are certain tasks designed for creative and independent exploration. Both of the projects are structured to meet the requirements of OCR GCSE coursework, thus enabling the students to build an understanding of how to meet the four assessment objectives (AO1, AO2, AO3 and AO4 – upon marking these are viewed holistically). It is worth noting that similar AOs were used for the assessment of their KS3 projects.

Project 1 Title: The Power of Movement

Duration: Beginning of Michaelmas to Lent half term

Recording techniques (AO3) - Skills to be further developed: Gridded tonal drawing skills and mark making using pens. Following the exploration of Da Vinci's anatomy studies (an artist that they were first introduced to in year 8) students will explore the use of photographic recording and drawing from life (in chalks) as a way of developing primary observation studies.

New skills: In contrast they will explore and respond to the performative large scale movement drawing of Heather Hansen and Tony Orrico that visually track human movement, touching upon the question 'What can drawing be and what purpose can it have?'. They will be introduced to sequence and motion photography (reference to Muybringe and Roni Horn). They will also be given the opportunity to create mini studio style shots using the soft box lights, cameras and tripods. Getting things to draw for you, e.g. machines, objects, the wind etc.

Exploration of materials (AO2) - Skills to be further developed: monoprint skills and the use of mixed media.

New skills: Large scale layered acrylic and ink water studies in response to Maggi Hambling will encourage students to explore a more expressive and looser style of painting. Digital collage editing techniques will be learnt as a way of planning and considering compositions. They will have a chance to compare this to existing hand collaged responses. During the project artist Angela Maloney will run a collagraph workshop to develop their printing experience.

Contextualisation and understanding the work of others (AO1) - Skills to be further developed: how to successfully critique and analyse the work of others to show deeper contextual understanding. To demonstrate this a written piece of analysis is produced.

Presenting a personal response (AO4) - New skills: to learn how to reflect on the techniques and themes covered to plan and realise their own refined final piece.

Project 2 Title: Dystopian Dreams

Duration: Lent half term to end of the Summer term

Recording techniques (AO3) - Skills to be further developed: Gridded tonal drawing skills and photography in response to Karl Blossfeldt and Ian Murphy.

Exploration of materials (AO2) - Skills to be further developed: printing techniques by learning how to produce etchings. Watercolour painting in response to Turner. Stitching into imagery to later the perceived meaning.

New skills: oil painting and image transfer, as well as 3D wire work. Ink painting in response to Chinese landscape artists.

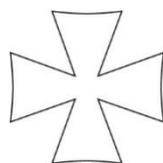
Contextualisation and understanding the work of others (AO1) - To further understand the motivations of artists – exploration and analysis of Turner and Guo Xi (Traditional Chinese Landscape ink studies), Yang Yongliang (contemporary Chinese digital artist) and Josh Keyes. In this case the contrast between presenting ‘the sublime’ and producing contemporary work that highlights pressing environmental damage. Students are encouraged to reflect on how art can be meaningful prior to starting their coursework in year 10.

IST Assessments:

Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
Recording observations and analysis AO3 AO1	Use of artistic media and techniques AO2	Final piece PROJECT 1 AO4	Recording observation and artist analysis for project 2. AO3 and AO1	Use of artistic media and techniques AO2	Exploration of materials and own idea development AO2 NB this project does not result in a final piece.

Key vocabulary:

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Department:	Art Department	
Year 8 Course summary:		
<p>The Year 8 course is divided into two projects that are designed to enable students to continue to develop their artistic skills and understanding as they approach their GCSE options. The projects follow a format similar to that of a GCSE project with the assessment objectives loosely reflecting those used for the GCSE course. A greater emphasis is placed on the meaning created by artists, as well as the purpose of work completed by those in the creative industries. Students are expected to continue to develop their drawing skills as a way of recording observations and ideas. They are introduced to new media and techniques, and reflect on the work of other artists to inform and develop ideas. Within written analysis of other artists' work greater emphasis is placed on meaning and how links can be made to the students' own work. At the end of each project students are given a greater amount of time to create more substantial outcomes.</p>		
IST Assessments:		
Michaelmas	Lent	Summer
Students are assessed on three main areas; their ability to draw from observation, a piece of written analysis and their application of materials.	Students submit their final pieces for their first project for assessment.	Students are assessed on their whole second project against the following assessment objectives; recording observations, exploring materials, developing ideas through making links to other artists' work and a final outcome.
Key vocabulary:		
<p>Guidelines, proportion, portrait, Pop Art, shading, stencilling, mixed media, architecture perspective, orthogonal lines, horizon, architectural, dwelling, design, intaglio, mono print, organic, line, shape, measurement, self, political, observation, contours, form, secondary, tertiary, tints, shades, hues, complementary, blending.</p>		