

Year 7		Year 8		Year 9	
<p>HT1:</p>	<p>HT2: Keith Haring - The Fit for Life Campaign</p> <p>Pupils explore the artwork supporting the slogan 'Eat well, Move more, Live longer,' making links with food technology and PE. Pupils draw on learning about the artist's work (movement, vivid colour) to design a poster to encourage healthy living. Pupils explore colour theory and develop skills in a range of techniques: watercolours, coloured pencils and collage.</p>	<p>HT1: Hundertwasser – Line, Shape, and Colour</p> <p>Pupils explore and develop a critical understanding of the work of Austrian artist and architect Hundertwasser, who uses line and colour to depict the environment. Pupils evaluate his work to develop their creativity and ideas, whilst also revisiting watercolours and colour theory. Pupils create an acrostic poem.</p>	<p>HT2: Hundertwasser – Street Scene</p> <p>Pupils continue their exploration of Hundertwasser, researching his life and work. Pupils will use oil pastels, building on their prior knowledge, which they use to produce a background in preparation for their fine liner street scene. Their personal response is the combination of the two mediums working alongside each other to create a Hundertwasser-style street scene.</p>	<p>HT1: Cultures Project - Pop Art</p> <p>'Pop Art' project. Year 9 pupils will be introduced to the work of Andy Warhol, Burton Morris and Roy Lichtenstein. Pop Art is explained through the work of these iconic artists. Pupils create an A3 collage from images they have selected. The composition they create is the image they will use for the duration of the project. This A3 tracing will be copied onto cartridge and it will be divided into 4 equal quarters.</p>	<p>HT2: Cultures Project – Andy Warhol</p> <p>'Pop Art' project continued. Pupils make choices on which colour scheme they will use for each quarter. Each colour scheme must contain 5 colours. They are expected to challenge themselves to blend the colours from dark to light. They may also blend two colours together. On completion they will create an A3 collage based on one of the quarters.</p>
<p>HT3: Keith Haring – Graphic Design and Artist Research</p> <p>Pupils continue to explore Keith Haring and the Fit for Life campaign, extending their studies to consider media graphic designing, specifically layout and illustration. Pupils research the artist and evaluate the visual impact of the artist's work and their own.</p>	<p>HT4: Cartoon Crowd – Colour Theory and Emotions</p> <p>Pupils undertake a more in-depth investigation of colour theory, relating it to emotions and feelings. Pupils are also introduced to wax resist techniques, increasing their repertoire of skills. Pupils then design their own characters to represent emotions and transform them into 3D structures. Pupils begin to develop machine stitching skills.</p>	<p>HT3: Roll a Story – Matt Kaufenberg</p> <p>Drawing on artist research and the influence of the work of the artist Mark Kaufenberg, pupils develop their creativity and ideas whilst also refining literacy skills, using a bespoke 'roll a story' sheet they will create an illustrated story. Pupils explore children's story books to provide a stimulus and aid the design process.</p>	<p>HT4: Roll a Story – Matt Kaufenberg</p> <p>Pupils continue to work on their roll a story, further developing creativity and ideas and increasing proficiency in their execution. They will illustrate the story, and their personal response will see them designing their own character. The character will be the main character from their story. Pupils can read their story out to the class.</p>	<p>HT3: Repeat above for Rotation 2</p>	<p>HT4: Repeat above for Rotation 2</p>
<p>HT5: Cartoon Crowd – exploring different media</p> <p>Pupils continue their Cartoon Crowd work, taking designs into string and tissue paper. Techniques learned in HT2 are revisited and pupils also experiment with watercolour and chalk. Pupils develop a personal response: a wax resist A4 image.</p>	<p>HT6: Picasso – Portraits</p> <p>Pupils will research Picasso and create an artist research page in their sketchbooks. This will include elements of collage and fine liner, giving the page a mixed media feel. They will then begin their continual line drawing of their face and finally produce an oil pastel piece within their sketchbook.</p>	<p>HT5: Art from Other Cultures - Mexican Day of the Dead</p> <p>Pupils engage in a project based upon the Mexican festival 'Dia de los Muertos,' making links with RE and Spanish. Pupils explore with design on candy skulls using a range of techniques to record their observations in their sketchbooks.</p>	<p>HT6: Art from Other Cultures - Mexican Day of the Dead</p> <p>Pupils continue to explore 'Dia de los Muertos'. Their personal response will see pupils designing and creating a 3D tinfoil candy skull. Pupils reflect upon the way in which art and design reflect history and contribute to the culture and creativity of a nation.</p>	<p>HT5: Repeat above for Rotation 3</p>	<p>HT6: Repeat above for Rotation 3</p>

Notes

Pupils often access opportunities to supply artwork for various community projects, such as The Whalley Library, The Steward's Gallery in Clitheroe and various local charities, providing links with PSHCE, Citizenship. Such work provides the opportunity for pupils to become proficient in drawing, painting, sculpture and other art, craft and design techniques.

Art

KS4 Art GCSE

Year 10		Year 11	
<p>HT1: 'Poppies' Project – Exploring new processes</p> <p>In this skill-based unit, pupils discover new techniques and processes and increase proficiency in their execution. Pupils experiment with oil pastels, three-colour lino cuts, mono-printing, image transfer and photography. Work supports pupils' skill development in line with the 4 key AQA assessment objectives.</p>	<p>HT2: Photography</p> <p>The introduction of photography enables pupils to bridge the gap between copying others' work and being inspired by their own. Pupils experiment, explore and develop their ideas culminating in a personal response. This becomes part of pupils' coursework, which represents 60% of the final grade.</p>	<p>HT1: Mock Examination Preparation / Coursework</p> <p>Pupils approach an AQA past paper. This is used as a mock exam and runs throughout HT1 and 2, allowing pupils to work through the stages required in an exam paper. The paper is explored through discussion, before pupils choose which question best enables them to demonstrate the visual impact and application of their skills and knowledge.</p>	<p>HT2: Mock Examination Preparation / Coursework</p> <p>This mock exam will eventually be part of their coursework, representing 60% of the final grade. Pupils work to given deadlines and individual action plans to support independence and effective time management. These important skills link to PSHCE ('Character Matters') and CIAG ('My Future Matters').</p>
<p>HT2: 'Buildings' Project</p> <p>This photography-based project sees pupils taking photographs of buildings and architecture in their local area. Pupils will choose from one of the three artists and create their artist research. Pupils then translate images into a three-colour linocut, a mono print, as well as applying other techniques they have learned, building on prior knowledge.</p>	<p>HT 4: 'Buildings' - continued</p> <p>Pupils' continued work on this project sees them developing and refining techniques and increasing proficiency in selecting and handling different media. Pupils apply prior learning to increasingly complex and challenging designs, evaluating their own work and that of others.</p>	<p>HT3: AQA Examination - Externally Set Task (40%).</p> <p>Pupils choose one of the seven starting points to answer and produce their examination response. Each question includes an artist, craftsperson, or designer. Pupils must research the artist and draw upon his/her influence in their work. Pupils are expected to use photography where appropriate.</p>	<p>HT4: AQA Examination - Externally Set Task (40%).</p> <p>In responding to the externally set task, pupils must ensure their work covers all four of the assessment objectives. Pupils are given 10 hours of supervised, unaided work in which to realise their intentions.</p>
<p>HT5: 'Marine Life' - Ernst Haeckel and Jessica Doyle</p> <p>In their third project Year 10 pupils will be introduced to the work of Ernst Haeckel and Jessica Doyle. To grow independence pupils will also be able to find a Marine Life artist of their choice. This artist will influence the work they create and will lead their imaginative journey.</p>	<p>HT6: 'Marine Life' - continued</p> <p>Pupils will develop their composition ideas and experiment with materials and techniques. A 3D personal response will be created and will be used to create an installation that will be displayed in a public space. There is no restriction on the scale of work, media, or materials used.</p>	<p>HT5: Preparation of Final Submission</p> <p>Pupils analyse and evaluate their own work, and others' in a process of review, feedback and refinement in which final presentations are polished in readiness for submission. Pupils then prepare a show for the Platform Gallery, further prompting individual and creative expression in a community project.</p>	<p>HT6: GCSE Summer Examination Series</p>

Notes

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Art

KS4 Art Textiles GCSE

Year 10		Year 11	
HT1: Mr Finch Project <p>The work of this inspirational textile artist engages pupils immediately. Exploration of the artist's heavily skills-based work and beautiful subject matter, supports pupils in the rapid acquisition of a range of skills which they can revisit in future projects.</p>	HT2: Mr Finch Project <p>Pupils explore Mr Finch's work, with a particular focus on the use of exquisite hand embroidery. Pupils create a sketchbook to highlight their work and reflect critically and analytically to refine their skills. Artist research deepens understanding of techniques and their impact.</p>	HT1: Mock Examination Preparation / Coursework <p>Pupils approach an AQA past paper. This is used as a mock exam and runs throughout HT1 and 2, allowing pupils to work through the stages required in an exam paper. The paper is explored through discussion, before pupils choose which question best enables them to demonstrate the visual impact and application of their skills and knowledge.</p>	HT2: Mock Examination Preparation / Coursework <p>This mock exam will eventually be part of their coursework, representing 60% of the final grade. Pupils work to given deadlines and individual action plans to support independence and effective time management. These important skills link to PSHCE ('Character Matters') & CIAG ('My Future Matters').</p>
HT3: Mr Finch Project <p>Pupils continue to produce creative work, exploring ideas and recording experiences. Through revisiting and refining skills and evaluating their own and others' work pupils become proficient in a range of textile design techniques. Deepening knowledge of the artist's work informs pupils' reflections on his contribution to culture and creativity.</p>	HT4: Printed Botanicals <p>Pupils undertake their own photography of organic forms and observational drawing as part of a planned experience to Manchester which incorporates a visit to the Manchester Art Gallery and the Craft Centre. Pupils use the experience to collect primary resources which will enable them to explore a range of techniques. This experience allows pupils an insight into the career of designer/makers.</p>	HT3: AQA Examination - Externally Set Task (40%) <p>Pupils choose one of the seven starting points to answer to produce their examination response. Each question includes an artist, craftsperson, or designer. Pupils must research the artist and draw upon his / her influence in their work. Pupils are expected to use photography where appropriate.</p>	HT4: AQA Examination - Externally Set Task (40%) <p>In responding to the externally set task, pupils must ensure their work covers all four of the assessment objectives. Pupils are given 10 hours of supervised, unaided work in which to realise their intentions.</p>
HT5: Printed Botanicals <p>Pupils' exploration of techniques includes screen printing, block printing, mark making, batik wax resist, free machine stitch, hand embroidery, and image transfer. This exploration allows pupils to experiment whilst developing surface pattern skills. Pupils work on design sheets, promoting industry practice.</p>	HT6: Printed Botanicals <p>Pupils continue with the project, producing creative work, exploring ideas, and recording experiences. Pupils develop confidence in evaluating and analysing using the language of Textile design to annotate their work, alongside the creative process, ensuring all assessment objectives are evident in their emerging portfolio.</p>	HT5: Preparation of Final Submission <p>Pupils analyse and evaluate their own work, and others' in a process of review, feedback and refinement in which final presentations are polished in readiness for submission. Pupils then prepare a show for the Platform Gallery, further prompting individual and creative expression in a community project like that completed in Year 9.</p>	HT6: GCSE Summer Examination Series

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