

Grafham Grange Creative Arts Overview

Intent	<p>In art, we open the world to our students. We explore therapeutic needs in the subject and relate the ideas into real life scenarios. We grow interests into the world and develop highly valuable and transferrable skills for future careers and life. Students will investigate the differences the world displays through artwork and form their own opinions and beliefs, whilst being empathetic and engaging in the contrasting world around them. Celebrating differences and understanding why difference is empowering. Students will empower their own thoughts and begin a lifelong exploration of self- discovery and self-belief, as they journey through the spiral curriculum full of rich and exciting art and techniques.</p> <p>Our students will leave with a dynamic thought process and have a wealth of knowledge about the world and their place within it. They will be resilient and determined, whilst understanding patience. They will contribute to discussions and not be afraid to ask why. They will listen and immerse themselves in other opinions, whilst understanding and believing in their own. They will find the freedom and individuality that art offers and enjoy the calming space it provides.</p>
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Year 7	<p>Natural Form</p> <p>Trees (Gustav Klimt)</p> <p><u>Skills:</u></p>	<p>Printmaking</p> <p>African Art</p> <p><u>Skills:</u></p> <p>An introduction to pattern focusing on the shape and colour in these patterns. Develop understanding about other cultures</p>	<p>Product Design/Graphics</p> <p>Designing a Chocolate Bar</p> <p><u>Skills:</u></p> <p>Develop knowledge about how colours can directly influence a target audience. An introduction to</p>	<p>Sculpture</p> <p>Clay Egyptian Canopic Jar</p> <p><u>Skills:</u></p> <p>Develop basic skills of the clay coiling method. Students to gain knowledge of shape and proportion.</p>	<p>Portraiture</p> <p>Pablo Picasso inspired</p> <p>Portraits</p> <p><u>Skills:</u></p>	<p>Textiles</p> <p>Weaving Gunta Stolz</p> <p><u>Skills:</u></p> <p>Develop understanding of patterns and sequences, which are essential for later literacy and numeracy development. An</p>
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	An introduction to line and texture. Students to learn the difference between visual and actual texture.	and relief processes with block printing.	contrasting colours and how they are strikingly dissimilar to another colour, producing an intensified effect that draws attention.		Develop further basic colour theory knowledge exploring warm and cold colours using primary and secondary colours only.	introduction to working with different fabric textures. Improve hand-eye coordination and problem-solving skills.
Year 8	<p>Natural Form</p> <p>Animals</p> <p>(David Shepherd)</p> <p><u>Skills:</u> Develop line skills by experimenting with varied line weights. Practice using dots and lines to demonstrate pattern and texture using pencil.</p>	<p>Printmaking</p> <p>Indian Art Rangoli pattern</p> <p><u>Skills:</u> Develop pattern skills through Mono printing. Mono printing allows more scope for abstract compositions and more detailed prints than other types of printing, allowing students to freely experiment with shape, rhythm, colour.</p>	<p>Product Design/Graphics</p> <p>Designing a Board Game</p> <p><u>Skills:</u> Develop knowledge on colour, shape and contrast through market research and initial designs ideas.</p>	<p>Sculpture</p> <p>Ancient Greece</p> <p><u>Skills:</u> Develop further understanding of the coiling method. Focusing on the shape and proportion of Greek vases.</p>	<p>Portraiture</p> <p>Pop Art Andy Warhol inspired Portraits</p> <p><u>Skills:</u> Develop knowledge on primary and secondary colours, contrasting colours. Introduction to how using correct proportions in portraits allows an artist to create well-balanced, realistic representations of the human form.</p>	<p>Textiles</p> <p>MOLA Designs Applique</p> <p><u>Skills:</u> Introduction to basic stitches such as running, back and blanket. Develop knowledge of fabric textures and identify sources. Develop knowledge on contrast through layering-coloured fabrics to reverse applique.</p>
Year 9	<p>Natural Form</p> <p>Flowers</p> <p>(Georgia O'Keefe)</p>	<p>Printmaking</p> <p>Islamic Art</p> <p><u>Skills:</u> Extend knowledge of patterns to provide a</p>	<p>Product Design/Graphics</p> <p>Designing a video game</p> <p><u>Skills:</u></p>	<p>Sculpture</p> <p>Gaudi inspired tiles</p> <p><u>Skills:</u> Extend knowledge of working with clay by</p>	<p>Portraiture</p> <p>Paul Klee inspired Portraits</p> <p><u>Skills:</u> Extend knowledge on cold and warm colours by</p>	<p>Textiles</p> <p>Fashion Designing</p> <p><u>Skills:</u> Engage students in the creative process by</p>

	<p><u>Skills:</u></p> <p>Extend knowledge of line and colour through experiments with watercolour. Watercolour experiments include wet-on-wet, wet-on-dry and layering colours. Extend knowledge of line through painting.</p>	<p>strong foundation for sequencing, making predictions and creating order.</p>	<p>Challenges students to work within constraints of a design brief e.g specific colour or shape. Development of colour theory knowledge to make product appealing to target audience through research.</p>	<p>experimenting with different tools to create pattern and shapes. Extend knowledge about colour sequences in patterns.</p>	<p>including tertiary colours. Develop colour theory knowledge mixing tints and shades.</p>	<p>concentrating on proportion, pattern, texture, colour. Expanding knowledge of natural and synthetic materials. Extend knowledge about embroidery and decorative stitches such as lazy daisy and woven wheel stitch to enhance fashion designs.</p>
Year 10	<p>Natural Form</p> <p>Observational Drawing</p> <p>(Paul Cezanne)</p> <p><u>Skills:</u></p>	<p>Printmaking</p> <p>Chinese Art</p> <p><u>Skills:</u></p> <p>Through investigating application of printmaking, they develop a deep understanding of the factors that affect impressions. Further</p>	<p>Product Design/Graphics</p> <p>Designing for a real life brief (set externally)</p> <p><u>Skills:</u></p> <p>Improve their ability to research, explore and develop their ideas for graphic design outcomes in response to a live brief. Develop skills in</p>	<p>Sculpture</p> <p>Clay Pots</p> <p>Grayson Perry inspired Sculptures</p> <p><u>Skills:</u></p> <p>Develop their own style of work by exploring and creating different patterns/lines by choosing appropriate objects to</p>	<p>GCSE Portfolio 1</p> <p>A01</p> <p>Internal Set portfolio</p> <p><u>Skills:</u></p> <p>Develop their own style of work by exploring different media/techniques around chosen topic. Listening and applying feedback to prepare for potential future communication with</p>	<p>GCSE Portfolio 1</p> <p>A01 & A02</p> <p>Internal Set portfolio</p> <p><u>Skills:</u></p> <p>Develop their own style of work by exploring different media/techniques around chosen topic. Develop time management skills.</p>

	Further knowledge about how perspective techniques can create a realistic impression of depth by doing observational drawings. Further knowledge about the way light and shadow work with the objects is key to creating a convincing still life drawing.	knowledge through experimenting with inks, paints, paper, colour and pattern.	using graphic design media, techniques, processes and materials.	create effect in the clay.	clients. Explore and annotate images that link to the theme.	
Year 11	GCSE Portfolio 1 A02 & A03 Internal Set portfolio <u>Skills:</u> Linking techniques to artists and themes. Experiment with a range of media, pushing limits of the media. Mastering a certain genre, technique or topic.	GCSE Portfolio 1 A03 & A04 Internal Set portfolio <u>Skills:</u> Establish a meaningful informed response that links between visuals and artists presentation. Refining a design idea by varying technique, changing a particular part of a design or changing the position of particular elements.	GCSE Portfolio 2 Externally Set portfolio (Exam) <u>Skills:</u> Final piece of artwork that shows understanding and links to relevant artist's work.	GCSE Portfolio 2 Externally Set portfolio (Exam) <u>Skills:</u> Conclusion to research and experimentation, directly related to all key aspects of their investigations.	STUDENTS HAVE FINISHED THEIR GCSE ART	STUDENTS HAVE FINISHED THEIR GCSE ART

	<p>Including choosing a specific art medium to work with.</p> <p>Advance their ability to draw from memory or imagination. Artists often take requests for commission work that often involves creating an image of something their client is describing.</p>	<p>Advance knowledge of scale through experimenting with the size of the image.</p>				
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