

CAF - ART DEPARTMENT - Curriculum Framework 2016-2017

Year 9

Baseline test 2 Lessons	Autumn term 1 7 weeks	Autumn term 2 7 weeks	Spring term 3 7 weeks	Spring term 4 6 weeks	Summer term 5 7 weeks	Summer term 6 6 weeks
<p><b>Self portrait</b></p> <p>Controlled assessment to assess basic skills in observation, line and tone with fine motor skills in using a pencil.</p>	<p><b>‘All about me’</b></p> <p>Personal reflection topic exploring a range of weekly responses to line, tone, shape, form, colour to reflect a student’s interests and personalities. Artists will be selected and incorporated into each lesson to extend students contextual understanding of ways of exploring personal reflection. Topic aims to broaden and develop students basic skills.</p>	<p><b>Cubism</b></p> <p>Students will be introduced to the formal contextual issues surrounding the Cubist art movement and invited to respond in a variety of ways. WW1 loan boxes to support understanding of fragmentation of life, Formal responses to still life and everyday objects, or links to / through mining</p>	<p><b>Hundertwasser and the Built Environment</b></p> <p>Inspired by the colourful and abstract nature of Hundertwassers paintings and architectural structures and taking references from the Natural world, students will explore the manipulation of shape and form within the built environment. Students will use shapes, patterns and textures found in nature to inspire their own sculptural forms from a range of starting points and materials.</p>	<p><b>Food</b></p> <p>Taking inspiration from Food and how this has been represented within Art over time, students will be asked to respond to a series of artist led starting points exploring scale, graphics, texture, composition, colour / pattern . Opportunities to work from still life / direct observation should be given to students as should the opportunity to take their own images to support their work</p>	<p><b>Expressionism</b></p> <p>Landscape form the starting point for this topic with students using both found images and personal photographs to inform their work. Exploring landscape through the work and processes of David Hockney, Vincent Van Gogh, Helen Frankenthaler and Henri Matisse (although others may be used to adapt the SOW to suits individual strengths and skills) This topic aims to explore ways in which artists have used colour to create emotion and emotive response. Use colour to communicate their surroundings. How to mix and blend colour How to use colour</p>	<p><b>Impressionism</b></p> <p>Working both from found and personal images, both in and outside the classroom environment, students will explore the concepts and ideologies of Impressionism to create their own personal response. Students will explore through direct observation and through working with photography and outside (weather permitting) to make expressions and insights into the world around them. Students should be given opportunity to explore effects of light through landscapes, domestic scenes and groups.</p>

					confidently in their own work.	
Line Tone Pencil	Line Tone Form Colour Paint Drawing / Mark making Sculpture Collage Contextual	Line Tone Form Colour Paint Print Drawing / Markmaking 3D Relief Mixed Media Contextual Photography Contextual	Line Tone Form Colour Pattern Texture 3D Contextual	Line Tone Form Colour Pattern Texture Scale 2D 3D Mixed Media Contextual	Line Tone Form Colour Pattern Texture Mark making Mixed Media Photography Contextual	Line Tone Form Colour Pattern Texture Mark making Mixed Media Photography Contextual
Self portrait - A4 size	<p><u>Suggested outcomes:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2D painting</li> <li><input type="checkbox"/> Matchbox sculpture</li> <li><input type="checkbox"/> Music inspired art - abstract</li> </ul> <p><u>Materials:</u> Paper Pencils Paint Collage card</p>	<p><u>Suggested outcomes</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fragmented 2D image of still life objects</li> <li><input type="checkbox"/> Fragmented response to WW1 loan box items</li> <li><input type="checkbox"/> Mixed media response exploring portraiture / still life</li> </ul> <p><u>Materials:</u> Paper Paint - acrylic Collage Mixed media</p>	<p><u>Suggested outcomes</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Small scale 3D model</li> <li><input type="checkbox"/> Paper construction</li> <li><input type="checkbox"/> 2D painted or mixed media response to the natural world / automatic drawing</li> <li><input type="checkbox"/> 2D piece based on pattern / form in natural world / built environment</li> <li><input type="checkbox"/> Series of prints inspired by textures</li> </ul>	<p><u>Suggested outcomes</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large scale zoomed in 'portraits' of food</li> <li><input type="checkbox"/> Sculptures of food</li> </ul> <p><u>Materials:</u> Paper Paint Mod roc Papier mac Recycled materials</p>	<p><u>Suggested outcomes</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2D landscape outcome based on own images</li> <li><input type="checkbox"/> Mixed media response based on own images</li> <li><input type="checkbox"/> Fabric / textiles / recycled materials 3D drawing</li> </ul> <p><u>Materials:</u> Paint Drawing materials - sponges, scouring pads, cotton buds, string, sticks, forks etc</p>	<p><u>Suggested outcomes</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Photograph or series of photographs</li> <li><input type="checkbox"/> Painting - series of or one individual</li> <li><input type="checkbox"/> Studies exploring changes of light and conditions</li> <li><input type="checkbox"/> Mixed media / collage piece.</li> </ul> <p><u>Materials:</u> Watercolour Drawing boards Impressionist examples Cameras Own images</p>

			found in built environment <u>Materials:</u> Paper Print Clay Papier mache Quick print Foam board Printing inks		Paper - asst sizes Quick print Foam board Printing inks	Paint brushes
Collaboration opportunities	<b>PSHE</b> <b>Life Skills</b>	<b>History</b> - Local Mining history / WW1 <b>Music</b> - Miners bands <b>Textiles</b> - Miners Gala banners <b>Art</b> - Ashington Group / Normal Cornish	<b>Maths</b> - Measuring <b>DT</b> - Perspective / Construction materials <b>Language - RE/Politics</b> - Environmentalist manifesto <b>Science</b> - Pattern and form in biological structures within nature. <b>Geography</b> - Pattern and geological structures within the landscape.	<b>Food Technology</b> - Nutrition <b>Maths</b> - Perspective , scale, measuring. <b>PSHE</b> - Health and culture	<b>English</b> - Poetry <b>Music</b> - Expression through sound <b>Drama</b> - expression through spoken work <b>PE / Dance</b> - expression through movement. <b>Photography</b> - Visual documenting <b>Life Studies</b> - social responsibilities / well being <b>Science</b> - colour theory	<b>History</b> - Social change in Western Europe. <b>Geography</b> - local landscape <b>MFL</b> - French language and culture

Year 10 - Art, Craft & Design

Autumn term 1 7 weeks	Autumn term 2 7 weeks	Spring term 3 7 weeks	Spring term 4 6 weeks	Summer term 5 7 weeks	Summer term 6 6 weeks
Skills Workshops	Applied project - Musical Festival	Applied project - Musical Festival	Appearances	Appearances	Mock Exam topic and mock exam
Skills to be covered • Mark making	Project Scenario An Arts Festival is to be	Main body of work generated from research	<b><u>Project 2:</u></b> <b><u>Appearance</u></b>	Main body of work generated from research	Materials Sketchbooks

<ul style="list-style-type: none"> <li>● Painting</li> <li>● Drawing</li> <li>● Print</li> <li>● Mixed media</li> <li>● Digital</li> <li>● Collage</li> <li>● Artist research and annotation</li> </ul> <p><b><u>Materials</u></b>  Paper  Acrylic  Mark making tools - palette knives, forks, sticks, cotton buds etc  Cameras  Photoshop  Mixed media materials</p> <p><b><u>Suggested artists</u></b>  Maggie Hamling  Van Gogh  Helen Frankenthaler  Willem De Kooning  Patrick Heron  Cy Twombly  Jean Fautrier  Jackson Pollock  Niki de San Phalle  Gergard Richter  Yayoi Kusama  Anslem Kiefer</p> <p><a href="http://www.tate.org.uk/learn/online-resources/exam-help/themes/mark-making">http://www.tate.org.uk/learn/online-resources/exam-help/themes/mark-making</a></p>	<p>staged in your local area featuring both local and international artists, Music groups / bands and original Theatre Productions. The Festival Committee has commissioned a series of works to be developed to promote, celebrate or showcase the wide variety of The Arts both on a local and International level.</p> <p>Students will be expected to select the venue, scale and genre of the event through through research and investigation , responding to one or more of the following starting points:  Select one of the following topics to explore in more detail:</p> <ul style="list-style-type: none"> <li>● Develop a series of promotional material to promote the Arts Festival</li> <li>● Stage design for a piece of Theatre or main stage design</li> <li>● Uniform / logo design for Festival staff</li> </ul>	<p>found in previous half term.</p> <p>Students to produce a realised piece of work in response to their chosen topic.</p> <p>Sketchbook to be submitted for assessment at end of topic with awarding of level.</p>	<p>This topic explores how people, places and objects ‘Appear’, how artists have responded to this theme and realised their work through a variety of means - painting, drawing, sculpture, ceramics, print, textiles, mixed media, digital, photography. Within this project, students are encouraged to explore the three main genres in art (figure, still life, landscape), relevant artists and make appropriate responses to their early research before focusing upon a more focused independent study based on one genre. The expectation is students will form personal opinions, research relevant artists, analyse and reflect on both contemporary practise and their own before producing a body of work in and out of sketchbooks to support</p>	<p>found in previous half term.</p> <p>Students to produce a realised piece of work in response to their chosen topic.</p> <p>Sketchbook to be submitted for assessment at end of topic with awarding of level.</p>	<p>General art materials  Sculptural materials  PPT - Project guideline and outline  Artist flash cards</p> <p>Suggested artists</p> <p>Mock exam expectations</p>
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<p><b><u>Starting points</u></b>  Capturing life</p> <p>Expressing emotions</p> <p>Abstract and intuitive</p> <p>Graffiti and graffiti inspired art</p> <p>Digital and sound mark making</p>	<ul style="list-style-type: none"> <li>● Artwork for the pop up gallery inspired by the genre of music</li> <li>● Creation of a temporary sculpture as a focal point for the Festival</li> </ul> <p>Key aspects of the project at this stage to explore A01,A02,A03</p> <p>Artist analysis , referencing and reasoning are key qualities of this SOW.</p> <p>Assessment through *EBI and scheduled formal feedback to students using the AQA marking criteria.</p> <p><b><u>Materials</u></b>  Sketchbooks  General art materials  Sculptural materials  PPT - Project guideline and outline  Artist flash cards</p> <p><b><u>Suggested artists</u></b>  Relevant artists , designers, craftspeople , musicians, multi</p>		<p>their ideas.</p> <p><b><u>Materials</u></b></p> <p>Sketchbooks  General art materials  Sculptural materials  PPT - Project guideline and outline  Artist flash cards</p> <p><b><u>Suggested artists</u></b>  Artists may change and be adapted on an annual basis to enable new concepts, current affairs and topics to be worked into day to day teaching. Core artists on ppts will be given to students but also personalised by teaching staff as appropriate.</p> <p>Assessment through *EBI and scheduled formal feedback to students using the AQA marking criteria.</p>		
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	<p>disciplinary artists should be used to explore this topic to help expand, inspire and engage students research. Students may take inspiration from festivals they have attended, be general in their genre of music or have a specific style in mind.</p> <p>SOW contains more specific artists and or starting points including image boards for students</p>				
<p>External opportunities</p> <p>Baltic Workshops / Exhibitions</p> <p>Tate Modern Pod casts</p> <p>Working outside with materials within the school groups</p> <p>Dance - expressions Music - emotive expression</p>	<p>External opportunities</p> <p>Alnwick Playhouse</p> <p>Personal Festival experiences / images</p> <p>Extra curricular involvement with Music, Theatre studies</p>	<p>External opportunities</p> <p>Gallery visits Museum visits</p> <p>Workshops where appropriate</p>			<p>External opportunities</p> <p>Gallery visits Museum visits</p> <p>Workshops where appropriate</p>

Year 11- Art, Craft & Design

Autumn term 1 7 weeks	Autumn term 2 7 weeks	Spring term 3 7 weeks	Spring term 4 6 weeks	Summer term 5 7 weeks	Summer term 6 6 weeks
Mock Exam topic	Mock Exam topic	Externally Set Task	Externally set task and controlled 10 hour test	Marking of exam / coursework	Moderation of exam
Materials  Suggested artists	<p>Main body of work generated from research found in previous half term.</p> <p>Students to produce a realised piece of work in response to their chosen topic.</p> <p>Sketchbook to be submitted for assessment at end of topic with awarding of level.</p>	<p>AQA Formal externally set task.</p> <p>7 topics - students to answer 1 question and develop into a sustained body of work clearly demonstrating research, analytical skills, artists research, personal reflection and independent research.</p> <p>Expectations</p>	<p>AQA Formal externally set task.</p> <p>7 topics - students to answer 1 question and develop into a sustained body of work clearly demonstrating research, analytical skills, artists research, personal reflection and independent research.</p>	<p>Marks internally standardised by Dept team.</p> <p>Marks recorded and submitted by 31st May to AQA and assigned Moderator.</p>	Work presented for moderation by AQA

		Materials			
External opportunities		External opportunities			

### Year 10 - Photography

Autumn term 1 7 weeks	Autumn term 2 7 weeks	Spring term 3 7 weeks	Spring term 4 6 weeks	Summer term 5 7 weeks	Summer term 6 6 weeks
Skill workshops/	Project 1: Still life	Project 1: Still life	Project 2: Identity	Project 2: Identity	Project 3: Mock exam project
<p>From a range of starting points and compositional directives around the theme of Still life, students will be asked to create their own response to this genre through a range of photographic practices and contextual issues. Students should be aiming to cover the following in their work;</p> <p>Students will explore a series of workshops designed to equip them with the necessary basic skills needed for the</p>	<p>Students develop a main body of work around the topic 'Still life', developing a digital folder of supporting work .</p> <p>Clear evidence should demonstrate;</p> <ul style="list-style-type: none"> <li>● Artist research</li> <li>● Written analysis</li> <li>● Personal reflection</li> <li>● Personal starting points</li> <li>● Sustained investigation</li> <li>● Creating a Personal</li> </ul>	<p>Students develop a body of work responding to the theme of identity using scaffolded workshops and a growing emphasis on independence and a personal response</p>		<p>Students work independently on a personal response to Identity</p>	<p>Students are introduced to a range of Exam questions as starting points for their master GCSE project which will run up until the end of the Autumn term</p>



<p>course, responding to a range of starting points to build up a strong portfolio and contextual base</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Photoshop</li> <li><input type="checkbox"/> Digital workflow</li> <li><input type="checkbox"/> Lightroom &amp; how to access</li> <li><input type="checkbox"/> Digital portfolios</li> <li><input type="checkbox"/> Basic shoots</li> <li><input type="checkbox"/> Understanding camera functions</li> <li><input type="checkbox"/> Composition and story telling</li> <li><input type="checkbox"/> Lighting</li> <li><input type="checkbox"/></li> </ul>	<p>Response to Still Life</p> <ul style="list-style-type: none"> <li>● Reviewing and Refining Images and Ideas</li> <li>● Demonstrating and making a personal outcome</li> </ul>				
External opportunities	External opportunities		External opportunities		External opportunities

Year 11 - Photography

Autumn term 1 7 weeks	Autumn term 2 7 weeks	Spring term 3 7 weeks	Spring term 4 6 weeks	Summer term 5 7 weeks	Summer term 6 6 weeks
Project 3: Mock exam project	Project 3: Mock exam project	Externally set task	Externally set task and 10 hour controlled assessment	Marking of exam / coursework	Moderation of work
External opportunities		External opportunities			

Year 12 - Fine Art

Autumn term 1 7 weeks	Autumn term 2 7 weeks	Spring term 3 7 weeks	Spring term 4 6 weeks	Summer term 5 7 weeks	Summer term 6 6 weeks
<p>Skills workshops - series of weekly workshops with a strong focus on each of the formal elements . Students will be expected to created a portfolio of evidence to support their work in class backed with well resourced and realised contextual and primary referencing</p>	<p><b>Topic 1:</b> Students to select on of the following themes;</p> <ul style="list-style-type: none"> <li>● Structure, Form &amp; Industry</li> <li>● Natural World</li> <li>● Close up</li> </ul>	<p><b>Topic 1:</b> Students to select on of the following themes;</p> <ul style="list-style-type: none"> <li>● Structure, Form &amp; Industry</li> <li>● Natural World</li> <li>● Close up</li> </ul>	<p><b><u>To end of January</u></b> Topic 1</p> <p><b><u>From Feb 1st</u></b> Students sitting the AS will start preparatory work for their exam. 2 Year A Level students will also work on the exam paper themes to create an independent body of work.</p>	<p><b><u>AS Externally set task</u></b></p> <p>10 hour controlled assessment</p> <p>2 Year A Level students to produce a body of work and a final piece response.</p>	<p><b><u>Personal Investigation</u></b></p> <p>Students will be expected to undertake a major and sustained piece of personal reflection and investigation into a topic of their choice.</p> <p>A clear statement of intent should be created 100 words, artists identified and preliminary investigations made up to the summer.</p> <p>A small journal / diary should record students personal interests in order to help support main body investigations.</p>
<p>Outomes</p> <p>Students should aim to have a minimum of 5 pages of development work in sketchbooks per week plus supporting work.</p>					

<p>Students should demonstrate clear interrogation of skills and of contextual understanding through the exploration of a wide range of artists and starting points.</p> <p>Personal reflection is paramount</p> <p>Artists</p> <p>Skills</p>					
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Year 13 - A Level Fine Art & A Level Photography

Autumn term 1 7 weeks	Autumn term 2 7 weeks	Spring term 3 7 weeks	Spring term 4 6 weeks	Summer term 5 7 weeks	Summer term 6 6 weeks
Topic 3: Personal Investigation	Topic 3: Personal Investigation	Completion of Topic 3: Personal Investigation  February 1st A Level Externally set task issued to students.	Externally set task  15 hour controlled assessment	Marking of Exam and coursework	Moderation of Exam and coursework

Year 12 - Photography

Autumn term 1 7 weeks	Autumn term 2 7 weeks	Spring term 3 7 weeks	Spring term 4 6 weeks	Summer term 5 7 weeks	Summer term 6 6 weeks
Skills led workshops to develop or sharpen basic editing & compositional skills and enhancing / refreshing editorial and recording / evidencing skills	Independent project: 3 Themes to be delivered, students to elect one to work on.	Completion of independent project by end of Jan  AS students to be issued Externally set task  A Level students to be issued exam theme to explore as project 2	AS students - Controlled assessment 10 hours  A Level students - refinement and realisation of project 2	Moderation and assessment of AS level exam and coursework  Completion of Project 2 by A Level students	A Level students to generate Personal Investigation topic agreed with class teacher.

### Year 13 - Photography

Autumn term 1 7 weeks	Autumn term 2 7 weeks	Spring term 3 7 weeks	Spring term 4 6 weeks	Summer term 5 7 weeks	Summer term 6 6 weeks

Personal Investigation - developmet of personal shoots, independent contextual research	Completion of Personal Investigation	1st February A level students issued Externally set task	A Level 15 hour controlled assessment	Marking and moderation of coursework and controlled assessment	Moderation by AQA of work