

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Art and Design

Year Group:	Year 7
Exam Board:	N/A
Assessment requirements:	<p>The National Curriculum for Art and Design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> -produce creative work, exploring their ideas and recording their experiences -become proficient in drawing, painting, sculpture and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
Scheme of work overview:	<p><u>Term 1</u></p> <p><u>Project 1 Colour</u> Students are taught the formal elements-primary colours, secondary colours, tertiary colours and how to use a colour wheel accurately.</p> <p>They look at the work of a range of artists who use colour and pattern as a starting point for their work e.g Friedensreich Hundertwasser Stephen Conroy Damien Hirst Henri Matisse They produce written analysis which extends their critical analysis skills.</p> <p>Students then develop work from their initial observations, into outcomes, using a variety of materials e.g ICT Painting Mixed media</p> <p>They annotate their practical work explaining what they are doing, why, and how it links with artists.</p> <p><u>Project 2 Cells and Science</u></p> <p>Students learn about cells through Art and Design. This underpins what they have been taught in science, and encourages them to make links between different subject areas.</p> <p>They look at the plant cell and learn each part. They use art materials to make creative pieces that are inspired by the shapes and patterns.</p>

	<p>Students collect images of cells and investigate them in a range of materials. They analyse the work of artists who use cells as a starting point for their work. They use Google and PINTEREST to find Science based artists.</p> <p>The outcomes are made using mixed media and show a strong connection to Science.</p> <p>They look at the work of a range of artists who use colour and pattern as a starting point for their work e.g Klari Reis Michele Banks Linnea Kolback</p> <p>They produce written analysis which extends their critical analysis skills.</p> <p>They annotate their practical work explaining what they are doing, why, and how it links with artists.</p> <p><u>Project 3 Plants and flowers</u></p> <p>Students record from direct observation, and from secondary resources. They collect images of plants/ flowers and some take photos.</p> <p>They analyse the work of a range of artists who use plants and flowers as a starting point. They use PINTEREST to find a range of artists and designers.</p> <p>Students investigate the shapes through the use of materials such as collage, print and ICT.</p> <p>Their outcomes are built from their observations. They use a range of different materials and create in a mixed media way.</p> <p>They look at the work of a range of artists who use colour and pattern as a starting point for their work e.g Angie Lewin Vincent Van Gogh Annabel Burton</p> <p>They annotate their practical work explaining what they are doing, why, and how it links with artists.</p>
<p>Resources:</p>	<p>Students are encouraged to join PINTEREST-an online Art and Design image site. They can use Google search images. They can also use social sites such as Twitter to look at images. Students will always benefit from visiting galleries. If they document their visits, they will be showing independence.</p>

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Art and Design

<p>Year Group:</p>	<p>Year 8</p>
<p>Exam Board:</p>	<p>N/A</p>
<p>Assessment requirements:</p>	<p>The National Curriculum for Art and Design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> -produce creative work, exploring their ideas and recording their experiences -become proficient in drawing, painting, sculpture and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
<p>Scheme of work overview:</p>	<p><u>Term 1</u></p> <p><u>Day of the Dead</u></p> <p>Students learn about the Mexican celebration, Day of the Dead. This is related to colour and pattern work the students did in year 7.</p> <p>They accurately record from a range of resources, learning how to mix colours accurately in a range of materials.</p> <p>They use the shapes and patterns to make interesting compositions, in the style of the traditional sugar skull style.</p> <p>They analyse the work of relevant artists based on the celebration, pattern and bright colours.</p> <p>Their ideas are refined into outcomes that could be mixed media and printing.</p> <p>They consider text and font size, as well as pattern and colour impact.</p> <p>They present their work innovatively, and add annotation.</p> <p>Homework and extension tasks link to lessons.</p> <p><u>Term 2</u></p> <p><u>Graffiti</u></p> <p>Students learn about street graffiti from various artists and wall art as starting points. They produce specific pieces inspired the artist Banksy.</p>

	<p>They record from secondary resource observation using line, tone, texture and colour.</p> <p>They produce written analysis on Banksy and other street artists. Some of the students' graffiti work will relate back to the previous project, Day of the Dead.</p> <p>They present their work innovatively, and add annotation.</p> <p>Homework and extension tasks are set to link with each lesson.</p> <p><u>Term 3</u></p> <p><u>Pop Art</u></p> <p>Students learn about Pop Art. They study a range of artists including Roy Lichtenstein, Andy Warhol and Robert Rauschenburg.</p> <p>They accurately record from a range of resources, learning about text, shape and colour linked to Pop Art.</p> <p>They use their initial observations to design mixed media outcomes, using the pop Art colours and distinctive style.</p> <p>They analyse the work of Roy Lichtenstein and other pop Artists. They consider text and font size, as well as pattern and colour impact.</p> <p>They present their work innovatively, and add annotation.</p> <p>Homework and extension tasks link to lessons.</p>
Resources:	<p>Students are encouraged to join PINTEREST-an online Art and Design image site.</p> <p>They can use Google search images to find artists who link with the theme.</p> <p>They can also use social sites such as Twitter to look at images.</p> <p>Students will always benefit from visiting galleries. If they document their visits, they will be showing independence.</p> <p>We encourage students to take the extension tasks to enhance their independent skills.</p>

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Art and Design

Year Group:	Year 9, 10 and 11 (GCSE)
Exam Board:	N/A
Assessment requirements:	<p>All student work will be assessed against the following Assessment Objectives:</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>
Scheme of work overview:	<p><u>Year 9 - Term 1</u></p> <p><u>Natural forms and Monoprinting</u></p> <p>Students learn about natural forms as an art concept. They study a range of artists including Karl Blossfeldt and Edward Weston. They use the printing technique of monoprinting to create observational drawing.</p> <p>They accurately record from a range of resources, learning about text, shape and composition linked to natural forms.</p> <p>They use their initial observations to monoprint images of Karl Blossfeldt and Edward Weston work</p> <p>They will be taught how to capture photographs of natural form in the style of Jarl Blossfeldt and Edward Weston.</p> <p>They analyse the work of Karl Blossfeldt and other natural form artists.</p> <p>They consider text and font size, as well as pattern and colour impact.</p> <p>They present their work innovatively, and add annotation.</p> <p>Homework and extension tasks link to lessons.</p> <p><u>Year 9 - Term 2</u></p>

Mark Making

Students record a range of textures and patterns from marking making with different equipment and materials. They use line, tone, texture and work in monochrome.

They produce written analysis on Mark Nystrom, Karin Ceelen and other mark making artists.

They translate their mark making work in an independent study of presenting in an interesting way, annotating their designs to explain how they have done this. Using Pinterest to find ideas and compose a productive plan.

They learn how to work independently, develop and produce from their own ideas.

They add detail and texture to their pieces linked to a researched artist.

They present their work innovatively, and add annotation.

Homework and extension tasks are set to link with each lesson.

Year 9 - Term 3

Creative Sketchpads

Students look at arrange of artists who make and alter books.

They develop a theme to base their pieces on.

They record from a variety of images and artefacts in different materials.

The investigate text and forming text freehand.

They develop ideas in mixed media.

Students use annotation and key vocabulary to explain process and use of materials

They create personal responses that show their understanding of materials.

Students fully evaluate their work.

Year 10 – Term 1 and 2

Students continue with the theme of 'Natural Forms' - this theme is very broad and incorporates starting points such as leaves, seed heads, shells, flowers, plants, cacti and the environment in general.

Students learn a range of techniques such as how to use oil pastels, paint, pencil, photography, ceramics and mixed media.

They respond using direct observation and secondary resources.

Students respond to the work of both historical and contemporary artists, such as Athena mantle, Odilon Redon, David Hockney, Amira Gale, and a range of other contemporary artists from PINTEREST.

They accurately record using the formal elements-line, tone, form, detail, texture.

Students develop their work, using artist inspiration. They refine their work, making it personal and of high quality.

Students learn how to critically analyse the work of artists using specific vocabulary. They annotate their work and learn how to present their work innovatively.

Year 10 - Term 3

Students develop their own theme. They build upon the work in terms 1 and 2, and produce bridging work in a range of media.

Students have a mock GCSE exam. They respond to an existing exam paper, and produce work that they can link with coursework produced in terms 1 and 2.

They spend 4 weeks preparing innovative, personal responses. They then have 2 days to produce quality outcomes.

All work is then taken forward as coursework, and added to in year 11.

Year 11 – Term 1 and 2

Students will have chosen their personal theme linked to year 10 coursework.

Students broaden their understanding of techniques and work on a variety of scales. They are encouraged to be independent, and to take risks.

They continue to respond using direct observation and secondary resources.

Students respond to the work of artists they appreciate from PINTEREST and other online sites.

Students develop their work, using artist inspiration. They refine their work, making it personal and of high quality. They also document ideas in a specific format.

Students further learn how to critically analyse the work of artists using specific vocabulary. They annotate their work and learn how to present their work innovatively.

Term 3

Students are given the GCSE exam paper as early as possible. This means that their Art exam will finish before academic exams start.

The students choose a new topic relating to how they intend to respond to the exam paper. They spend 8 weeks preparing. Within this time, they will collect resources, take photos, record from observation and secondary work,

	<p>analyse the work of a range of artists, develop their work in different materials, refine their work, annotate using specific vocabulary, and present their work innovatively.</p> <p>On the days of the exam, they will work solely on outcomes. Teacher input apart from technical assistance with some materials is prohibited. ALL work for the examination is taken off the students, and locked away securely-as the exam board requires. Work is kept until the legal date-in Sept/Oct. Notification about collection of work will sent by post and through parent mail.</p>
<p>Resources:</p>	<p>Students are encouraged to join PINTEREST-an online Art and Design image site.</p> <p>They can use Google search images to find artists who link with the theme.</p> <p>They can also use social sites such as Twitter to look at images.</p> <p>Students will always benefit from visiting galleries. If they document their visits, they will be showing independence.</p> <p>We encourage students to take the extension tasks to enhance their independent skills.</p>

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Photography

Year Group:	Year 9, 10 and 11 (GCSE)
Exam Board:	Edexcel
Assessment requirements:	<p>All student work will be assessed against the following Assessment Objectives:</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>
Scheme of work overview:	<p><u>Year 9</u></p> <p>Students begin by learning about the fundamentals of photography including compositional rules, camera settings, ISO, Aperture and Shutter Speed. They also learn how to transfer and store digital image files in organised folders on a computer.</p> <p>They learn how to take well composed photographs that demonstrate their understanding show photography skills.</p> <p>Students experiment with a range of mixed media techniques and develop their digital editing skills using Photoshop.</p> <p>Students learn to use very specific vocabulary that relates to their work. They learn how to speculate using advanced techniques and vocabulary, and critically analyse the work of other photographers, artists and designers.</p> <p>They present work in a sketchbook showing idea development, own photographs and contact sheets, experimentation with different materials including digital manipulation, and annotation detailing the idea process and development of work.</p> <p>Assessment takes place regularly and includes bespoke feedback which embraces learning styles and ability, self and peer assessment.</p> <p>Themes and projects include collections, repetition and deconstruction, and pupils look at photographers such as Emily Blincoe, Jim Golden and Barry Rosenthal.</p> <p><u>Year 10 – Term 1, 2 and 3</u></p>

	<p>Students develop their own theme. They build upon the work from Year 9, and continue to explore a range of different techniques and media, taking inspiration from personally chosen photographers.</p> <p>Students produce stand-alone pieces such as full page photographs and final outcomes</p> <p>In term 3 students have a mock GCSE exam. They respond to an existing exam paper, and produce work that they can link with coursework produced in terms 1 and 2.</p> <p>They spend 4 weeks preparing innovative, personal responses. They then have 2 days to produce quality outcomes.</p> <p>All work is then taken forward as coursework, and added to in year 11.</p> <p><u>Year 11 – Term 1 and 2</u></p> <p>Students will have chosen their personal theme linked to year 10 coursework.</p> <p>Students broaden their understanding of techniques and work on a variety of scales. They are encouraged to be independent, and to take risks.</p> <p>They continue to respond to various photographers, artists and designers by producing well composed and edited photographs.</p> <p>Students develop their work, using artist inspiration. They refine their work, making it personal and of high quality. They also continue to document ideas in their sketchbooks effectively and evaluate ideas in order to further develop and refine their work.</p> <p>Students further learn how to critically analyse the work of artists using specific vocabulary. They annotate their work and learn how to present their work innovatively.</p> <p><u>Term 3</u></p> <p>Students are given the GCSE exam paper as early as possible. This means that their Photography exam will finish before academic exams start.</p> <p>The students choose a new topic relating to how they intend to respond to the exam paper. They spend 8 weeks preparing. Within this time, they will collect resources, take photos, analyse the work of a range of photographers and artists, develop their work using Photoshop and other mixed media, refine their work, annotate using specific vocabulary, and present their work innovatively.</p> <p>On the days of the exam, they will work solely on outcomes. Teacher input apart from technical assistance with some materials is prohibited. ALL work for the examination is taken off the students, and locked away securely-as the exam board requires. Work is kept until the legal date-in Sept/Oct. Notification about collection of work will sent by post and through parent mail.</p>
Resources:	Students are encouraged to join PINTEREST-an online Art and Design image site.

	<p>They can use Google search images. They can also use social sites such as Twitter to look at images. Students will always benefit from visiting galleries. If they document their visits, they will be showing independence.</p>
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HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Art and Design

Year Group:	Year 12 and 13 (A Level)
Exam Board:	Edexcel
Assessment requirements:	<p>All student work will be assessed against the following Assessment Objectives:</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>
Scheme of work overview:	<p><u>Year 12</u></p> <p>Students develop starting points inspired by personally chosen themes – this is guided by the teacher to ensure that the theme is broad enough to sustain and evolve over the two year course. They will investigate materials, tools and processes, working towards producing a contextual study which is an investigation into a theme of their choice.</p> <p>Students are encouraged to experiment with mixed media, 2D and 3D materials. They document their findings innovatively on boards and continue to respond using direct observation and secondary resources, including photography, drawing and painting.</p> <p>They work to their strengths but are encouraged to show multi-disciplinary work.</p> <p>Students respond to the work of artists they appreciate from PINTEREST and other online sites. They also look at historical artists and a range of other practitioners and develop their work using artist inspiration. They refine their work, making it personal and of high quality.</p> <p>Students further learn how to critically analyse the work of photographers and artists using specific vocabulary. They annotate their work and learn how to present their work innovatively.</p> <p>Students will complete a mock exam. They spend 8 weeks preparing. Within this time, they will collect resources, take photos, record from primary and secondary resources, test out techniques, analyse the work of a range of artists, develop their work in different materials, refine their work, annotate using specific vocabulary, and present their work innovatively.</p>

	<p>During the 10 hour period of the mock exam, they will work solely on outcomes. Teacher input apart from technical assistance with some materials is prohibited.</p> <p><u>Year 13</u></p> <p>Students continue to develop their projects from a range of personal starting points. They will continue to record from observation, and investigate materials, tools and processes in order to develop their ideas further.</p> <p>They will produce a standalone essay (1000-3000 words) that sits alongside practical work. They are encouraged to experiment with 2D and 3D materials. They document their findings innovatively on boards.</p> <p>They work to their strengths but are encouraged to show multi-disciplinary work. Students respond to the work artists they appreciate from PINTEREST and other online sites. They also look at historical photographers and artists and a range of other practitioners</p> <p>They refine their work, making it personal and of high quality.</p> <p><u>Exam</u></p> <p>Students are given the A Level exam paper as early as possible. The students choose a new topic relating to how they intend to respond to the exam paper.</p> <p>They spend 8 weeks preparing. Within this time, they will collect resources, take photos, record from primary and secondary resources, experiment with different materials, analyse the work of a range of photographers and artists, develop their work in different materials, refine their work, annotate using specific vocabulary, and present their work innovatively.</p> <p>During the 15 hours of the exam, they will work solely on outcomes. Teacher input apart from technical assistance with some materials is prohibited.</p> <p>ALL work for the examination is taken off the students, and locked away securely-as the exam board requires. Work is kept until the legal date-in Sept/Oct.</p> <p>Notification about collection of work will sent by post and through parent mail.</p>
<p>Resources:</p>	<p>Students are encouraged to join PINTEREST-an online Art and Design image site.</p> <p>They can use Google search images.</p> <p>They can also use social sites such as Twitter to look at images.</p> <p>Students will always benefit from visiting galleries. If they document their visits, they will be showing independence.</p>

HOLMER GREEN SENIOR SCHOOL – CURRICULUM INFORMATION

Subject: Photography

Year Group:	Year 12 and 13 (A Level)
Exam Board:	Edexcel
Assessment requirements:	<p>All student work will be assessed against the following Assessment Objectives:</p> <p>AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p> <p>AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p> <p>AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p> <p>AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>
Scheme of work overview:	<p><u>Year 12</u></p> <p>Students create ideas pages based on a number of different starting points inspired by personally chosen themes – this is guided by the teacher to ensure that the theme is broad enough to sustain and evolve over the two year course.</p> <p>They are then encouraged to experiment further with a range of digital techniques and mixed media. They respond to photographers and artists who relate to their chosen theme. They document their findings innovatively in sketchpads thinking about exciting ways of presenting.</p> <p>Students broaden their understanding of techniques learned at GCSE level. They are encouraged to take risks and to work on a variety of scales. They are encouraged to be independent, and to make visits to galleries and art and photography based events.</p> <p>They encouraged to work with mixed media, and in 2D and 3D.</p> <p>They work to their strengths but are encouraged to show multi-disciplinary work.</p> <p>Students respond to the work of photographers and artists they appreciate from PINTEREST and other online sites. They also look at historical artists and a range of other practitioners</p> <p>Students develop their work, using inspiration from their research and investigations. They refine their work, making it personal and of high quality, documenting everything in their sketchbooks.</p>

	<p>Students further learn how to critically analyse the work of photographers and artists using specific vocabulary. They annotate their work and learn how to present their work innovatively.</p> <p>Students will complete a mock exam. They spend 8 weeks preparing. Within this time, they will collect resources, take photos, test out techniques, analyse the work of a range of photographers, develop their work in different materials, refine their work, annotate using specific vocabulary, and present their work innovatively.</p> <p>During the 10 hour period of the mock exam, they will work solely on outcomes. Teacher input apart from technical assistance with some materials is prohibited.</p> <p><u>Year 13</u></p> <p>Students continue to develop their projects from a range of personal starting points. They will continue to investigate materials, tools and processes in order to develop their ideas further.</p> <p>They will produce a standalone essay (1000-3000 words) that sits alongside practical work. They are encouraged to experiment with 2D and 3D materials. They document their findings innovatively in sketchpads.</p> <p>They work to their strengths but are encouraged to show multi-disciplinary work. Students respond to the work of photographers and artists they appreciate from PINTEREST and other online sites. They also look at historical photographers and artists and a range of other practitioners</p> <p>They refine their work, making it personal and of high quality.</p> <p><u>Exam</u></p> <p>Students are given the A Level exam paper as early as possible. The students choose a new topic relating to how they intend to respond to the exam paper.</p> <p>They spend 8 weeks preparing. Within this time, they will collect resources, take photos, experiment with different materials, analyse the work of a range of photographers and artists, develop their work in different materials, refine their work, annotate using specific vocabulary, and present their work innovatively.</p> <p>During the 15 hours of the exam, they will work solely on outcomes. Teacher input apart from technical assistance with some materials is prohibited.</p> <p>ALL work for the examination is taken off the students, and locked away securely-as the exam board requires. Work is kept until the legal date-in Sept/Oct.</p> <p>Notification about collection of work will sent by post and through parent mail.</p>
Resources:	<p>Students are encouraged to join PINTEREST-an online Art and Design image site.</p> <p>They can use Google search images.</p> <p>They can also use social sites such as Twitter to look at images.</p>

	<p>Students will always benefit from visiting galleries. If they document their visits, they will be showing independence.</p>
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