

**Art and Design**

**Statement Of Intent:** "Our vision for Art and Design at Tottington High School is for all students to develop a passion for Art. We endeavour to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they are encouraged to think critically and develop a more rigorous understanding of our subject. Our students are taught how Art and Design can both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. (National Curriculum 2013) We aim to ensure that all pupils: 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.

<b>Year 7</b>	<b>Seashell Project</b>	<b>Day of The Dead Project</b>
<b>Pupils will</b>	<p>Develop observational drawings of seashells</p> <p>Experiment with how different qualities of line can capture shape, texture and surface pattern.</p> <p>Select, simplify and develop areas of their studies to create a design.</p> <p>Create a repeat poly print on a mixed media coloured ground.</p>	<p>Study and learn about the Mexican Festival</p> <p>Purposefully explore another culture and gain a deeper understanding and appreciation of different traditions and cultures.</p> <p>Research imagery and symbols associated with this festival to inform their own work.</p> <p>Explore the work of different Artist who use the festival as a theme in their work.</p> <p>Experiment with a variety of tools and techniques in order to develop a variety of skills.</p>
<b>Year 8</b>	<b>Marjan Wouda Ceramic fish</b>	<b>War and Conflict project</b>
<b>Pupils will</b>	<p>Be introduced to the work of Marjan Wouda</p> <p>Develop observational drawings of mackerel; experimenting with how different qualities of line and tone can capture shape, texture and surface pattern.</p> <p>Interpret the mackerel in clay experimenting with creating and layering imprinted and embossed texture.</p>	<p>Explore the notion of war/conflict and graffiti art.</p> <p>Develop a critical and historical understanding by exploring WW1 and WW2 through poetry and Art and use this knowledge to gain a cultural understanding of the implications of war/conflict.</p> <p>Study the work of different Artists who explore this theme and discuss the significance it may/may not have in present times.</p> <p>Create a number of works inspired by war/conflict and graffiti Art whilst experimenting with different tools and techniques. Pupils will develop subject specific knowledge related to this project.</p>
<b>Year 9</b>	<b>Culture Project</b>	<b>Sarah Graham Project</b>
<b>Pupils will</b>	<p>Research the artistic traditions and visual elements of their chosen culture.</p> <p>Produce highly patterned and decorative design combining visual elements from their chosen culture and an animal indigenous to the featured country</p> <p>Become proficient in drawing and colouring using mixed media and a range of techniques.</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>Know about the artistic traditions of other Cultures, craft makers and designers.</p>	<p>Gain critical understanding of Sarah Graham's work</p> <p>Develop research and investigative skills producing a visual resource page in your sketchbook.</p> <p>An understanding of how to compose and photograph a visually engaging composition</p> <p>Drawing skills, enlarging the photograph of their still life.</p> <p>Learn of techniques when applying and blending oil pastels.</p> <p>Problem solving; making informed choices about media, process and technique.</p> <p>Develop reflective and evaluation skills, looking at their own work and others; adapting and refining it throughout the creative process.</p>

In KS4 pupils build upon the foundations laid at KS3, using their technical skills and knowledge they develop their refinement and depth of understanding.

GCSE Year 10	<b>Architecture Project</b>	<b>Self-portrait Project Inspired by Florian Nicolle</b>	<b>Natural form project</b>
Pupils will	<p>Explore townscapes/cityscapes gathering photographic / observational sketches to resources and inform their own practical work.</p> <p>Develop ideas through investigating and researching artists who have explored similar themes using a range of techniques and materials e.g. Ian Murphy, Rob Wilson. Be encouraged to demonstrating critical understanding of sources. <b>Develop their subject specific vocabulary to a deeper level and be more analytical when responding to an Artwork</b></p> <p>Produce a series of studies exploring townscapes Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Record ideas, observations and insights, both visually and written, relevant to their intentions as work progresses. Present personal and meaningful responses showing an influence of their chosen artists, that realises their intentions and demonstrates understanding of visual language</p>	<p>Explore the theme of portraiture through drawing, painting, printing and photography developing their skill set and knowledge of a wider range of techniques and materials</p> <p>Illustrate a more independent and self-directed approach when developing ideas through investigating and researching artists who have explored portraiture using a range of techniques and materials e.g. Florian Nicolle, Be encouraged to demonstrating critical understanding of sources. <b>Develop their subject specific vocabulary to a deeper level and be more analytical when responding to an Artwork</b></p> <p>Produce a series of studies exploring portraiture Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Record ideas, observations and insights, both visually and written, relevant to their intentions as work progresses. Be encouraged to be analytical and reflective in their annotations Present personal and individual responses showing both influences of their chosen artists and developing their own ideas creatively and confidently.</p>	<p>Explore Natural forms gathering photographic / observational sketches to resources and inform their own practical work. Develop ideas through investigating and researching artists who have explored similar themes using a range of techniques and materials e.g Georgia O’Keeffe. Be encouraged to demonstrating critical understanding of sources. <b>Develop their subject specific vocabulary to a deeper level and be more analytical when responding to an Artwork</b></p> <p>Produce a series of studies exploring the theme of Natural Forms. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Be prepared to take creative risks and to learn from mistakes.</p> <p>Record ideas, observations and insights, both visually and written, relevant to their intentions as work progresses. Present personal and meaningful responses showing an influence of their chosen artists, that realises their intentions and demonstrates understanding of visual language</p>
GCSE Year 11	<b>Mock Externally Set Task Extended Project Independently directed program of study</b>	<b>Externally Set Task Extended Project Independently directed program of study</b>	
Pupils will:	<p>Using the skills, TECHNIQUES and subject knowledge developed in Year 10, develop their own work exploring a chosen theme. In the preparation period, develop a sketchbook recording observations and ideas – making studies, sketches and drawings. Take photographs and collect appropriate images. Annotate their work and write a commentary about your project using artistic vocabulary. Explore ideas by using a range of media, processes and resources. Review, modify and refine it as it progresses. Present a Final Piece. This must be a personal response to the theme showing a connection with the selected artists</p>	<p>Using the skills, TECHNIQUES and subject knowledge developed in Year 10, develop their own work exploring a chosen theme. In the preparation period, develop a sketchbook recording observations and ideas – making studies, sketches and drawings. Take photographs and collect appropriate images. Annotate their work and write a commentary about your project using artistic vocabulary. Explore ideas by using a range of media, processes and resources. Review, modify and refine it as it progresses. Present a Final Piece. This must be a personal response to the theme showing a connection with the selected artists</p>	



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