

The Art & Photography curriculum

Art & Photography curriculum vision			
<p>The Art and Photography curriculum at Barr's Hill School provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests whilst working in a calm environment. Our specialist staff endeavour to support all students develop their artistic ability, regardless of the level of artistic need. Every student is encouraged to explore their creativity and flair, focusing on the formal elements and how they are embedded in all art, design and craft pieces. By expressing their ideas and views confidently through the language of visual art, students develop their understanding across art movements and cultures in the wider world. Artistic achievement is celebrated in the school. In all project areas students will have opportunities to review and evaluate, learning through annotation and allowing for critical commentary and sharing of ideas related to their own work as well as against the work of others.</p>			
Key stage 3 – Units of study			
Term	Year 7	Year 8	Year 9
Rotation 1	<p style="text-align: center;"><i>Basics of Art – Portraiture</i></p> <p><i>Students are introduced to the formal elements of art and use a wide range of materials to broaden their understanding of art, craft and design. They will build skills in shading and line drawing, learning how to use correct facial proportions. These skills are taught through the study of portraits. Students continue the theme of Portraits and explore colour theory, tonal painting and communicating emotions through colour. They work on a self-portrait in paint as their final outcome and this extends into a distorted imaginative portrait.</i></p>	<p style="text-align: center;"><i>History of Modern Art</i></p> <p><i>Through the use of a range of media and materials, students are introduced to the history of modern art. As they investigate the historical links and processes of Cubism, Orphism, Abstract Expressionism, Surrealism and Optical Art they are broadening their knowledge of the historical art world and are able to express ideas and views confidently alongside creatively developing and refining practical skills.</i></p>	<p style="text-align: center;"><i>Food Art</i></p> <p><i>As a natural progression from the curriculum in year 8, students explore post-modern art, craft and design including photography. Focusing on illustrators and photo realist artists, skills are refined whilst revisiting formal elements and the importance of key concepts. Evolving the analysis and evaluation, students can identify with careers within the post-modern art world and the everyday.</i></p>
Rotation 2	<p style="text-align: center;"><i>Day of the Dead</i></p> <p><i>This project follows on from the project at the start of Y7 that focussed on teaching the formal elements of Art. The formal elements are revisited and further developed through the theme of the Mexican tradition of Day of the Dead. This project intends to develop skills in the areas of observational drawing skills, media techniques, analysis and evaluation whilst exploring the use of tone, colour, texture, shape, form, pattern, line & space.</i></p>	<p style="text-align: center;"><i>Pop Art</i></p> <p><i>Exploring the art movement of Pop Art, students develop a historical understanding of the Second World War and its influences on the art, craft and design world as well as consumerism, packaging and advertising. Opportunities are provided for students to develop skills in printmaking, digital editing cumulating in sculpture.</i></p>	<p style="text-align: center;"><i>Bugs</i></p> <p><i>Exploring the concepts of mathematics in art, this Bugs project allows for development with regards to pattern, proportion and scale. Creating stencils, designing and making textiles-based products feature heavily in the project allowing for cross curricular links with Design Technology.</i></p>

Key stage 4 – Units of study AQA GCSE Art and Design- 8201 & 8206		
Term	Year 10	Year 11
1	<p style="text-align: center;"><i>Portraiture- Coursework requirements, sketchbook expectations, basics skills and knowledge in Portrait Art and Photography.</i></p>	<p style="text-align: center;"><i>Close Up – Development of a range of observations relating to the theme, using a range of media</i></p>
2	<p style="text-align: center;"><i>Portraiture- Mixed media exploration and experimentation responding to contextual references</i></p>	<p style="text-align: center;"><i>Close Up – Mixed media exploration and experimentation responding to responding to contextual references</i></p>
3	<p style="text-align: center;"><i>Portraiture- final personal investigation</i></p>	<p style="text-align: center;"><i>Close Up – final personal investigation</i></p>
4	<p style="text-align: center;"><i>Natural world- Mixed media exploration and experimentation responding to contextual references</i></p>	<p style="text-align: center;"><i>ESA (External Set Assignment) Investigation on chosen question</i></p>

5	<i>Natural world- Mixed media exploration and experimentation responding to contextual references</i>	<i>10hr ESA Personal response</i>
6	<i>Natural World- final personal investigation</i>	

Key stage 5 – Units of study AQA GCE Art and Design- 7202 & 7206

<i>Term</i>	<i>Year 12</i>	<i>Year 13</i>
1	<i>Coursework requirements, sketchbook expectations, basic skills and knowledge in Fine Art or Photography</i>	<i>Personal investigation on chosen theme</i>
2	<i>Finding a specialism in Art and Design</i>	<i>Personal investigation on chosen theme</i>
3	<i>Personal investigation exploration of themes</i>	<i>Component 2- ESA (External Set Assignment) Investigation on chosen question</i>
4	<i>Component 1- Personal investigation on chosen theme</i>	<i>Investigation on chosen question</i>
5	<i>Personal investigation on chosen theme</i>	<i>15hr ESA Personal response</i>
6	<i>Personal investigation on chosen theme</i>	