THE BARLOW RC HIGH SCHOOL

SERVE · PRAY · ACHIEVE · RESPECT

Rise up, take courage, and do it.

Programme of Study

Subject: Art

KS2 Underpinning Concepts	***Term***	***Year 7***	***Year 8***	***Year 9***	***Year 10***	***Year 11***	***KS5 & CEIAG Opportunities***	***Links to SMSC***
To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media, including painting. To increase their proficiency in the handling of different materials. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. About the history of art, craft, design and architecture, including periods, styles and major movements from	***Autumn 1***	**Baseline Assessment-** Self Portrait **Self-portrait Project** observational drawing- Leonardo DaVinci- anatomical drawings- proportion (Italian Renaissance), Elements of Art- Line, shape, form, pattern, texture, tone.	**Pop Art Project** Andy Warhol, Peter Blake, Jan Haworth (Cross-curricular Music- Pop Music- Beatles) Coke cans- Line drawing.	**Tribal African Art Project** (Cross-curricular Music- African drumming) Study of Tribal African Masks- mask drawings- symmetry. Artists inspired by African Art- Picasso, Modigliani. African mask design development- from research-symmetrical mask designs with annotations.	**Component1: Natural Forms Project** development of observational drawings in a range of media (black and white).	**Component1: Identity project** **Design development-** set of designs with annotations using portraits and personal research- own identity **Final design** Colour studies, use of colour symbolism **Written explanation of final design.**	**KS5 Pathways:** **A level courses**; Fine Art, Photography, Graphics, Textiles, 3D Design **BTECs and Level 3 Diplomas** Art and Design **Foundation Diploma** Art and Design **Links to courses** Media Studies, Film Studies. **Career Pathways:** **Careers in the Creative industries;** Visual arts Architecture Advertising Graphic design Digital art Film and Video Photography Television and theatre set/costume/ make-up design Fashion design Illustration Animation	**Spiritual Development:** Respect for different views and perspectives when learning about themselves, others and the world around them. Use of imagination and creativity in their Art project work. **Moral Development:** Ability to recognise the difference between right and wrong in a variety of social, moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Classroom Expectations. Working together, mutual respect. School Behaviour Policy implemented and in line with our Catholic ethos. **Social Development:** Use a range of social skills in difference contexts eg; peer and group work, discussions, presentations and evaluations. **Cultural Development:** Understanding and appreciation of the wide range of cultural backgrounds within school and the wider community. Respect of each other's
	Autumn 2	**Self-portrait Project** studies in different media. Colour theory- Primary, secondary, tertiary, hue, colour value, shades and tints. Colour symbolism and colour schemes monochromatic, complementary/contrasting- Pablo Picasso (Blue Period) Edvard Munch (Expressionism)	**Pop Art Project** Repeated cans style of Andy Warhol; mixed media; pencil, colour pencil, crayon and paint. Colour theory.	**Tribal African Art Project-** 2D design completion. Development of 3D card construction- mask making. Surface decoration and painting.	**Component1: Natural Forms Project** Observational drawings in a range of media (colour).	**Component1: Development of Identity piece** Final design enlarged to scale, traced and transferred onto card, layered construction. Mixed media.		
	Spring 1	**Expressive Self-portrait** Composition- mixed media- pastel, collage. Composition- Picasso/Munch, Frida Kahlo, Sonia Boyce (symbolism, personal identity)			**Component1: Natural Forms Project** Completion of observational drawings (B&W and Colour)	***Component 2:*** GCSE Externally Set Task Preparation for the Exam- Research of starting point and artists, drawings from research, development of ideas and designs.		

ancient times up to the present day.	***Spring 2***		**Pop Art- Roy Lichtenstein** Comic Strip- Impact Word design development.	**Graphics I Love Manchester Project** Study of historical, modern and contemporary typography and graphic designers; Milton Glaser- I Love NY, Caroline Johnson, Stanley Chow, Kieran Carroll, Ben Tallon. Exploration of different themes; Arts, Sport or Politics/ Science and Industry. Research sheets with drawings and annotations. Use of media and techniques.	**Component 1: Identity project** Sketchbook work: Identity mind map, research of artists' work, drawings from research using a range of media and techniques with annotations.	**Component 2:** Sketch book completed. Final design prepared to scale ready for the exam. 10-hour Exam- written evaluation.	**Education:** Art teacher Art gallery curator Community arts worker Art therapist .	different religious and cultural beliefs. Study of a range of artists, cultures, styles – historical, modern, contemporary. Design development and creation of individual designs. Personal and meaningful response.
	Summer 1	**Gargoyles Project** Medieval Architecture- Gothic style. Contemporary artists; Sophie Cave- Heads, Anthony Gormley- Field/Another place, Gargoyle design development.	**Pop Art- Roy Lichtenstein** Comic Strip- Impact Word Enlarged painting/ relief construction.	**I Love Manchester Project** Design development. Design and create a promotional poster/ piece of art work which promotes Manchester. Mixed media 2D/relief card construction.	**Component1: Identity project** Photographs and Self-portraits in line, use of different media. Portraits inspired by style of artists studied.	**Component 1-** Portfolio of work fully completed.		
	Summer 2				**Component1: Identity project** **Design development-** set of designs with annotations using portraits and personal research- own identity.			