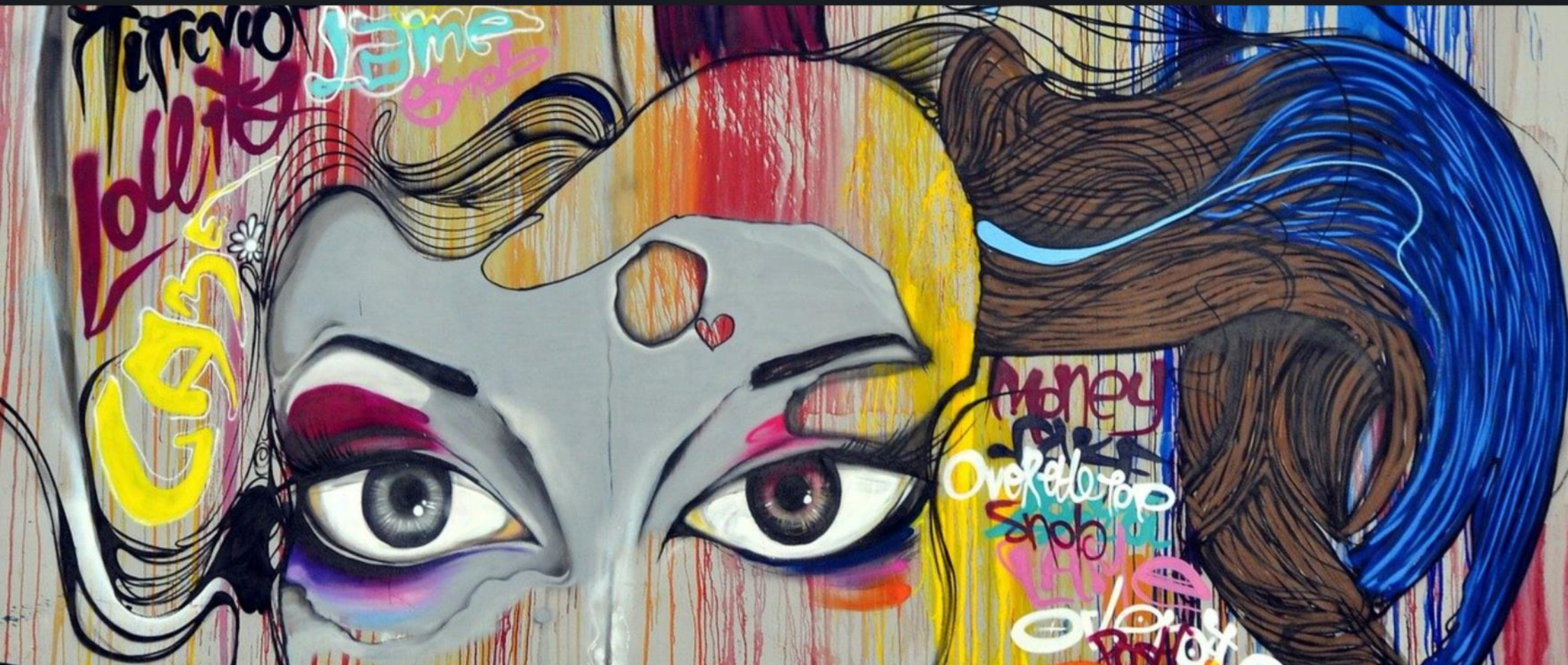


ART & PHOTOGRAPHY

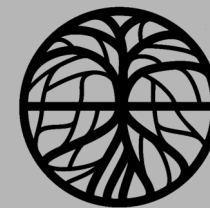


Curriculum Aims, Delivery & Content

ART

Bottisham Village College

Achievement through Inspiring, Caring, Enriching



Curriculum aims Key Stage 3

It is our belief that a grounding in Art is crucial to ensure students can understand and learn how to think creatively and explore ideas/concepts with intention.

The KS3 art curriculum aims to give all students an understanding of how:

- 1.THEMES form the basis for any work**
- 2.That ARTISTS, CULTURES PAST AND PRESENT inform the work.**
- 3.Further SKILLS underpin students understanding of materials and processes.**
- 4.Finally how CREATIVITY interweaves throughout.**

Students not continuing Art to GCSE will have a solid understanding of how to draw, paint, print and sculpt and how these processes connect to themes, artists and cultures. They will also have a solid understanding of how to think imaginatively and how to respond to any learning in an individual manner.

Curriculum Content Year 7

**In years 7, students
have 2x100mins a
fortnight**

Project 1 – Fantasy Heads

Artist connection, Skills, Creative thinking, Solution forming

This project involves visual analysis of images through a smart start approach, shading plan, and application of mark-making and or tone, analysis in the form of notes, facts and opinions. The research also encourages independent thinking with page layout and overall presentation.

Ideas continue to develop through a creative play mind -set, different viewpoints emerge and a smart start drawing structure continues to build skill set.

Realization of intentions ie a fantasy head is created through clay modelling. A clear understanding of clay is covered and a mature awareness of how to construct complex shapes and details. Students learn techniques such as smooth and compress alongside scoring and slipping. Creativity is interwoven through discussion of links between imaginative design and three dimensional solution.

Project 2 – Art Inspired by Music

Artist connection, Skills, Creative thinking, Solution forming

The project involves researching Kandinsky through a creative combination of pictures, notes and sketches alongside technical ways to successful use colour pencils or felt pens for effect.

Ideas continue to emerge through students imaginative responses to sound, beats and rhythms. Designs ideas develop and conclude by composing combinations of shapes, spaces, details and limited colour choices. Technical challenges include: colour pencil application

Realization of intentions is achieved by learning a reduction lino print-making process. Techniques included at this stage are image transfer, subtractive cutting, ink application and pressure, alignment of layers. Creativity is interwoven into the students' prints as they strive to re-create an image through the build-up of layers similar to their working designs.

Project 3 – Pop Art

Artist connection, Skills, Creative thinking, Solution forming

Initial investigation involves exploring the art work of Warhol and his connection to the famous art movement Pop Art. Research develops as students make decisions about how this style of art inspires them, what to draw as a result of this inquiry and how their research pages can visually reflect Pop Arts unique style.

Further challenges emerge by drawing objects from direct observation, and through continuing to embed a successful understanding of line, shape, form, value and texture in their art work.

A painting concludes the students journey/project where understanding of colour theory and paint application is taught. Creative thinking and decision making runs alongside skills and techniques as students question their painting, its impact and success.

ART



Curriculum Content Year 8

In years 8, students have 6x100mins per rotation.
They have 3 rotations a year

Rotation 1 – Portraits

Artist connection, Skills, Creative thinking, Solution forming

This project involves research and analysis in the form of drawings, notes and sketches to provide a response to the question: What is a Portrait? Proportion, basic shapes, main shapes, details and shading plan will inform and guide students whilst working through the creation of a successful self portrait.

Ideas will continue to develop through a open minded investigation of how facial features can become, continuous line, abstracted shapes, colour and spaces.

Realization of intentions ie a cardboard relief sculpture will form the final part of this project. Group work will be important, the building of purposeful cutting and joining skills, alongside aesthetic decisions about what goes where and why.

Rotation 2 – Ceramic Form

Artist connection, Skills, Creative thinking, Solution forming

Initial investigation involves exploring the broader picture of ceramic form, through historical purpose and contemporary development. Students will draw and develop research to illustrate their knowledge and understanding.

Further challenges will emerge by drawing designs that have a sense of three dimensional form. Reference to geometric and flowing shapes will further inform students decisions. Awareness of light source, mark-making and tonal contrast will be taught to encourage challenge.

A ceramic form will conclude the students journey/project where understanding of coiling and modelling will be structured alongside links to past learning:

Rotation 3 - Retro and the art of Steve Wilson

Artist connection, Skills, Creative thinking, Solution forming

The project involves investigating the theme “Retro” and the illustrative work of Steve Wilson. Font styles, bold bright colours, simplistic and distorted shapes as well as precise details will be tackled.

Ideas will continue to emerge in the form of a series of design ideas. Students will imaginatively alter a retro image of their choosing and continue to make connections to initial research for inspiration and guidance.

Design phase key skills: Block colouring/even density, One colour shading, two colour blending

The project concludes with an imaginative painting, Working with acrylic will be taught and in particular block painting, how to mix tints and shades as well as two colour blending.

Curriculum Content Year 9

In years 9, students have 6x100mins per rotation.
They have 3 rotations a year

Rotation 1 & 2(1st half)- Still Life drawing and miniature painting

Artist connection, Skills, Creative thinking, Solution forming

This project involves looking at hyper-realism and the contemporary paintings of Stephen Johnston. Research and analysis is created by the students and decision making encouraged for independent outcomes. The world of work is highlighted and understanding of the artists day through video footage.

Smart start grid method, basic shapes, main shapes, details and shading plan will inform and guide students whilst creating a hyper-realistic drawing as well as draw a parallel to the artist way of working.

Realization of intentions ie a miniature still life painting will form the final part of this project. Students will be challenged to learn how to sensitively build layers of paint and colour match for a high level resolve

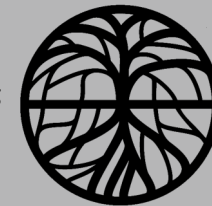
Rotation 2 (2nd half) & 3 - Weird and Wonderful

Artist connection, Skills, Creative thinking, Solution forming

This project involves exploring the mixed-media work of Valerie Roybal. Students will draw and develop research to illustrate their knowledge and understanding of the artist and learn about Entopic graphomania to further inform their links to mixed-media skills and processes.

Further challenges will emerge by drawing designs that have a mixed-media resolve. So connections between image and layers will be important, alongside precise observation from sources and actual objects.

A mixed-media piece will conclude the students journey/project where understanding of collage and ink, pastels, shading and colour pencil blending will be taught. Decision making will be key to bring the piece of art together and to problem solve interweaving the materials successfully for impact.

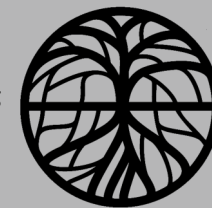


Curriculum Aims KS4	<p>The KS4 curriculum builds on the knowledge, skills and techniques gained at KS4. The KS4 curriculum aims to enable students to :</p> <ol style="list-style-type: none"> 1. Develop ideas through investigations, demonstrating critical understanding of sources. 2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. 3. Record ideas, observations and insights relevant to intentions as work progresses. 4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language
Curriculum Delivery KS4	<p>Students will have 5 hours of learning a fortnight throughout KS4</p> <p><u>Component 1 (coursework)</u> - 60% of the total grade from 1 to 9. <u>Component 2 - The final exam phase</u> - Includes sketchbook preparation and a 10hr final exam. It is worth 40% of the total grade.</p>
Curriculum Content Year 10	<p><u>AQA GCSE Art and Design</u></p> <p>Term 1, term 2 and term 3 are split into 4 workshops and build upon all aspects of the KS3 curriculum</p> <p>Workshop 1: IDENTITY: Drawing Workshop 2: OBJECTS & IDENTITY: Paint Workshop 3: SURFACES: Clay Workshop 4: SURFACES: Printmaking</p> <p>A selection of this will form part of your coursework submission</p>
Curriculum Content Year 11	<p><u>The extended project/mock exam phase</u> forms the rest of your coursework submission and should be the most extensive part of all students portfolio. This phase is for the first term of year 11 and finishes with a portfolio review/coursework enrichment opportunities</p> <p><u>Final exam:</u> Term 2 and first part of term 3</p>

PHOTOGRAPHY

Bottisham Village College

Achievement through Inspiring, Caring, Enriching



<p>Curriculum aims KS4</p>	<p>The aim of GCSE Photography is to give students an opportunity to express themselves using creative visual techniques that reflect the digital world we now inhabit. We aim to instil a love of the subject through the critical study and production of visual outcomes.</p> <p>The aim of year 10 is to introduce students to different photographic and artistic, techniques, processes and genres. Students will be taught to control their equipment and environment and how to process images to produce creative, high quality outcomes.</p>	
<p>Curriculum aims Year 11</p>	<p>The focus in Year 11 will be to refine the personal creative understanding of students, fostering creative ideas and developing individual high quality outcomes. Students will combine taught techniques to present their own artistic journey in a focused portfolio, critically selecting appropriate work for assessment across both components.</p>	
<p>Curriculum Delivery KS4</p>	<p>Students will have 5 hours of photography a fortnight.</p> <p>Component 1: Portfolio</p> <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of GCSE <p>Component 2: Externally set assignment</p> <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE 	<p>In Year 11 students will refine their outcomes with a strong emphasis on connections between creative work and the assessment objectives. They will complete their extended project, and work towards a 10 hour mock exam.</p> <p>At the start of January exam themes will be released and students will choose their question to respond to, over an extended period of time. They will then be required to produce a further 10 hour sustained response under exam conditions.</p>
<p>Curriculum Content Years 10 & 11</p>	<p>AQA Art and Design: Photography</p> <p>In the first half of the year students complete a series of workshops, introducing students to Photographic techniques, processes and themes.</p> <p>Students will cover a range of different Photographic genres including;</p> <ul style="list-style-type: none"> • Still-life • Black and white photography • Action/motion • Portrait • Artistic/abstraction 	

Students will be taught about the individual settings on a modern DSLR camera and how to use them to achieve high quality results.

The college supplies access to the Adobe Creative Cloud and students will be taught how to edit and manipulate imagery using both Lightroom and Photoshop. This is critical in developing their presentation and creative skills.

Students will respond to the work of Photographers/creatives. They will critically analyse work and respond through their own practice. Presenting work both digitally and in a range of physical outcomes.