



The curriculum for this stage of students' education has been designed to: be inclusive for all and build on the knowledge gained in Year 7 and 8 (where students produced creative work becoming increasingly proficient in a range of techniques and media), increase skills base and confidence prior to starting the Portfolio component of the GCSE course, increase proficiency in the handling of different media and confidence in developing their own ideas and style independently, extend their range subject specific vocabulary and enable them to confidently analyse and evaluate their own work, and that of others, in order to observe closely, think critically and discuss respectfully, and, to acquire skills that can be applied to cross-curricular topics, allowing them to explore topics in depth.

<p>HALF TERM 1: BONES AND NATURE</p> <p>The aim of this unit is to refine drawing skills using a range of media. Students will work from animal bones and other natural forms.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • how to produce sensitive, skilful and accurate observed drawings of skulls, bones and other natural forms using a range of media such as pencil, pen, coloured pencil, watercolour, ink and pastel. • how to analyse and critically evaluate the work of artists such as DaVinci, Cezanne, O'Keefe, Tom French. <p>HOW THIS WILL BE ASSESSED:</p> <p>Formal assessment based on working with drawing skills and analysing the work of artists (observed drawings using pencil, coloured pencil, pen and paint; written and visual analysis)</p> <p>Self and peer assessment opportunities and informal verbal feedback.</p>	<p>HALF TERM 2: BONES</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • how to experiment with a range of materials and techniques, refining and developing their skills; use the techniques of artists and practitioners to inform their experiments. • how to develop and produce a sophisticated final piece or pieces that combines all aspects of their research and development. <p>HOW THIS WILL BE ASSESSED:</p> <p>Formal assessment based on working with drawing skills and analysing the work of artists and developing ideas independently (observed drawings using pencil, coloured pencil, pen and paint; written and visual analysis; final piece)</p> <p>Self and peer assessment opportunities and informal verbal feedback.</p>	<p>HALF TERM 3: HOLOUCAST MEMORIAL</p> <p>The theme for HMD 2020 is Stand Together. It explores how genocidal regimes throughout history have deliberately fractured societies by marginalising certain groups.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • how to analyse and critically evaluate the work of artists such as Kathe Kollwitz, Dorethea Lange, Judith Dazio, David Olère and the project 'One Million Bones'. • how to produce skilful, sensitive and accurate observed drawings of symbols of genocide and portraits using a range of media. <p>HOW THIS WILL BE ASSESSED:</p> <p>Formal assessment based on working with drawing skills and analysing the work of artists (observed drawings using pencil, coloured pencil, pen and paint; written and visual analysis)</p> <p>Self and peer assessment opportunities and informal verbal feedback.</p>
<p>HALF TERM 4: HOLOUCAST MEMORIAL</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • how to experiment with a range of materials and techniques, refining and developing skills; use the techniques of artists and practitioners to inform their experiments. • how to develop and produce a sophisticated final piece or pieces that combines all aspects of their research and development. <p>HOW THIS WILL BE ASSESSED:</p> <p>Formal assessment based on working experiments with different media and developing a final piece (mixed media and wire work, final piece)</p> <p>Self and peer assessment opportunities and informal verbal feedback.</p>	<p>HALF TERM 5: REFUGEES</p> <p>Inspired by public art exhibitions, photography and murals around the world raising awareness of the plight of refugees.</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • how to analyse and critically evaluate the work of artists such as Helen Zughaib, Joel Bergner, Ai Weiwei, Banksey. • how to produce skilful, sensitive and accurate observed drawings using a range of media. <p>HOW THIS WILL BE ASSESSED:</p> <p>Formal assessment based on working with drawing skills and analysing the work of artists (observed drawings using pencil, coloured pencil, pen and paint; written and visual analysis)</p> <p>Self and peer assessment opportunities and informal verbal feedback</p>	<p>HALF TERM 6: REFUGEES</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • how to experiment with a range of materials and techniques, refining and developing skills; use techniques of artists and practitioners to inform experiments. • how to develop and produce a sophisticated final piece or pieces that combines all aspects of their research and development. <p>HOW THIS WILL BE ASSESSED:</p> <p>Formal assessment based on working experiments with different media and developing a final piece (stencil work, painting, mixed media final piece)</p> <p>Self and peer assessment opportunities and informal verbal feedback.</p>

Embedding this knowledge can be supported at home by encouraging students to experiment with their own art equipment to build their confidence and expertise, visiting local galleries and museums on a regular basis to further develop knowledge and understanding of the wide spectrum of art and to gain ideas to inform their own work, watching and discussing the many interesting programmes and documentaries on artists and art movements on the main TV channels and looking at exemplar projects on websites such as www.thestudentartguide.com and the school web page on Pinterest <https://www.pinterest.co.uk/mrspeggbmcc/> <https://www.unhcr.org/innovation/7-art-initiatives-that-are-transforming-the-lives-of-refugees/>.