

# ART & DESIGN



This year pupils get ready for the end of Key Stage Assessment and prepare for GCSE Art & Design by building on basic skills such as:

- Direct observation using the visual elements: line, shape, tone, texture, colour etc.
- Drawing with a range of media and on different scales
- Painting and using mixed media
- Designing and making 2 and 3 dimensional pieces.

These new approaches and dimensions are introduced:

- Using different modes of representation like abstraction
- Developing cultural and contextual awareness
- Working to a brief
- Working on a cross-curricular theme
- Investigating the meaning behind artworks from different times, places and related events
- Producing personal sketchbook work by modifying and customising their book to enhance presentation
- Planning own final outcome for the project.

## Likely Topics for the Year:

Although we sometimes repeat projects, we often explore new themes and artists as well. These might include:

- Portraits - 'Goddesses'
- 'Art Deco'
- 'The 1960s'
- 'Body Adornment'
- 'Organic Forms'
- 'Cubism'
- 'Ethnic /Folk Art'



New processes and techniques are learned for working in:

- Applied design for example fashion or graphics
- Sustained observational work for example a still life
- Multi-media work.

**There is a short critical study test at the end of Year 9, to test pupils' knowledge and understanding.**

### **Activities Week**

This is an opportunity for pupils to work on more ambitious projects – often on a very large scale – making pieces as a group. (Examples: tapestry, mural, hangings, sculptures... etc).

### **Likely Homework Tasks throughout the year:**

These are similar for all projects and include a range of activities to develop skills in different areas and are likely to include the following:

- Observational work – should be done from close observation of real objects
- Research which will have three main elements:
  - Fact finding about characteristics and influences on artists /designers
  - Discovering the context of artists/designers - 'What else was happening at the time?'
  - Presenting visual and other information attractively, e.g. making an artists 'factfile' and illustrating by copying an example of artwork noting title and date.
  
- Adaptation – of another artists' style to own work
- Presentation – making sketchbooks attractive, individual and exciting!
- Design work - producing interpretations and plans for own work based on the artist/designers studied etc. (we would not expect parents to make special purchases)
- Imaginative – producing designs for clothes, jewellery, packaging etc.
- Producing illustrations of poetry, songs, memories etc
- Experimentation – exploring different materials or different techniques relevant to the work in progress;
- Graphics – producing a title or introductory page for a project;
- Reviewing – making written annotations about their own work or the artist(s) studied, setting targets and giving opinions using key vocabulary.

### **Essential Equipment**

- At least one drawing pencil: 2B, 4B or 6B and eraser
- A fine tipped black pen

### **Other Useful Materials**

- One type of colour medium (pencils, felt tips, paints, etc.)
- Scissors and a glue stick (for use at home)
- Sketchbooks are provided at the start of Year 7 but will need replacing when full, with a good quality spiral or hard backed book, A5 or A4 size. Pads that are glued together or have perforated pages are not suitable. Subsidised books are available from the Art department.

### **Additional resources/ideas/stimuli:**

## Books

The Art Book and The 20<sup>th</sup> Century Art Book by Phaidon are now available in paperback, and are both tremendously useful A-Z's including 500 different artists. The Oxford Children's Dictionary of Arts is also highly recommended. Understanding Modern Art is a concise and inexpensive paperback covering most major twentieth century artists. The books in the Taschen range are very competitively priced and have excellent colour reproduction.



## Computers

The Art & Design area and School Library has many useful CD Roms which are available to pupils for research purposes. We can also supply addresses of web sites for art galleries/museums of relevance to the topics covered. Relevant images and information are accessible to pupils on the school's computer network.

Pupils are encouraged to illustrate their research from the Internet, but should avoid working from print outs, unless they are of high quality.

We also expect pupils to read through information found in this way, in order to extract the main points and express them in their own terms.

## Galleries and museums

It is difficult to predict which are the most valuable to visit since this often depends on temporary exhibitions, however any experience of painting, sculptures or other artefacts at first hand is always valuable – particularly if these are overseas! Pupils should try to record their impressions with 'thumb-nail' sketches and by purchasing post cards to put into their sketchbooks.

The Victoria and Albert has a large collection of decorative arts – historical and from other cultures. The Brighton museum has a good collection of ethnic objects. Other exhibitions are always advertised in the Art department. Girls wishing to pursue a career in Art & Design may be interested in visiting open days at local colleges. Details of these are on display in the Art Department, and usually occur during the Summer term.

