

**Art, Craft and Design at Compass School Southwark
2022-2023**

Year 7						
	HT1 Topic/Unit: The Biscuit Factory, Past, present, and future. Drawing techniques	HT2 Topic/Unit: The Biscuit Factory, Past, present, and Future. Recording and Artists	HT3 Topic/Unit: The Biscuit Factory, Past, present, and Future. Ceramics	HT4 Topic/Unit Natural forms - Colour	HT5 Topic/Unit Natural Forms: Pattern	HT6 Topic/Unit Natural Forms: How are we impacting Nature?
Key Content:	<p>Introduction to Art, Craft and Design: What is it why is it important?</p> <p>Resilience: How to develop something – A beautiful oops book.</p> <p>The formal elements in Art Line: Basic shapes technique. Drawing from observation starting with a basic shape. Light outline, proportion. Tone: What does applying tone do to an image? How to create tone, where to put the light and dark areas. Applying all knowledge by shading shapes</p> <p>Texture: How can we create texture in a 2D piece. Using pencils in diverse ways to make textural marks. Textural rubbings using the surface of something to create textures. Comparison of Textural techniques.</p> <p>Composition: Grid technique Discussion- benefits of drawing with a grid. Completion of grid drawing and applying line, tone and textural mark making.</p>	<p>Responding to feedback – Developing and improving work in response to teacher marking, reflecting on improvement</p> <p>Printmaking – Exploring mark making and recording through printmaking- Monoprint</p> <p>Collage: Discussing the work of others – How it was made? Meaning? What to include when writing about your opinion of the work? Creating: Creating own collage taking inspiration from artist.</p> <p>Bauhaus: What is the Bauhaus? What were their aims? Writing about the work of others extracting key information. Presenting work that demonstrates a visual understanding of the work of others.</p> <p>Digital work: How can you create a Bauhaus inspired piece. Opening a document, knowing key tools, understanding layers and how they work.</p>	<p>Making: creating a mixed media monoprint that combines all aspects of the project and demonstrates the Biscuit factory: Past present and future Evaluation – summative evaluation of whole project</p>	<p>Colour: Developing knowledge of colour and using different media to create</p> <p>Colour theory Painting and mixing colours. Primary, secondary, tertiary, Warm, cool, complementary, harmonious</p> <p>Technique- Different painting techniques and application</p> <p>Technique Large scale soft pastel drawing. How was working this large?</p> <p>Technique – Oil pastel study Blending, pressure strokes, spling, layering</p> <p>Responding to feedback – Developing and improving work in response to teacher marking, reflecting on improvement</p>	<p>Natural patterns and man made Exploring how patterns are formed naturally, comparing, and combining these What is a pattern? How can you create one? Are there any natural patterns? Where?</p> <p>Artist investigation Analysing the work of others How was the work made? Meaning? What to include when writing about your opinion of the work?</p> <p>Application applying patterns to own ideas</p>	<p>Environmental Art – introduction to environmental art – contexts and concepts. Art to make a change. What is important in their art? Aesthetics vs Message?</p> <p>Research – independent research into own choice of environmental issue</p> <p>Planning ideas – thumbnails, sketches, and mind maps. How can they highlight their issue through Art? What media will they use? Artist reference?</p> <p>Responding to feedback – Developing and improving work in response to teacher marking, reflecting on improvement</p> <p>Making- Making own piece in response to the question How are we impacting nature? What techniques process will they include?</p> <p>Evaluation – summative evaluation of piece</p>

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Year 8						
	HT1 Topic/Unit: Art and Science	HT2 Topic/Unit: Art and Science	HT3 Topic/Unit: Art and Science KEY QUESTION	HT4 Topic/Unit Say something	HT5 Topic/Unit Say Something	HT6 Topic/Unit Say something
Key Content:	<p>Connections: Finding links between subjects and beyond thinking and considering how many things are connected- big concepts, discussions.</p> <p>Tonal drawing – revisiting tonal drawing, developing drawing skills.</p> <p>Colour – Introducing to colour pencil techniques- Discussing the difference and impact these have when applied well to a drawing, revisiting colour theory, and applying to drawing.</p> <p>Reflecting on work- reflecting on the use of techniques and improving in response to reflection.</p> <p>Drawing for purpose – Expression – inks – techniques applying inks in diverse ways to express/reflect the notion of the image</p> <p>Experimenting – Testing the properties of materials and mixtures – oil-based paints and inks/ water Powders etc. Petri dish art Photographing work for evidence.</p>	<p>Artist study- The purpose of an artist study? Why do we look at the work of others? What is important to include in an artist study? Revisiting what an artist study is. Writing about art work and presenting in a way that demonstrates a visual understanding of the work. 1. Content 2. Presenting</p> <p>Media techniques - Oil pastel revisiting and developing. Revisiting techniques and then applying to own version of the artist’s work.</p> <p>Idea development – Using research and work so far to create print designs Making informed choices. Reflecting on and explaining these</p> <p>Printmaking – Creating a 2-colour reduction print building on basic monoprint from year 7 and increasing printmaking skills Explanation of reduction print through examples/ demos/ teacher made video Understanding relief printing method</p> <p>Presenting outcome – Selecting and presenting print editions. What makes a strong print? Are you able to select the strongest piece to present?</p>	<p>Investigate: How can we represent Science through art?</p> <p>Exploring the work of others – Investigating and exploring the diverse ways artists/scientists combine and explore the two subject areas</p> <p>Research- independent research into their chosen area of science to help devise an idea of what and how to present it creatively</p> <p>Idea development – Thumbnails of ideas to represent Science through Art</p> <p>Applying skills, knowledge, and interpreting Creating outcomes- Creating personal response to the investigations</p>	<p>Word and image – exploring the relationship between text and imagery – Historical to now – Cave paintings, Egyptian symbols hieroglyphics</p> <p>Barbara Kruger – How does she combine word and image? What messages does she communicate?</p> <p>Response to Kruger – creating an image and text to match through photography and collage techniques</p> <p>Shepard Fairey – Media techniques, word, and image relationship</p> <p>Stitching and layering – Mixed media techniques and messages</p>	<p>Typography – exploring the design of letters how to draw letters in diverse ways – letter anatomy Learning and building the skills to use in own work.</p> <p>Hand drawn lettering- Applying techniques to draw letters in a variety of ways, including guide lines and illustrative lettering</p> <p>Digital lettering- developing digital techniques further using a variety of tools to create effects</p> <p>Stencils – Understanding how stencils work. Applying colour techniques</p>	<p>Society- Students select something in society that they want to communicate their thoughts through combining word and image. They will select and combine skills taught earlier in the project to produce an individual personal response.</p> <p>Art in society – explore some artists and art work through discussion and investigation Yinka Shonibare Ernest Cole Gustav Metzger Juan Manuel Echavarría Frida Khalo Theresa Margolles</p> <p>Research – Personal investigation into chosen aspect of society</p> <p>Idea development – Create ideas that communicate chosen aspect and combines skills and techniques – select artist link</p> <p>Outcome- Create a piece that communicates their chosen aspect on society and utilises skills and techniques taught</p>

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Year 9						
	HT1 Topic/Unit: Urban: My Bermondsey	HT2 Topic/Unit: Urban: My Bermondsey	HT3 Topic/Unit: Urban: My Bermondsey	HT4 Topic/Unit: Identity	HT5 Topic/Unit Identity	HT6 Topic/Unit Identity
Key Content:	<p>Mind map – urban Bermondsey What is meant by the word Urban? What do we expect to see in an urban environment? What words or images do you associate with both urban place and Bermondsey exclusively Drawing techniques – white carbon Trying a new technique of recording – discussing the impact/ effect of white on black compare to the typical black on white. Coloured pencil techniques – recapping on these in Do now – testing a small sample Applying techniques to drawing to enhance the image. Discussing the impact of applying techniques by looking at images</p> <p>Tonal study – Continuing to practise and develop this fundamental skill to develop confidence in drawing skills and understanding of tone and how light touches objects and how to demonstrate this using a pencil.</p> <p>Collage – Recapping on what a collage is discussing at looking at different t types of collage deciding on what technique best fits with artist – Exploring the local mural time line of Bermondsey. Students decide on a personal experience/ event that have been part of in Bermondsey and communicate that through colourful simple collage</p>	<p>Painting – colour theory – Recapping/ revisiting colour theory through Do Now task Painting- colour mixing – Enhanced colour mixing using both primaries and mixing these to create, tints, tones, and shades- What do we mix a colour with to create a tint? What do we mix a colour with to create a shade? How can you create tones? Application of paint – reminder of mixing how to and applying paint</p> <p>Having a photo of an object and painting over/ drawing it and painting it to create a skilful tonal painting that will be used in the painting of their 3D object.</p> <p>Symbols and symbolism Brief history – What is a symbol? What does symbolism mean? How can you symbolise....? Give an object ask what it could symbolise Scenarios and symbols</p> <p>The use of the everyday Object to symbolise/ represent an idea –</p> <p>Thumbnail ideas Students decide on what they want to communicate about their Bermondsey and what object they are going to make to represent it. Drawing for Purpose Quick Thumbnail sketches</p>	<p>3D Skills – Ceramics Consider scale and size of sculpture and object – What do you want to communicate? How can size and scale help with this?</p> <p>Making object that represents/symbolises urban Bermondsey. Skilfully using clay techniques to create symbolic object.</p> <p>Painting application - Applying painting skills to object. Mixing a variety of colours, tints, and shades to paint object successfully</p> <p>Artist statement of intent Have you got a title for the piece? – Looking at artworks and titles – what do they say about the context of the piece.</p> <p>What have you created? What aspect of Bermondsey does your object symbolise? How does your object communicate this?</p>	<p>What is identity? What makes up our identities? Is it just how we look? Act? Where we are from? Values? Interests</p> <p>How have artists explored identity? Quick guide into how artists have explored the theme of identity in a variety of diverse ways. What is each artist trying to communicate about identity?</p> <p>The face as identity. Drawing features Developing drawing skills further</p> <p>Half portrait Building on feature drawings and completing a half portrait</p> <p>Editing images – Changing/ hiding disguising</p>	<p>Stitching – Embellishing an image – Famous photo – patterns linking to culture stitching background</p> <p>Artists – Students critically investigate diverse ways artists have approached identity</p> <p>Each lesson will explore an artist who has explored identity. Number of artists and length of time spent will be dependent on classes.</p> <p>Combining context and skills to explore identity in a variety of ways</p> <p>Digital responses Wire Photography Typography portrait – word and image building on Patterns and culture Cardboard</p>	<p>Own personal response to Identity</p> <p>Students use the artists we have explored to develop their own investigation into an area of identity to produce an outcome(s)</p> <p>What do you want to communicate about identity?</p> <p>What key artist will you use?</p> <p>Research planning What do you need to do further to help with developing your idea – Taking photos/ images research?</p> <p>Thumbnails Using research create a page of quick thumbnail sketches</p> <p>Outcomes What is your plan for making and producing your outcome? Making pieces</p>

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Year 10						
	HT1 Topic/Unit: Structures - Mini Project	HT2 Topic/Unit: Structures - Mini project	HT3 Topic/Unit: Sustained project	HT4 Topic/Unit Sustained project	HT5 Topic/Unit Sustained project	HT6 Topic/Unit Sustained project
Key Content:	<p>Recording – experimental drawings using a range of media to record from photos</p> <p>Presenting sheets</p> <p>Technique Focus - Development-creating a print design that utilises previous work</p> <p>Printmaking</p>	<p>Personal development and experimentation</p> <p>Annotating work</p> <p>Outcome – Creating final outcome</p>	<p>Introduction to themes for sustained project</p> <p>Students select starting point</p> <p>Research and recording</p> <p>Initial starting point mind map</p> <p>Collage</p> <p>Trip to Art gallery</p> <p>Photographs</p> <p>Internet imagery collection</p> <p>Initial Recordings in a variety of media</p>	<p>3 starting point artists and initial responses</p> <p>Artist analysis</p> <p>Topic research</p> <p>Ideas mind map at this stage</p> <p>Artists and experimentation</p> <p>Developing ideas</p> <p>Refining work through developing ideas and experimenting with media techniques and processes</p>	<p>Artists and experimentation</p> <p>Developing ideas</p> <p>Refining work through developing ideas and experimenting with media techniques and processes</p> <p>Annotating work</p>	<p>Artists and experimentation</p> <p>Developing ideas</p> <p>Refining work through developing ideas and experimenting with media techniques and processes</p> <p>Annotating work</p>

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Year 11						
Key Content:	HT1 Topic/Unit: Sustained project	HT2 Topic/Unit: Sustained project Coursework completion	HT3 Topic/Unit: Externally set assignment	HT4 Topic/Unit: Externally set Assignment	HT5 Topic/Unit Externally set assignment	
Key Content:	Refinement Selecting most successful experiment/ composition and developing it further by testing and refining with colour, media, and techniques	Final idea(s) plan and explanation Making personal outcome(s) that are meaningful and demonstrate informed choices with idea, concept, and media.	ESA paper given Starting point selected Mind map Collage Trip – present ideas and artists Topic research Artist 1 and experiments Artist 2 and experiments	Artist 3 and experiments Combined experiments – selecting most successful experiments and combining elements to create new. Refinement – Selecting most successful experiment and developing and refining it	Final piece/development plan 10 hour supervised time Unit 1 completion and refinement	