

The Art and Design curriculum at John Ferneley College

The Art and Design curriculum at key stage 3 offers a range of Art, Craft and Design experiences through projects with take away outcomes to build a range of skills and stacked experiences which both engage students regardless of their further study routes and equip them for further study as appropriate and celebrate learning in Art.

Year 7: 12 hours

Who am I? – Initials and Identity project.

This introductory project explores identity and logos with a focus on drawing and the initial design process to produce personal logos that are transferred into Shrinkies giving students a keyring of their design to take away. Year 7 can be a time of huge upheaval so we explore *Who do you think you are?* What it means to be an individual as well as a part of the shared community of JFC, looking at what makes us who we are. This project also touches upon the power of the media/social media to advertise and influence as we create our own logo designs.



Year 8: 12 hours

Where do I come from? – Architecture project

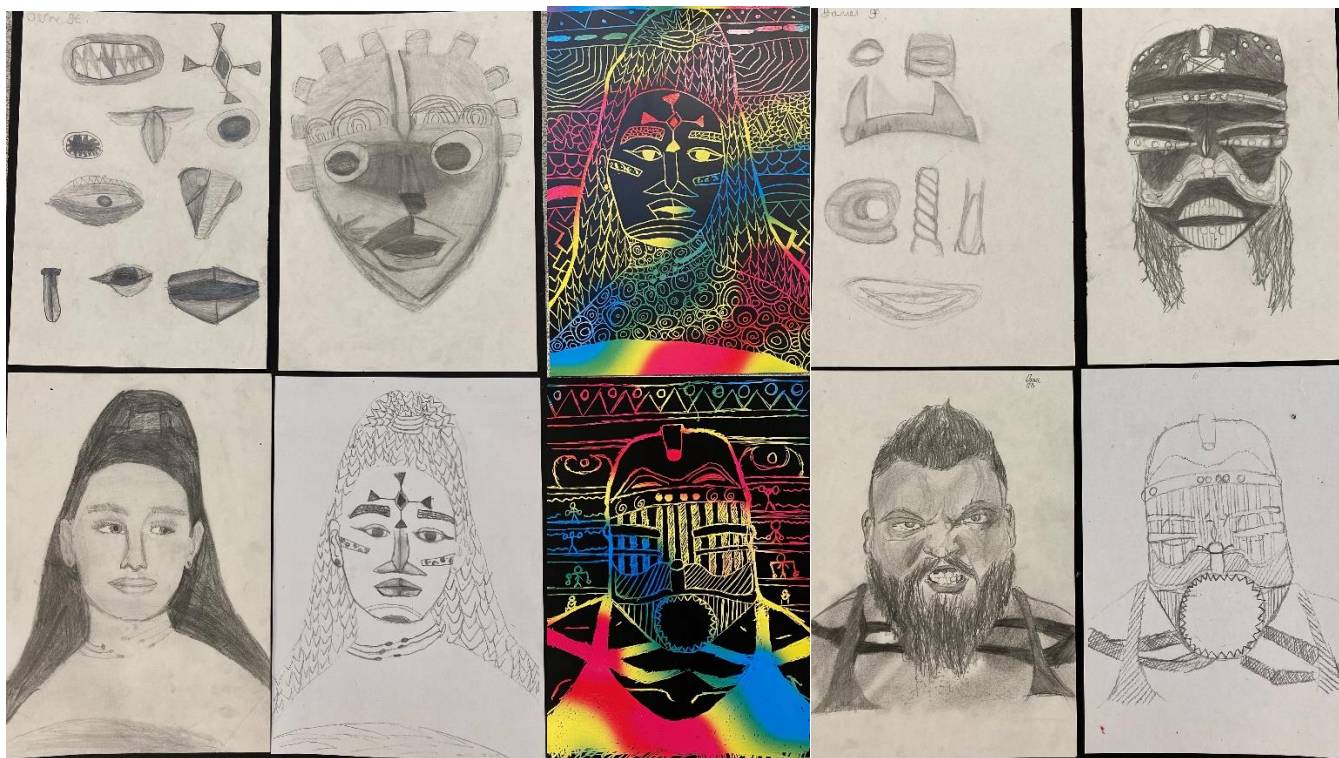
In Year 8 we build upon our drawing experience and delve further into investigating the work of others studying architecture from different periods across Europe and closer to home (using examples like the Clock Tower in Leicester and St Mary's church in Melton Mowbray). Considering *Why do buildings look like that?* including social history and lots of focus on new key terms: how to say and spell them. Drawing and design work develops from Year 7 where in Year 8 we start to create new work based on the work of others. This project's final piece is a clay low relief tile again giving students something to take away.



Year 9: 12 hours

What about the rest of the world? – African masks project

In Year 9 we refine our drawing skills and explore the work of other cultures and places. Thinking about *What are masks for?* we touch upon ritual and ceremony in other cultures exploring the characteristics of African Masks as well as the concept of the 'masks' of celebrities considering real image versus social media. Celebrities are transformed into designs for Sgraffito (scaperboards) final pieces which students get to take away.



Home learning projects that link to each year group theme, include literacy and allow for further creativity outside of the curriculum. See appendix 1.

The Art and Design curriculum at key stage 4 follows the AQA GCSE Syllabus for Art and Design. Projects are designed to build towards the requirements for a sustained project that hits all four Assessment Objectives: Develop ideas; Refine work; Record observations and Present personal responses.

In Year 10 an initial **Formal Elements** mini project ensures we all start by having a level experience. Each project coursework or portfolio project is then designed to build towards the requirements for a sustained project.



Project 1: West Africa

The study of West African artefacts allows us to start to learn to analyse basic characteristics and follow a creative design process to a simple conclusion (AO1 and AO2)



Project 2: Loui Jover

An exploration of the deconstructed portraits of Loui Jover combines with detailed portrait drawing and consideration of what makes a modern-day icon to produce work influenced by the artist. This second project has a stronger focus on drawing (AO3) and more concentrated study of the work of others (AO1). By allowing students choice and ensuring they justify their decisions this project develops students presentation skills and ability to produce work inspired by others giving them essential skills to move into the sustained project.



Project 3: The sustained project – Food

Class based study develops to become a personal response in the sustained project. Starting with an introduction to photography (AO3) this project will focus on drawing workshops (AO3) and the study of a variety of artists (AO1) before students pick from a range of starting points to develop personal outcomes (AO2). Work can be observational, personal, or socio-political ranging from the decorative through to social concerns like addiction or the fast food industry and personal or health related issues. This project is where we develop ideas to culminate in a final piece (AO4). The food and project meets all of the Assessment Objectives as well as giving students a framework of skills and success upon which to tackle the Externally Set Assignment in Y11.



In Year 11 the sustained project continues in the Autumn term giving students time to develop their work and present a personal response in their final piece.

In the Spring term students begin the externally set assignment where they respond to a starting point provided by AQA leading to the 10 hours formally supervised time.

Year 7
Home-Learning Project

Art and Design

Theme – ***Identity: Auto-biography***

Date set:

Date due in:

Write an illustrated auto-biography of your life.

This is a true to life account of events in your life. This can be the story of your life from birth to the present day, or about a specific time in your life e.g. moving house/school, a holiday, your family or friends.

Illustrate: to explain with pictures

Auto-biography: a true life account of your life - based on real life events

You may present the work any way you choose, the work may be drawn, painted, produced using ICT, you may make a book, or simply present the work on a sheet of paper.

The work can be any size, but it must contain both words and images. You also need to make sure you present your work neatly, check your spelling carefully and write in clearly structured sentences. (write in pencil so that you can easily alter any mistakes or use spell check on the computer or ask an adult to check your spelling and grammar!)

Year 8

Home-Learning Project

Art and Design

Theme - ***Architecture***

Date set:

Date due in:

Research 2 different styles of architecture and produce an illustrated glossary of each different style of architecture.

Illustrated: to explain with images

Glossary: list of special or technical words with definitions

You may present the work any way you choose, the work may be drawn, painted, produced using ICT, in a Power point form or printed, you may make a book, or simply present the work on a sheet of paper. The work can be any size.

Styles of Architecture

Use these titles to research theses styles:

Art Nouveau, Art Deco, Bauhaus, Islamic, Post-Modern

Year 9

Home-Learning Project

Art and Design

Theme - *Masks*

Date set:

Date due in:

You are to **research** information in order to **design and make** your own mask. Your mask can be for any purpose of your choice for example: safety, celebrations or even everyday ordinary tasks or activities. The wackier the better!

Using the sketchbook you have been given follow the tasks to help you research and design your mask.

You do not have to make a mask, but we encourage you to have a go using any materials of your choice or that are available to you. You can use typical art materials such as paper, card, paint or even use found objects that relate to the purpose of your mask and glue them to it. Be as creative as you can!