



*“You can’t use up creativity. The more the you use, the more you have.”* Maya Angelou

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Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As students progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.



# Farmor's School Art and Design Department



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	Formal elements Intro , rules and rights Baselevel drawing Tone Colour Form <b>Outcome: A poppy in clay</b>	<b>African Art</b> Adinkra tribe symbolism research Intro to Yinka Shonibare Exploring colours linked to African Art/textiles <b>Outcome: Block printed and tie-dyed fabric sample</b>	<b>Journeys</b> Aboriginal art Symbolism Own journey from home to school <b>Outcome: painting of own journey in Aboriginal style</b>		<b>Textiles - Decorative stitching</b> Tie dye/ Natural dying methods of a piece of fabric Printing (block from African Art project) Repeat tessellation of print blocks onto dyed fabric Decorative stitching and embroidery of fabric sample <b>Outcome: Stitched patchwork banner created from a class/house</b>	
<b>Year 8</b>	<b>Sealife</b> Line /tone fish observational drawing Colour pencil (analogous) Mark making fine line pen Watercolour crab <b>Outcome: turtle that uses all techniques covered this term</b>	<b>Courtney Mattison pinch pots</b> Courtney Mattison introduction and research Design a pot Collage octopus Paint pinch pot <b>Outcome: pinch pot in the style of Courtney Mattison</b>	<b>Landscape</b> Anna Dillon research Continuous line drawing Aerial perspective, composition Foreground, midground background Photography of local landscape Composition of own landscape <b>Outcome: local landscape in the style of Anna Dillon</b>		<b>Textiles - Orphism</b> Contextual/Sonia Delauney research Paper collage and abstract shapes Marbling fabric Applique designs based on Delauney, revisiting decorative stitching embellishment <b>Outcome: Appliqued/embellished hand stitching samples. Patchwork banner created from a class/house</b>	
<b>Year 9</b>	<b>Architecture</b> Line drawing Ruth Allen style piece Monoprint Photography <b>Outcome: own piece in the style of Ruth Allen either monoprint or line drawing</b>	<b>Caricature portraits</b> Ron Mueck research Tonal drawing to create a bust Clay character creation. Creating skin tones in paint /Painting clay character <b>Outcome : clay character</b>	<b>Icon portrait</b> Gridding up a portrait of icon Gridding up a portrait of icon Creating skin tones in paint /Painting clay character Research into Lucien Freud and skin tones <b>Outcome: icon portrait</b>		<b>Textiles - Day of the Dead</b> Research into Mexican Day of the Dead Design Ideas Observational studies Design felt character <b>Outcome: liquid Heat transfer printing</b>	



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>Natural organic forms</b> Observational drawing in variety of media on a variety of surfaces William Morris and Mark Hearld research Visit to Kelmscott Manor Students are introduced to different printing methods (mono, foam and lino) and create a series of prints and a painting inspired by Hearlds' work.		<b>Monochromatic portraits</b> Research Steve McCurry photo journalism Portraiture and mark making Colour theory Monochromatic scales and painting value Pattern research (Milhazes, Aboriginal or Ndbele)		<b>ESA based</b> Student led project, following the same timeline as the ESA Students are introduced to a series of artists who create artwork inspired by their chosen theme and are asked to work in response to them, using a variety of media. They develop and refine an idea from concept to completion Final piece created during Dec 5 hr Mock exam	
<b>Year 11</b>	<b>ESA based</b> Student led project, following the same timeline as the ESA Students are introduced to a series of artists who create artwork inspired by their chosen theme and are asked to work in response to them, using a variety of media. They develop and refine an idea from concept to completion Final piece created during Dec 5 hr Mock exam		<b>Externally Set assignment</b> Student led response to exam board assignments Covering contextual influences, developing and using media, ideas conception, development and refinement whilst realising intentions.			

GCSE **Art** exam board: AQA



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 12</b>	<p><b>Surrealism</b> Teacher led investigations into Surrealism, its main themes and artists Observational drawing of natural and man-made forms The onus is on experimentation and building confidence in own skills and media use</p>		<p>Student led investigations refining ideas and work made to create a series of surreal inspired final pieces</p>		<p>Initial exploration of ideas for the Personal Study Research contextual links Initial essay outline</p>	
<b>Year 13</b>	<p>Student led investigations refining ideas for the Personal Study 1000 – 3000 essay completed</p>		<p><b>Externally set assignment</b> Student led response to exam board assignments Culminating in 15-hour exam over 3 days</p>			

A level **Art** exam board: AQA



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	Creative edit work Working from PowerPoint to create a range of creative photographic techniques over the course of Year 10 – leading to a larger final piece		PowerPoint work based on camera skills and development of techniques through a range of mini topics – Name in Pictures, Macro, Visual Elements etc Y10s build up a creative and online portfolio of teacher led work.		Students begin their coursework Choice from two topics – Light & Dark OR Framing.	
<b>Year 11</b>	Coursework is built up in PowerPoint and students are given guidance on how to lay out the structure of their work 8 photo shoots produced with analysis and research work embedded within the structure of the course. Final pieces are created by hand (if time) and on PowerPoint.		<b>Externally Set Assignment</b> Student led response to exam board assignments structure of work is similar to Coursework so that students are familiar with the work needed to be produced. 10-hour IT based exam over 2 days			

**GCSE Photography** exam board: AQA



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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 12</b>	<p>Students are teacher led through camera skills and get to grips with using their DSLR cameras in full manual mode – ISO, Aperture, Shutter speed.</p> <p>Trip in mid-September to Wimbledon Arts Studio allows students the freedom and professional tuition to master these techniques.</p>		<p>Sketchbook work is produced for Camera skills and then leads onto topics in Portraiture and Rural Landscapes. Y12 then fully skilled up begin Y13 Personal Investigation work around May time.</p>	<p>Initial exploration of ideas for the Personal Study Research contextual links Initial essay outline</p>		
<b>Year 13</b>	<p>Personal investigation work continues through to Jan. Work is guided throughout and list of work due set in small manageable chunks.</p>		<p><b>Externally set assignment</b> Student led response to exam board assignments Culminating in 15 hour exam over 3 days</p>			

A level **Photography** exam board: AQA



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<b>Year 10</b>		<p><b>Print Pattern and Texture Project 1</b> Observational drawing in variety of media on a variety of surfaces Research the work of designers: Marimeko, Bisa Butler, Lucienne Day, Meghan Shimek Students are introduced to different textile techniques and processes (mono, foam block printing, quilting, weaving, appliqué and dye methods) and create a series of samples inspired by their work. Knowledge and understanding of fibres and fabrics, seams construction methods.</p>	<p><b>Print Pattern and Texture 2</b> Using the skills and knowledge gained from term 1 creating design ideas for a bag product or constructed piece. Teacher led to start – developing ideas and how to illustrate. They develop and refine an idea from concept to completion using any techniques from previous term. 3D exploration: students apply knowledge to create ideas for shape, size, pattern, surface technique and construction methods in a finished piece.</p>		<p><b>Fashion Project – Reshape the surface</b> Fabric and shape manipulation methods. Students are introduced to a series of designers who create fashion inspired by unusual shapes and fabric surfaces and are asked to work in response to them, using a variety of fabrics. Students develop and refine a 3D constructed piece from concept to completion. Techniques explored:</p> <ul style="list-style-type: none"> <li>• Plain, satin, twill weave</li> <li>• Frills, ruffles, gathers</li> <li>• Darts, seams, pin tucks</li> <li>• Pleats, Piping</li> <li>• Components and fastenings</li> </ul>		
<b>Year 11</b>		<p><b>Throw away society</b> Student led project. Students are introduced to a series of designers who are inspired by this theme and are asked to work in response to them, using a variety of techniques and fabrics. They develop and refine an idea from concept to completion: Choose from fashion/ accessory/ costume or interior/ constructed/ printed or dyed textiles. Final piece created during Dec Mock exam</p>	<p><b>Externally Set assignment</b> Student led response to exam board assignments Covering contextual influences, developing and using media, ideas conception, development and refinement whilst realising intentions.</p>				



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 12</b>	<b>Transformation Challenge</b> Teacher led investigations into sustainability of textiles and its global impact. The onus is on 3D experimentation and building confidence in own skills and techniques, using new machinery and techniques. Create a fashion piece using recycled and reclaimed materials, old to new. Sewing precision, seams and construction methods: pockets, zips, pleats, frills, gathers, patchwork, adding and reducing fullness.		<b>Past and Present designers</b> Investigating the work of others: Klimt, Mackintosh, Schreuder, Wilde, plus own choices refining ideas and work made to create a series of textile samples which will inspire a final Textile response. Techniques explored: printed, dyed, painted, manipulated and constructional for a variety of textile outcomes and design ideas for product. A final made piece		<b>Project 3</b> Initial exploration of ideas for the Personal Investigation Research contextual links/ starting points agreed with teacher Initial essay outline	
<b>Year 13</b>	Student led investigations refining ideas for the Personal Study 1000 – 3000 essay completed		<b>Externally set assignment</b> Student led response to exam board assignments Culminating in 15 hour exam over 3 days			

A level **Textiles** exam board: Eduqas