



Farmor's School Art and Design Department



"You can't use up creativity. The more the you use, the more you have." Maya Angelou

Subject Head: Tara Parker-Woolway

Contact: tparker-w@farmors.gloucs.sch.uk

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 our 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.



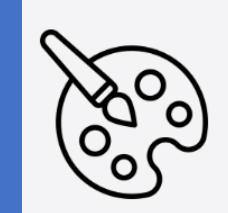
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Introduction to Art Baselevel drawing Line, tone, pattern, shape, stained glass Rules of landscape Introduction to the work of Anna Dillon Colour theory Outcome: A local landscape painted in the style of Anna Dillon		Journeys Aboriginal art Symbolism Own journey from home to school Explore colour linked to Aboriginal art Line drawing and clay slab designing Outcome: Clay tile depicting student's own journey using Aboriginal symbols.		African Textiles Adinkra symbols and their meanings Printing techniques - create a block for block printing Tie dye using natural dying methods onto fabric Repeat tessellation of print blocks onto coloured paper and dyed fabric Introduction to hand embroidery - 3 basic stiches Decorative stitching and embroidery of fabric sample Outcome: Stitched decorative piece including printing, tie dye and embroidery.	
Year 8	Sealife Line /tone fish observational drawing Colour pencil (analogous colour theory) Mark making fine line pen Watercolour experiments and crab painting Outcome: turtle that uses all techniques covered this term		Courtney Mattison pinch pots Courtney Mattison introduction and research Design a pot Pinch pots 1 & 2 Collage octopus Paint pinch pot Outcome: pinch pot decorated in the style of Courtney Mattison		Sealife stitched panel Tamara Phillips Artist Research Mark making techniques Gelli plate printing of backgrounds Experimenting with steaming organza Stitching as mark making Couching Scatter stitching French knots Satin stich Outcome: textile panel embellished with different decorative stitching and embellishment	
Year 9	Architecture Line drawing Research into Ruth Allen, neo Andean architecture and Richard Wilson Ruth Allen style piece Monoprint Photography of local architecture Outcome: own piece in the style of Ruth Allen either monoprint or line drawing		Day of the Dead Research into Mexican Day of the Dead Observational studies Design felt character Recap of decorative stitching and applique Outcome: Day of the Dead head embellished with decorative stitching.		Icon portrait Gridding up a portrait of icon Research into Lucien Freud, Andy Warhol and Victoria Villisana Creating skin tones in paint Stitching over icon photo in the style of Victoria Villisana Outcome: painted and stitched icon portrait Clay character creation, modelling and adding surface texture and decoration. Creating skin tones in paint Outcome: Painted clay character.	



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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Natural organic forms Observational drawing in variety of media on a variety of surfaces William Morris research Visit to Kelmscott Manor Students are introduced to different printing methods (mono, foam and lino) and create a series of prints.		Monochromatic portraits Research Steve McCurry photo journalism Portraiture and mark making Colour theory Monochromatic scales and painting value Students use their knowledge of printing and pattern gained in the last project to create a pattern behind their monochromatic portrait		ESA based 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 December mock exam.	
Year 11	ESA based 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 December 5 hour mock exam		Externally set assignment 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
Year 12	Surrealism 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		Student led investigations refining ideas and work made to create a series of surreal inspired final pieces		Initial exploration of ideas for the Personal Study Research contextual links Initial essay outline	
Year 13	Student led investigations refining ideas for the Personal Study 1000 – 3000 essay completed		Externally set assignment Student led response to exam board assignments Culminating in 15-hour exam over 3 days			

A level **Art** exam board: AQA



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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Print Pattern and Texture Project 1 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.		Print Pattern and Texture 2 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. Students 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.		Bag Project Students will consider materials to be used and refine ideas for the bag design including one of their printed designs and a technique of their choice – applique, quilting, weaving, molar, heat transfer. Students will make and evaluate their bag, culminating in a photoshoot	
Year 11	Throw away society Student led project. Students choose from fashion accessory, costume or interior, constructed, printed or dyed textiles to base their project upon. Students are introduced to a series of designers who are inspired by this theme. They work in response using a variety of techniques and fabrics. Work is developed and refined from concept to completion. Final piece created during December mock exam		Externally Set assignment Student led response to exam board assignments Covering contextual influences, developing and using media, ideas conception, development and refinement whilst realising intentions.			

GCSE **Textiles** exam board: Eduqas



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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Wear the change 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.		Past and Present designers Investigating the work of others: Klimt, Bisa Butler, Hinke Schreuder and Jessica Wilde, plus one own choice. Sampling artists using print techniques. Refining ideas and work made to create a series of textile print 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 a final piece. A final made piece incorporating at least three techniques. A2 in size. Can be fashion or interior.		Project 3 Initial exploration of ideas for the Personal Investigation Research contextual links/ starting points agreed with teacher Initial essay outline	
Year 13	Student led investigations refining ideas for the Personal Study 1000 – 3000 essay completed		Externally set assignment Student led response to exam board assignments Culminating in 15 hour exam over 3 days			

A level **Textiles** exam board: Eduqas