

## The Art and Design Curriculum at Jewellery Quarter Academy

**Head of Department: Miss Cristina Mazzoni**

**Contact: [cmazzoni@jewelleryquarter.academy](mailto:cmazzoni@jewelleryquarter.academy)**

**Key Stage 4 Qualifications and Examination Boards:**

**AQA GCSE Arts Crafts and Design 8201**

**AQA GCSE Art and Design (Textiles Design) 8204**

**Useful Websites and Links:**

Specifications for program of study year 10 and 11: <https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

Program of study for year 7, 8 and 9 is based on the national Curriculum:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239062/SECONDARY\\_national\\_curriculum - Art and design.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239062/SECONDARY_national_curriculum_-_Art_and_design.pdf)

**Knowledge Acquisition Endpoints**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	All of the year 6 expectations plus....					
	<p><b>One term rotation: Pop Art Project- Patrick Caulfield</b>            Skills acquisition: Painting in flat colours and shading according to a light source. Drawing using construction lines.            Knowledge: Contextual- the artist's style  <b>Colour Theory</b>            Skills: Colour mixing, painting, drawing, contouring, typography, gridding.            Knowledge: Contextual (analysis) colour theory, the work of Van Gogh and link to impressionism (historical). Marcia Baldwin (contemporary artist)- animal drawing in an impressionist style.</p>					
8	All of the year 7 expectations plus....					
	<p><b>Fruity Frocks</b>            Skills: collage, observational drawing using construction lines (see Y7), painting with water colour solids, design. Pattern (Zentangle)            Knowledge: contextual (analysis), Gretchen Röehrs and Nicky Fraquarson, colour theory (see Y7)</p>	<p><b>Abstract</b>            Skills: drawing (abstracts geometrical) blending paint in a gradient, designing, painting inspired by music, painting (acrylic) inspired by land and city scape painting using scrapers.            Knowledge: composition, Health and Safety (acrylic) contextual (analysis) Kandinsky, Carmen Guedez.</p>				<p><b>Architecture</b>            Skills: one point and two point perspective technical drawing, painting, colour blending (see Term 2), oil pastels- blending. Observational drawing (technical). Designing a final piece, graphite transfer.            Knowledge: Artist analysis- Ginny Herzog.</p>
9	All of the year 8 expectations plus....					
	<p><b>POP ART</b> (more in depth study, building on Y7)            Skills: Painting, drawing, graphite transfer, gridding (see Year 7) colour blending in a gradient            Knowledge: contextual Roy Lichtenstein (historical) analysis Thomas C Fredo (contemporary) /alternative artist depending on pupils' preference Shauno (contemporary)</p>	<p><b>Surrealism</b>            Skills: drawing from observation, photography, graphite transfer (see Term 1), pencil shading developing an idea- planning artwork as a skill, basic ceramic skills: slip and score, pinch pots, slabbing.            Knowledge: Redmer Hoekstra (contemporary) analysis</p>				<p><b>The Body</b>            Skills: drawing, shading, photography. Ceramics, developing a design in drawing- outcome in ceramics. Consolidation of basic ceramics skills (term 2)            Knowledge: Henry Moore, photographer Bill Brandt (historical)</p>
10	All of the year 9 expectations plus....					
	<p><b>Unit 1- Identity</b>            Skills: Painting, Acrylic, water colours, inks            Drawing- gridding, graphite transfer pencil shading (see pervious years)            Knowledge: Artist 1 Terry Bradley- Artist 2- pencil drawing artist to choose between Janelle Macain, Iain Mcarthur in-depth artist analysis using the same writing frame as previous years.            Identity- generation of ideas to be represented visually and through mind mapping, thumbnail sketching, annotation.</p>	<p><b>Unit 1- continued (Identity)</b>            Skills- skills will depend on the chosen artist (see below)            Knowledge: Pupils have a variety of artists to choose from with mixed media, painting, drawing techniques- preparation for exam unit method in which pupils have to select appropriate media.            Bank of contemporary artists (pupils choose the artist based on personal preference of techniques and themes):            Ekaterenina Koroleva, Jane Beata, Florian Nicolle, Agnes Cecille, Olga Noes, Shepard Fairey (boys H), Julian Hopie (L- Boys) Rinat Shingareev ((H, Boys), Thomas C Fedro (L), Diego Fazio (H), JD Hillberry (Boys), Kelly Ryan (very experimental mixed media) Nick Gentry (boys- very experimental mixed media)</p>			<p><b>Planning for a final piece:</b>            Skills/knowledge            Mind mapping, thumbnail sketching, experimenting with media</p>	
11	All of the year 10 expectations plus....					

	<p><b>Final piece-</b> pupils work from their plan and create a final piece experimenting alongside to build on portfolio.</p>	<p><b>Exam Unit (guided and independent unit of work)</b> Externally set task: pupils to choose from 7 starting points to generate ideas. Pupils analyse and work in the style of artists suggested in the exam paper. They plan a piece of work to be executed in a 10 hour exam. Teachers make an initial power point with images to inspire- work around contextual to create concepts which will be represented visually. Consolidation of all the skills, knowledge and methods learned in the 5 years.</p>
--	--	--