

Curriculum Topics Studied At Springfield

Art	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>What is Art? Pupils use shoes for an introductory project which acts as a baseline assessment. They gain confidence and understanding within shading, tone, line, colour, pattern and texture. Pupils are taught how to use a sketchbook to record, research and develop their ideas. Everyday Objects: pupils will make drawings of mass produced objects i.e. pencil case, headphone, keys, arranged on a table and sketched in response to the work of Michael Craig Martin.</p>		<p>Portraits/All About Me – Pupils learn how to draw a portrait through structured lessons on the proportions. Pupils research the history of the portrait and portrait artists who use symbolism in their work such as Frida Kahlo and Jean-Michel Basquiat. Ideas are developed to produce a final self portrait including imagery that symbolises elements of their lives so far.</p>		<p>Landscapes: Pupils develop their painting/mark making skills through the topic of Trees and landscapes. Focusing on creating a range of marks in different media and developing key vocabulary. Pupils will look at the work of artists such as Van Gogh, Klimt, Andre Durain to influence their own ideas and create a final painting/composition.</p>	
Year 8	<p>Mexican festival : The Day of the Dead, pupils research and explore the festival they will produce a tonal drawing of a skull, experiment with a range of medium to explore value. Talavera tiles are printed linking decoration and traditional Mexican art. They will create an layered composition using their skulls exploring a range of Mexican patterns and traditions.</p>		<p>Abstraction - Pupils will explore the idea of abstraction through different starting points. Research is centred around the beginnings of cubism and are explored through still life studies. Students will develop drawings from direct observation then experiment with elements of design. Simplification, composition, tone, line and pattern will be explored to create a final abstract.</p>		<p>Urban Art - pupils develop their understanding of Popular Culture and Street Art to illustrate ideas on their chosen focus. Pupils will be encouraged to create and maintain a sketchbook to record their journey. Pupils will be exposed to the work of contemporary urban artists such as Banksy, My dogs sighs and Shepard Fairey as well as the development from pop artists such as Andy Warhol to create a personal response.</p>	
Year 9	<p>Pupils are taught how to develop their skills in using a range of materials such as dry media, print and paint. They are exposed to different ways of working and encouraged to develop a personal and meaningful response to given starting points. Assessment objectives are outlined and work is evaluated using GCSE specifications. Projects are structured to meet all four assessment objectives with their main projects starting half way through the year.</p>					
Year 10	<p>Pupils are working on developing their coursework portfolio on teacher specific projects such as natural forms. They learn to refine their skills in research by photographing, drawing and painting a range of from first hand sources. They research the work of three artists who use similar techniques or subject matter to help develop and inspire their work . Pupils then develop their own ideas based on their research. The final outcome looks to create a personal response developed from their previous studies. This work is worth 30% of their final mark.</p>					
Year 11	<p>Pupils will respond to a range of potential starting points on the theme 'DISGUISE'. They will select a personal line of enquiry and develop a unit of work around that idea. This project will run until Christmas and will form 30% of the overall GCSE grade. In January the exam paper is released to pupils and they start work on their developmental work, for 10 weeks, on their chosen starting point. The exam culminates in a two day assessment on their final response. This is worth 40% of the overall GCSE grade, the topics studied are different from year to year and set by the AQA exam board.</p>					