

	Y7	Y8	Y9
<b>Project One</b>	<p align="center"><b><u>'Intro to Art and Colour'</u></b></p> <p>This project introduces students to the Art rooms and how to safely use the Art tools and materials. They will become familiar with how to express opinions about artwork, study colour theory to mix colour, and master brush control with watercolour.</p> <p>The aims of the project are to provide opportunities for pupils:</p> <ul style="list-style-type: none"> <li>To be aware of health and safety in the Art rooms</li> <li>To develop an understanding of the importance of maintaining tools and equipment</li> <li>To understand how their work is marked</li> <li>To consider different pieces of art and value their own opinions</li> <li>To create colour wheels using primary, secondary and tertiary colours</li> <li>To understand how they can use other colours to make a hue lighter and darker</li> <li>To understand how to use colour pencils to enhance their work and create subtle shifts in colour</li> <li>To combine all skills learned into a larger painting which is enhanced and refined with colour pencil</li> </ul>	<p align="center"><b><u>'Line and the Face'</u></b></p> <p>This project focuses on how we use line in our work, the student experimenting with different media and mark making techniques to create work based on the face. Students will also learn how key moment in history shaped how portraits were created, studying several key artists.</p> <p>The aims of the project are to provide opportunities for pupils:</p> <ul style="list-style-type: none"> <li>To consider how events in history changed the methods used to capture the portrait and the significance of meaning behind them</li> <li>To study both the Loomis and Reilly method in creating a portrait</li> <li>To understand how Giacometti used ink and line to capture the face</li> <li>To explore how Vince Low uses simple, everyday materials to create a drawing of a face</li> <li>To evaluate and refine their work</li> <li>To use mark criteria to assess their own work</li> </ul>	<p align="center"><b><u>'Famous Portraits'</u></b></p> <p>This project revisits the face as students select a famous person to draw, using text and colour in the background to add personal meaning. Students are encouraged to revisit all their knowledge in brush control, colour mixing and media knowledge as they use both watercolour and acrylic paint to complete their portrait.</p> <p>The aims of the project are to provide opportunities for pupils:</p> <ul style="list-style-type: none"> <li>To discuss how portraits can reflect an artist's personality</li> <li>To consider the importance of meaning when creating an artwork</li> <li>To understand the qualities of acrylic paint and use it with both precision and control</li> <li>To represent their famous person through colour and text</li> <li>To build on past skills in colour mixing and brush control when creating a portrait</li> <li>To evaluate and refine their work</li> </ul>
<b>Project Two</b>	<p align="center"><b><u>'Poppies to Remember'</u></b></p> <p>This project allows students to be part of a KS3 collaboration, working together to create an installation to mark Remembrance Sunday. Students will be introduced to the art of recycling as a means of creating something new.</p> <p>The aims of the project are to provide opportunities for pupils:</p> <ul style="list-style-type: none"> <li>To raise awareness of Remembrance Sunday both in school and the community</li> <li>To consider the importance of recycling</li> <li>To understand the importance of meaning within an artwork</li> <li>To be part of a collaborative, installation piece</li> </ul>	<p align="center"><b><u>'Poppies to Remember'</u></b></p> <p>This project allows students to be part of a KS3 collaboration, working together to create an installation to mark Remembrance Sunday. Students will be introduced to the art of recycling as a means of creating something new.</p> <p>The aims of the project are to provide opportunities for pupils:</p> <ul style="list-style-type: none"> <li>To raise awareness of Remembrance Sunday both in school and the community</li> <li>To consider the importance of recycling</li> <li>To understand the importance of meaning within an artwork</li> <li>To be part of a collaborative, installation piece</li> </ul>	<p align="center"><b><u>'Poppies to Remember'</u></b></p> <p>This project allows students to be part of a KS3 collaboration, working together to create an installation to mark Remembrance Sunday. Students will be introduced to the art of recycling as a means of creating something new.</p> <p>The aims of the project are to provide opportunities for pupils:</p> <ul style="list-style-type: none"> <li>To raise awareness of Remembrance Sunday both in school and the community</li> <li>To consider the importance of recycling</li> <li>To understand the importance of meaning within an artwork</li> <li>To be part of a collaborative, installation piece</li> </ul>

<p><b>Project Three</b></p>	<p style="text-align: center;"><b><u>'Observational Drawing'</u></b></p> <p>This project encourages students to notice and record detail. Using a variety of pencils and mark making techniques students are encouraged to draw from primary and secondary sources, sharpening their observation skills and capturing the still life objects.</p> <p>The aims of the project are to provide opportunities for pupils:</p> <ul style="list-style-type: none"> <li>• To learn about the skill of looking and why we don't always record what we see</li> <li>• To break an object down into shapes to aid drawing in proportion</li> <li>• To use positive and negative space to help shape their objects</li> <li>• To learn how tonal value can help their objects look more three-dimensional</li> <li>• To understand how to use lines of contour</li> <li>• To assess and analyse their own work</li> </ul>	<p style="text-align: center;"><b><u>'Debbie Smyth'</u></b></p> <p>This project allows the students to study one artist in detail. Using Debbie Smyth as our starting point, student will learn about critical analysis, creating a creative fact sheet on the artist. Students will then use Debbie Smyth as an inspiration or their work, working with nails and thread to create their own practical response to the artist.</p> <p>The aims of the project are to provide opportunities for pupils:</p> <ul style="list-style-type: none"> <li>• To understand why and how an artist creates their work, display their knowledge in a written and practical form</li> <li>• To apply their knowledge practically with hammers and nails to create a drawing using thread</li> <li>• To critically evaluate their own work and make decisions and refinements based on this assessment</li> <li>• To produce a resolved piece of work</li> </ul>	<p style="text-align: center;"><b><u>'Drawing and Wire'</u></b></p> <p>This project explores still life in terms of observational drawing and wire construction. The student will explore how to arrange, light and photograph a still life before creating a pencil drawing using line and tonal value. This drawing will then be simplified to a continuous line drawing and the work of Helaina Sharpley explored before students construct a wire tea-cup.</p> <p>The aims of the project are to provide opportunities for pupils:</p> <ul style="list-style-type: none"> <li>• To arrange, light and photograph a still life set</li> <li>• To build on previous knowledge using shape and mark making to create an observational drawing</li> <li>• To understand the motives and reasons for drawing</li> <li>• To understand how to critically analyse the work of artists to inspire their own work</li> <li>• To explore working in wire to create a 3D structure based on their observational work</li> <li>• To photograph and present their 3D work</li> </ul>
<p><b>Project Four</b></p>	<p style="text-align: center;"><b><u>'Motif, Print and Pattern'</u></b></p> <p>This project introduces students to several printing techniques and the work of Orla Kiely. Students will design their own motif and consider the different ways pattern can be created. They will become familiar with the block printing and mono-printing, using the tools and materials safely. Students will also continue to develop their understanding of colour theory.</p> <p>The aims of the project are to provide opportunities for pupils:</p> <ul style="list-style-type: none"> <li>• To be aware of health and safety when using printing inks and tools</li> <li>• To become familiar with the work of Orla Kiely and to apply her techniques of half drop, rotation and symmetry/mirroring to their own work</li> <li>• An understanding of the importance of working as a team to clean up surfaces and tools after printing</li> </ul>	<p style="text-align: center;"><b><u>'Drawing with structure'</u></b></p> <p>This project focuses on using line to place emphasis on specific objects within a composition. The students will also use clay to explore the eye before using the grid method to create a realistic drawing of the eye.</p> <p>The aims of the project are to provide opportunities for pupils:</p> <ul style="list-style-type: none"> <li>• To understand how the thickness and value of a line has differing impacts in a drawing</li> <li>• To use clay to explore the structure of an eye</li> <li>• To use the grid method to transfer a secondary source into a drawing</li> <li>• To build on their knowledge of tonal value and apply it to their drawing</li> <li>• To assess their work, noticing improvements and refining their work</li> <li>• To use all materials safely</li> </ul>	<p style="text-align: center;"><b><u>'Independent Project'</u></b></p> <p>This project introduces the students to the layout and content of a GCSE project, encouraging the students to draw on previous learning to complete their work. It will help students decide whether Art is a subject they should select at GCSE level and prepare the students with the necessary skills to begin their GCSE qualification at a high knowledge level.</p> <p>The aims of the project are to provide opportunities for pupils:</p> <ul style="list-style-type: none"> <li>• To understand how to critically analyse the work of artists/movements to inspire their own work</li> <li>• To explore working in different materials in order to select the best match for their ideas</li> <li>• To document their work and reflect on the choices they are making as they refine their ideas</li> <li>• To create a resolved piece of work which reflects their intentions</li> </ul>