

Art and Design at Norbury High

Overview

The Art and Design Department places great emphasis on exploring traditional, modern and contemporary ideas of art. Each project aims to develop students' understanding of how certain traditions and genres of art have evolved through time, enabling students to have a clear understanding of their context and origins. We look at a wide range of artists through history and explore themes relating to cultural, societal and political issues. All artists chosen have made significant contributions to the development of art and design and this supports students in exploring their own ideas and experiences. We aim to enable our students to express themselves while developing a greater understanding of the world around them. Projects are designed so that students experience a range of different media, techniques and processes so they can enjoy creating their own personal and meaningful work in response to the themes.

Key Stage 3

Year 7

The year 7 art and design programme prepares all students to express themselves visually using a wide range of media and techniques. It develops students' knowledge and understanding of traditional, modern and contemporary ideas of art.

Still Life and the Formal Elements

Students explore the formal elements of line, tone, colour, form, shape, texture and pattern. They learn about and make links with the development of the colour wheel and drawing through art history.

Students explore the modern art movement Cubism and look at the context the work was made in. Students create their own still life paintings and learn observational drawing skills, developing their understanding of proportion, perspective, tone, mark making and colour theory using the colour wheel.

Artists that are referenced: Henri Cartier Bresson, Markus Raetz Husk, Henri Matisse, Arinze Stanley, Bridget Riley, Anselm Kiefer, Mark Rothko, Patrick Caulfield, Maud Vantours, Pablo Picasso and George Braque.

Monsters and Mythology

Students learn about monsters from different cultures and myths then create their own monster using clay. They learn about a range of artists from traditional, modern and contemporary periods of art and design, exploring the different creatures they created and how these are represented. Students discuss how stories are retold and passed on through generations and how artists today are creating their own personal mythologies through their artwork. Students design their own mythical creatures and create them using clay. They learn different construction and joining techniques, exploring pattern, mark making, colour and surface decoration when designing and making their mythological creatures.

Artists and cultural myths that are referenced: Greek and Roman mythology; Caravaggio; George Frederic Watts; Odilon Redon; Egyptian Myths; Native American Totems; Mexican Alebrijes; Damien Hirst; Louise Bourgeois; Wangechi Mutu; James De Rosso; and Claire Youngs.

Concepts and Ideas - Sol Lewitt

Students are introduced to the work of a range of contemporary artists and explore ideas related to the question 'can anything be art?' They look at the work of Sol Lewitt and discuss 'what is the art and who does it belong to?' Students respond to Lewitt's work to create artwork using the concept 'responding to a set of instructions'. The ideas are then explored further through a piece of collaborative class work.

Artists that are referenced: Marcel Duchamp, Banksy, Damien Hurst, Jeff Koons, Rebecca Horn and Sol Lewitt.

Year 8

In year 8, students build on the skills they developed in year 7 and widen their knowledge of traditional, modern and contemporary art.

Ceramics – Yayoi Kusama and Natural Forms

In this project, students are introduced to the work of Yayoi Kusama, exploring the inspiration behind her art and her distinctive use of natural forms, patterns and the anthropomorphism of objects. Through observational drawing, students investigate organic shapes and forms found in nature as a foundation for developing their own creative ideas.

Building on clay techniques introduced in year 7, students will experiment with applying and carving clay to develop a relief tile. This will support their design ideas for their own ceramic natural-form-inspired sculpture. The final piece will be constructed in clay, and students will explore more complex structures, surface textures and glaze application. The project also encourages the exploration of colour theory to enhance finished outcomes.

This is a collaborative project, with each student's ceramic work contributing to an installation of natural-form totems, which will be exhibited at The Rookery public garden in Streatham.

Artists/artworks referenced: Yayoi Kusama; a range of ceramic artefacts from 29,000 BCE to the present day, including the Venus of Dolní Věstonice; Greek pots; Clarice Cliff; Emile Gallé; Grayson Perry; Magdalene Odundo; Heather Knight; and Mairi Stone.

Exploring Landscapes

This project begins by examining how landscape has been interpreted through traditional, modern and contemporary art, drawing inspiration from artists and movements that transformed approaches to landscape painting. Students investigate a range of drawing and painting techniques, deepening their understanding of how artists interpret the world around them.

Through a series of practical workshops, students explore key elements of landscape composition, including aerial perspective, one- and two-point perspective, and the relationship between foreground, midground and background. They experiment with a variety of materials and processes such as ink mark-making, tonal drawing, frottage, collage and painting to develop expressive and dynamic responses to artists and techniques.

Building on the drawing foundations established in year 7, this project encourages students to gain confidence using diverse media and techniques. They learn how to create a sense of space, depth and atmosphere within their drawings and paintings.

For their final outcome, students create a landscape painting that integrates their Kusama-inspired natural forms within a broader landscape context. This culminating piece allows students to bring together the skills, techniques and conceptual understanding developed throughout the year, from observational drawing and composition to colour theory and mark-making.

Through this final artwork, students demonstrate their ability to combine creative experimentation with technical skill, producing a cohesive and imaginative interpretation of the natural world.

Artists referenced: Claude Lorrain; Jacob van Ruisdael; J. M. W. Turner; Vincent van Gogh; Claude Monet; Georgia O'Keeffe; Dorothea Tanning; Max Ernst; Richard Long; David Hockney; Minjung Kim; and Camilla Perkins.

Year 9

In year 9, we continue to develop students' understanding of traditional, modern and contemporary ideas of art. Students explore a greater range of techniques and processes in preparation for their GCSEs and create purposeful and meaningful responses to themes informed by their understanding of artists and designer work.

Portraiture - Fine Art and Graphics

Students begin by learning about the portraiture genre. They learn about the earliest portraits and the traditions surrounding portraiture leading up to the present day.

The aim of the project is to create a series of portraits of the person who most inspires them. They explore different media and techniques with both fine art and graphic outcomes, preparing them for their GCSE option choices.

Students learn about techniques for drawing the proportions of the face and how to use the grid method. Mixed media, acetate and collage is used to create a further development of their portrait series with the third portrait created in Photoshop in a graphic context. More emphasis is on presentation in their sketchbook and on annotating their thoughts and ideas.

Artists that are referenced: Chuck Close, Andy Warhol, Julian Opie, David Hockney, Malika Favre, Abbey Lossing and Luke Dixon.

Contemporary Art – Ai Weiwei

Students are introduced to the work of contemporary artist Ai Weiwei and learn about social activism, famous activists and other artists who are activists. Students respond to Ai Weiwei's work to create a piece of design work about a current social, cultural or political issue.

They learn about Ai Weiwei's use of readymades and links with Chinese traditional craftsmanship including paper cutting. Students' final composition is created using a technique inspired by Ai Weiwei's papercut portfolio. Each student's piece becomes part of a larger artwork for the whole year group showing a range of current social, cultural or political issues our students feel strongly about.

Artists that are referenced: Ai Weiwei, Marcel Duchamp, Banksy and The Guerrilla Girls.

Key Stage 4

Year 10

In year 10 the department offers both Graphic Communication and Fine Art GCSE endorsements with Edexcel. Both courses have projects that are teacher-led in the first instance to build students' skills and confidence at the beginning of their GCSE courses. Various projects, including the mock exam project and the Externally Set Assignment (ESA), encourage students to explore more personal and independent routes. The GCSE course is comprised of two components: Component 1 is coursework and Component 2 is the ESA.

GCSE Fine Art

Natural Forms

At the end of year 9 students visit gardens to draw using plants and flowers for inspiration. They look at the work of Georgia O'Keeffe and Edward Weston and create their own composition ideas leading to a large scale final oil pastel drawing.

Students develop their skills in composing an image through cropping, magnifying an image and scaling up work. They explore a range of media and techniques and build on their understanding of the formal elements.

Identity - Exploring Meaning and Symbolism Through Portraiture and Objects

Students develop their own ideas in response to the theme when looking at other artists. They examine the work of Gillian Lambert and the Vanitas artists Harman Steenwyck and Audrey Flack. They create their own responses to the artists' work after looking at their own identity and exploring symbolism through objects and portraiture.

Students then choose their own artists to help them develop more individual ideas and create a final piece for their year 10 midterm exam in June.

GCSE Graphic Communication

Logo Design

At the end of year 9 students visit gardens to draw using plants and flowers for inspiration. They are set a brief to design a logo for the gardens. They research and analyse logo designs and explore composition, shape, typography and colour in their own designs. They then create a final logo design and place this into context.

Propaganda in Design

Students are set a brief to design a propaganda poster exploring the theme of women in advertising. They look at a range of poster designs, analyse them and create their own responses. Students explore a variety of ways of working including drawing, printing, collage, painting, photomontage and photoshopping. Final designs are made digitally and printed. Ideas are developed and a final piece is created for the year 10 midterm exam in June.

Year 11

In year 11 students continue with their chosen course and prepare for their mock exam project in the first term. They gain experience of responding to a theme and preparing for a 10-hour period of controlled assessment where they complete a final response to the theme set. The final part of the course is the Externally Set Assignment.

Mock Exam

Students create a project in response to a theme set by the teacher. The themes are chosen from a range of previously set ESA themes, e.g. Reflections; Fragments; Beginning and/or End; Lock.

Students are given structured tasks and selected artists/designers to look at in the first instance. They then choose their own direction, exploring their individual ideas and artists. Students need to develop and refine their ideas leading up to a final piece that is made in a 10-hour controlled assessment time usually in December. Between December and February, students work to finalise their coursework component before they start the ESA.

Externally Set Assignment (ESA)

The exam board gives students an exam paper with the theme for the ESA. Students receive this at the beginning of February.

Students develop and refine ideas leading to a final piece that is created in the 10-hour controlled assessment time.

The exam takes place in May.