

Art Curriculum Overview

Curriculum Intent

Education in Art is essential to the development of humankind. This development refers to progress in physical, emotional, intellectual and social behaviours and understanding. Creation is what sets the human race apart from all other species. The reward and significance art making is based in creation of something which has never existed before. This is made possible by fostering the desire to create and developing the skills that are needed.

In Art and Design lessons students will gain skills, knowledge, inspiration, and enjoyment whilst being exposed to the work of artists, new media, techniques and themes. As Henri Matisse said, "Creativity takes courage". With this in mind, lessons are planned to include INQUISITIVE discussions and research into Art history. Projects are developed to include REFLECTIVE checkpoints. Students will learn that failure is a natural part of the creative process and they will review and refine techniques until they are successful. The ability to be FLEXIBLE and to think around different situations will help to build independent thinking and the ability to broaden their practical skills. AMBITIOUS efforts and projects are celebrated. As a result, CONFIDENT students move closer to developing and appreciating the COURAGEOUS attitude that artists need.

Year 7 Art Curriculum Overview

The Key Stage 3 curriculum within Art & Design will provide students with a broad set of skills by exploring the Formal Elements of Art through different subject matter and media. A wide range of artists and contexts are investigated and analysed through research, discussions and practical work.

Students will work on recording and presenting their skills in sketchbooks. As they evaluate, review and refine their work, they develop ideas and vocabulary that equip them for interactions beyond the Art Room. Introductions to processes, keywords, research, drawing, painting, 3D, Printmaking and Photography provides all students with a solid foundation on which to build at Key Stage 4.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Formal Elements of Art					
Year 7 Art lessons are divided and structured to develop understanding of the Formal Elements: colour, pattern, line, shape, texture, line, tone. Projects are based on learning from a range of Artists: Jean-Michel Basquiat, Henry Moore, Vincent van Gogh, and Henri Matisse.					
Students respond to the above artists through research, analysis, discussions, comparisons, copies and responses.					
Practical tasks over a range of activities to develop skills in planning, composing, drawing, painting, 3-Dimensional work, and printmaking.					
Homeworks are designed to build independence and develop skills learnt in class. Practical tasks are designed to not need any specialist equipment.					
Written tasks are built on celebrating female artists who were working at the same time and in the same style of more well known male artists.					
Homework club is run weekly to support students needing guidance, catch up time or resources.					

Deeper Learning

- Research the work of different artists. Consider their influences. Articulate your own observations. Compare them to similar and different artists.
- Recreate their art to explore their technique and style.
- Create a response where you take the researched artist as a starting point and develop your own artwork.

Year 8 Art Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FAUVISM <ul style="list-style-type: none">● Students will learn about the work of the Fauvist Artists through research and analysis.● They will produce a copy as a preparatory and skill building exercise.● They will revise the colour theory learnt in Year 7 and develop their understanding by looking at the symbolic and dimensional use of colours.● Drawing skills will be developed by exploring techniques that make Fauvist work different to other movements. Drawing and planning skills will also be learnt by using enlargement grids.● Learning and skill development will be presented in a final Fauvist inspired self-portrait.● Ongoing self, peer and formative assessment will help students manage and track their progress.		CUBISM <ul style="list-style-type: none">● Students will learn about the work of the Cubist Artists through research and analysis.● They will produce still-life observational drawings using a range of techniques and media.● Composing and planning techniques will be learnt and practised.● Learning and skill development will be presented in a final Cubist inspired artwork.● Ongoing self, peer and formative assessment will help students manage and track their progress.		ARCHITECTURE <ul style="list-style-type: none">● Students will learn about the history and evolution of architecture.● They will look at the architecture in the area surrounding the school and compare the materials, styles and purpose.● They will look at the work of Antoni Gaudi and what makes his style distinct and iconic.● Ongoing self, peer and formative assessment will help students manage and track their progress.	

Learning will be supported with calendared lessons to:

- Celebrate BLACK HISTORY MONTH by researching and responding to Mickalene Thomas
- GCSE OPTIONS TASTERS: This includes a workshop in alternative drawing skills for GCSE Art and a surreal collage workshop based on Hannah Hoch for GCSE Photography.

HOMEWORK

Homeworks are designed to build independence and develop skills learnt in class. Practical tasks are designed to not need any specialist equipment.

Written tasks are built on celebrating female artists who were working at the same time and in the same style of more well known male artists.

Homework club is run weekly to support students needing guidance, catch up time or resources.

Year 9 Art Curriculum Overview

Students will work on recording and presenting their skills in sketchbooks. As they evaluate, review and refine their work, they develop ideas and vocabulary that equip them for interactions beyond the Art Room. Introductions to processes, keywords, research, drawing, painting, 3D, Printmaking and Photography provides all students with a solid foundation on which to build at Key Stage 4.

As students will come with a range of experiences from studying GCSE: Art/ Photography/ Textiles, or without skills having given up Art at the end of year 8, the beginning of the course is very structured. Students undertake an intensive number of sessions to develop skills and different approaches to drawing, painting and printmaking.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Still Life</p> <p>To develop skills when:</p> <ul style="list-style-type: none"> ● Carrying out research ● Analysing an image ● Recording ideas and observations ● Exploring a range of media and techniques ● Producing outcomes <p>Projects reference a range of artists including Paul Cezanne, Giorgio Morandi and Micheal Craig-Martin</p>				<p>Pop Art</p> <ul style="list-style-type: none"> ● To gain an understanding of how to develop a long term thematic project ● To complete research into the influences, context and significance of the art movement ● To research the protagonists of the art movement ● To copy and respond to a range of artworks and as a result develop skills and confidence in a range of media ● To learn to record observations and understanding in annotations and written tasks ● To gain knowledge of how to plan and compose a picture ● To create a final outcome that is informed and a suitable response to the theme <p>Projects reference a range of artists including Andy Warhol, Roy Lichtenstein, James Rosenquist, and Peter Blake.</p>	
<p>Deeper Learning</p> <ul style="list-style-type: none"> ● Creating a time-line to understand the context and circumstance surrounding the development of artworks. 					

Year 10 Art Curriculum Overview

Art & Design at Key Stage 4 level builds on the foundation of knowledge and skills gained in Key Stage 3. Sustained projects that are thematic (versions of Still Life, Graphics and Portraiture) will allow them to learn to use a variety of media as well as develop more individual ideas and explore their own choice of subject matter. This provides all students with a solid foundation on which to build at Key Stage 5.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Pop Art</p> <p>Completion of the project started in Year 9:</p> <ul style="list-style-type: none"> ● To gain an understanding of how to develop a long term thematic project ● To complete research into the influences, context and significance of the art movement ● To research the protagonists of the art movement ● To copy and respond to a range of artworks and as a result develop skills and confidence in a range of media ● To learn to record observations and understanding in annotations and written tasks ● To gain knowledge of how to plan and compose a picture ● To create a final outcome that is informed and a suitable response to the theme <p>Projects reference a range of artists including Andy Warhol, Roy Lichtenstein, James Rosenquist, and Peter Blake.</p>				<p>Portraiture</p> <ul style="list-style-type: none"> ● To explore the potential and diversity of portraiture ● To explore a range of artists and approaches that relate to the theme. This includes a menu of references for students to select from: Jenny Saville, Helenka, Mark Powell, Paul Wright, MC Escher and Pablo Picasso ● To gain insight into the influences, contexts and significance of different portrait artists through research. ● To show transferable knowledge and observations in analysis ● To develop an understanding of the proportions of the face and practical skills to use this to enhance drawings skills. ● To copy and respond to a range of artworks and as a result develop skills and confidence in a range of media ● To learn to record observations and understanding in annotations and written tasks ● To gain knowledge of how to plan and compose a picture <p>Note: This project supplements the POP ART project for the students' GCSE Coursework and continues into Year 11.</p>	
<p>Deeper Learning</p> <ul style="list-style-type: none"> ● Investigate the themes of Pop Art and Portraiture by looking at the development and influences on a genre and how it developed and changed over time. ● Learning to select references in preparation for Component 2 ● Choose a collection to compare in terms of intention, style, composition, technique, and use of the Formal Elements. 					

Year 11 Art Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Consolidation of Pop Art and Portraiture Projects. Portraiture project is completed and Homework and intervention is focused on refining Pop Art projects. This is to ensure all Coursework that makes up Component 1 is of a high standard and completed before the Externally set assignment begins in January.</p>		<p>Externally Set Assignment Receive the exam paper set by the exam board. This project makes up Component 2 of the students' GCSE. It comes in the form of a menu of topic choices. Students choose a topic that has an interesting theme and a meaningful collection of references for them. Students are now practised in creating projects that show a range of skills and meaningful research and insight. Class and homeworks in this time are supported by the teacher to ensure the students are building a strong body of work that leads to a final piece being completed independently in a 10 hour practical exam.</p>			<p>Students submit their work after an exam in April so that their two component can be marked, standardised and moderated. This term is then used to study other subjects.</p>
<p>Deeper Learning</p> <ul style="list-style-type: none"> • Individual Students will research an artists or art movements with their theme. • They will carry out analysis and research that is based on multiple sources. • Annotation and exploration demonstrated understanding and meaningful insights. • Gallery visits will help build appreciate and understanding of the significance of artists and artworks. 					

Key Stage 5 Art Curriculum Overview

As students will come with a range of experiences from studying GCSE: Art/ Photography/ Textiles, or without skills having given up Art at the end of year 8, the beginning of the course is very structured. Students undertake an intensive number of sessions to develop skills and different approaches to drawing, painting and printmaking. In Art & Design at Key Stage 5 students will investigate their own ideas. Through their choice of theme, bespoke support in research and guidance will help them to broaden their knowledge and create independent sustained projects of a personal nature. This provides all students with a solid foundation on which to build if they pursue a career in the Arts

Year 12 Art Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Transition – confidence building when working in a large capacity (A3) drawing skills</p> <p>Students will experiment with media whilst developing observational skills. They will complete a number of tasks using a variety of media. This will develop the following sketchbook skills:</p> <ul style="list-style-type: none"> • How to research and analyse • How to record and develop ideas • How to incorporate your own ideas or feelings into your work • Artist study & colour theory • Drawing techniques 	<p>LEARNING TO BUILD WORK AROUND A THEME AND EXPLORE DIFFERENT ART MAKING PROCESSES</p> <p>EXPLORING CONCEPTS AND GENRES</p> <p>Students complete investigations into Vanitas, Childhood</p> <p>Nostalgia and The World Around Them.</p>	<p>PERSONAL INVESTIGATION</p> <p>This project has a theme chosen by the student and is what is submitted in January of Year 13 as</p> <p>Component 1. In consists of a body of preparatory and experimental investigations, an essay and a final piece.</p>			
<p>Introduction to research, practical skills and processes</p>	<p>INDIVIDUAL PROJECT FOCUS: To decide upon a project intent – focus.</p>	<p>INDIVIDUAL PROJECT FOCUS: Carry out own responses to artists discovered.</p>	<p>INDIVIDUAL PROJECT FOCUS</p> <p>Use work by artists and research you have carried out to create your own ideas ready for printmaking</p> <p>Relief Printmaking</p>	<p>INDIVIDUAL PROJECT FOCUS</p> <p>Research based essay</p> <p>Consolidation of Artist research</p>	

<p>Consolidating a range of skills by visiting the themes Vanitas, Surrealism and Impressionism</p>	<ul style="list-style-type: none"> • Begin research on chosen topic. Options provided based on previous exam tasks. Eg Messages, Detail, Rhythm, Construction etc. • Visual and conceptual exploration through Group Discussions/Mood board/ Mind map based tasks 	<ul style="list-style-type: none"> • Take photos and drawings to record observations • Annotate, analyse and recreate example artworks to develop analytical and writing skills. 	<ul style="list-style-type: none"> • Research Collagraph, Linoprintmaking and Polyprinting processes. Look at Printmakers for inspiration for styles and colour schemes (examples include Sarah Ross Thompson, Kim Herringe, Gail Brodhalt, Cyril Power, Edward Bawden, and Angie Lewin) <p>Monoprinting</p> <ul style="list-style-type: none"> • Research photographic mono, photographic screen-printing, and impression based monoprinting processes. Look at printmakers for inspiration (examples include Kathe Kollwitz, Henry Moore and Andy Warhol) • Use processes to further explore visual representation of individual themes 	<ul style="list-style-type: none"> • Scaffold and Development Planning Documents used to consolidate arguments and comparisons. • Analysis and ‘double bubbles’ used to guide comparisons • Keyword and terminology lists constructed with reference to sketchbook work • Essay developed and written
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Year 13 Art Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Transition – confidence building when working in a large capacity (A3) drawing skills Students will experiment with media whilst developing observational skills. They will complete a number of tasks using a variety of media. This will develop the following sketchbook skills:</p> <ul style="list-style-type: none"> • How to research and analyse • How to record and develop ideas • How to incorporate your own ideas or feelings into your work • Artist study & colour theory • Drawing techniques including: Blue drawing, Chalk drawing • Own observed painting • Students must visit a gallery or museum (often done as a whole year trip to the Tate Modern and St Pauls) 					
<p>Introduction to research, practical skills and processes Consolidating a range of skills by visiting the themes Vanitas, Surrealism and Impressionism</p>	<p>INDIVIDUAL PROJECT FOCUS</p> <ul style="list-style-type: none"> • To decide upon a project intent – focus. • Begin research on chosen topic. Options provided based on previous exam tasks. Eg Messages, Detail, Rhythm, Construction etc. • Visual and conceptual exploration through Group Discussions/Mood board/ Mind map based tasks 	<p>INDIVIDUAL PROJECT FOCUS</p> <ul style="list-style-type: none"> • Carry out own responses to artists discovered. • Take photos and drawings to record observations • Annotate, analyse and recreate example artworks to develop analytical and writing skills. 	<p>INDIVIDUAL PROJECT FOCUS Use work by artists and research you have carried out to create your own ideas ready for printmaking</p> <p>Relief Printmaking</p> <ul style="list-style-type: none"> • Research Collagraph, Linoprintmaking and Polyprinting processes. Look at Printmakers for inspiration for styles and colour schemes (examples include Sarah Ross Thompson, Kim Herringe, Gail Brodhalt, Cyril Power, Edward Bawden, and Angie Lewin) <p>Monoprinting</p> <ul style="list-style-type: none"> • Research photographic mono, photographic screen-printing, and impression based monoprinting processes. Look at printmakers for inspiration (examples include Kathe Kollwitz, Henry Moore and Andy Warhol) • Use processes to further explore visual representation of individual themes 		<p>INDIVIDUAL PROJECT FOCUS Research based essay</p> <ul style="list-style-type: none"> • Consolidation of Artist research • Scaffold and Development Planning Documents used to consolidate arguments and comparisons. • Analysis and ‘double bubbles’ used to guide comparisons • Keyword and terminology lists constructed with reference to sketchbook work • Essay developed and written