

CURRICULUM PLAN

Department: Art

Vision Statement:

The Art Department strengthens and broadens the education of students by developing a deeper understanding of Art, craft and design, the importance of critical analysis of Art, and its value as a means of self-expression and visual communication.

Strapline:

Art for all.

Curriculum story:

We increase students' knowledge and understanding of materials and processes by practising practical skills on a spiral curriculum. The formal elements and basic colour theory are taught at the start of year 7 in projects on various themes. Drawing, painting, developing and designing ideas influenced by the work of both contemporary and traditional artists, designers and craftspeople feature in each unit of work – growing in complexity and building on prior knowledge each time a skill, process or technique is revisited. Outcomes take a variety of 2D and 3D forms, ranging from painting and drawing to printmaking and ceramics. The spiral curriculum is revised each year, personalised and tailored to the needs and strengths of individual groups. New themes are introduced regularly to maintain the enthusiasm and interest of both staff and students

Skills developed:

Drawing, painting, developing and designing ideas influenced by the work of both contemporary and traditional artists, designers and craftspeople feature in each unit of work. Transferrable skills such as critical thinking, analysis and justification of views/opinions also feature strongly in each unit of work, growing in complexity as students progress through the key stages.

Year 7: The formal elements of art: Insects & Graffiti

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1 Drawing skills						
<u>Insects</u>	It is the foundation on which everything else is built. Students need to learn about line, tone, texture, pattern, shape form and colour and apply this knowledge to work on any theme	N/A	The formal elements of art feature in every topic, this knowledge is transferrable to any theme	Observation drawing with correct shape, proportion and suggesting form by applying tone		
Autumn 2 Developing own ideas, modifying them, print making, colour theory,						
<u>Insects</u>	Individual ideas and personal responses to stimuli are required throughout KS3- KS5, the ability to apply knowledge to new pieces of work and review and improve ideas is essential at all key stages in art	N/A	Developing ideas is generic throughout the art curriculum at all key stages. Colour theory is a recurring theme across the art curriculum and is applied to all work from KS3-5.	Designing original pieces using pattern, reviewing and modifying ideas, press printing, applying detail with pen and ink, blending with oil pastels		
Spring 1 painting skills, pencil crayon techniques						
<u>Insects</u>	Students are required to experiment with a range of media for the national curriculum at KS3. They should be taught <i>'to use a range of techniques and media, including painting, to increase their proficiency in the handling of different materials'</i>	N/A	Painting will be revisited in some format in every topic as skills develop. Oil pastels to be used again in the Autumn term of year 8	Colour mixing, blending, precision and accuracy in application of materials – increased through practice		
Spring 2 contemporary street art, typography						

Graffiti	Contemporary street art is something that students may have come across in their local areas and a modern art form that is accessible to them	The formal elements will be used to draw out name tags	Typography revisited again in year 8 Pop Art topic	Designing original outcomes using typography, developing ideas		
Summer 1 colour theory, developing own designs, reviewing and improving work, painting						
Graffiti	To consolidate colour theory by using harmonious and complimentary colour schemes. To practice skills such as originality, fluent and flexible thinking	Reference to the colour wheel created in last topic	All topics include some element of creating original ideas and reviewing/modifying to improve and develop ideas	Reviewing, modifying and experimenting with ideas, application of paint and blending with pencil crayons		
Summer 2 relief ceramic tiles						
Graffiti	To introduce students to hand-modelling using clay to make relief ceramic tiles. To introduce the use of earthenware glazes.	Reference to harmonies and complimentary colours when choosing glazes	More detailed relief ceramic tiles in year 8 sea life project	Use of paper templates, hand modelling, mark-making, joining clay, glazing		

Year 8: Sea life & Pop Art

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1 Observation drawing, applying knowledge of artists' work to own designs, applying watercolour washes						
Sea life	To teach students the grid method to improve drawing techniques. To consolidate observation drawing skills. To enable students to show their understanding of artists' work by creating their own pieces with similar visual characteristics	Observation drawing techniques (shells in a range of media and techniques)	Observation drawing, Applying knowledge of artists' work to own ideas,	Drawing from direct observation to improve accuracy, using dip pen and drawing ink, watercolour painting		
Autumn 2 Consolidation of showing artists' influence in own work, composition development, watercolour wash techniques						
Sea life	To consolidate applying knowledge of artists' work to own work. To increase confidence in refining work and creating original outcomes. To consolidate new painting techniques. To develop an understanding what the work of Yellena James and Courtney Mattison is about.	Using artists' work for reference when developing own ideas	Applying knowledge of artists' work to own ideas, watercolour painting techniques	Using watercolour washes and layering techniques to build up tones, blending colours together		
Spring 1 High relief ceramic tiles						
Sea life	To build upon students' knowledge of hand-modelling using clay to make relief ceramic tiles. To consolidate use of earthenware glazes	Hand-modelling with clay, realising intentions as a relief ceramic piece	Ceramic outcomes in spring term of year 9	Consolidation of and increased exploration of hand modelling skills, mark-making, joining clay, selecting and applying glazes		
Spring 2 Understanding what Pop Art is about. drawing from everyday objects						
Pop Art	The KS3 National Curriculum states that pupils should be taught ' <i>about the history of art, craft, design and architecture,</i>	Observation drawings (sweet wrappers)	Observation drawing,	Using viewfinders to create compositions, applying tone to drawings.		

	<p><i>including periods, styles and major movements from ancient times up to the present day.</i></p> <p>Consolidation and extension of drawing and painting skills.</p> <p>To develop knowledge and understanding of contemporary artists/illustrator (such as Georgina Luck or Sarah Graham) analysing technique and looking at what inspired them.</p>					
Summer 1 Painting from everyday objects – from commercial art to fine art						
Pop Art	To further develop painting skills	Using artists' work for reference when developing own work	Applying knowledge of artists' work to own ideas	Applying paint with increased accuracy, working with opaque colours		
Summer 2 Repeat images, tessellation, polystyrene press printing						
Pop Art	To extend knowledge and understanding of press=printing	Polystyrene press printing (single layer)	Multi-layering of colours when press-printing in year 9	Polystyrene press printing, layering of inks, using repeat images		

Year 9: Architecture & Flora and fauna

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1 Looking at perspective, collaging from photographs of buildings that we see every day						
Architecture and Environment	To gain an understanding of perspective in Art. To increase awareness of how Art and design surrounds us in our everyday lives.	Making Art from everyday experiences	Using collage as a starting point for imaginative paintings	Drawing from one point and two point perspective, creating collages from photographs with multiple viewpoints		
Autumn 2 Stylisation and abstraction, developing composition, re-focus on painting						
Architecture and Environment	To develop ideas from representational images to more abstract designs for painting, print and ceramics	Development of ideas (originality, flexible and fluent thinking), painting skills	Developing paintings from collaged pieces, using different techniques with watercolour paint	Using viewfinders to create compositions, applying detail to drawings., learning how to stylise images with reference to different artists' styles		
Spring 1 polystyrene press printing, ceramic tiles						
Architecture and Environment	Building on skills taught in year 8 – adding more layers of colour to press prints and hand-modelling with clay with more accuracy	The press-printing process	Creating with collage	Polystyrene press printing, layering of inks. Consolidation of and increased exploration of hand modelling skills, mark-making, joining clay		
Spring 2 Return to the formal elements: drawing, painting, printmaking, mixed-media						
Flora & fauna	Building on skills taught in year 7 – enlarging/reducing using a grid.	Accuracy and precision in drawings	Working with pencil crayon from photographs to create the impression of a	Drawing skills, pencil crayon blending, <u>mono-printing, painting.</u>		

			range of textures and tones			
Summer 1 Return to the formal elements: drawing, painting, printmaking, mixed-media						
Flora & fauna				Mono printing – working on pre-prepared mixed-media surfaces		
Summer 2 Return to the formal elements: drawing, painting, printmaking, mixed-media						
Flora & fauna	Mini project covering all 4 GCSE assessment objectives to prepare for GCSE in year 10					

Year 10: The moving circus

Using the theme of circus for inspiration students will work on an extended project for the portfolio unit of their GCSE, working through all of our assessment objectives and concluding with final outcomes in the Autumn term of year 11.

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1 Artists' research and contextual studies						
<p>2D HWi</p> <p>3D SSm 10C only</p>	<p>Artists research: to address AO1 – select from</p> <p>Alexander Calder Emma Gale Teesha Moore Maria Pace Wynter Mark Powell Jules Cheret Vassia Alayk Henri Matisse</p> <p>3D element (SSm) Animal masks from different cultures</p>	Collage and composition skills from architecture and fantastic beasts projects in year 9	Research and recording skills needed for Externally set task (EST)	<p>Selection of appropriate images and artist to inform own work</p> <p>Layout/composition of mood board/selected images</p>	<p>Contemporary illustrators and traditional artist to choose from</p> <p>Animal masks from around the world to inspire ceramic relief work</p>	
Autumn 2 Primary research, recording observations and initial ideas						
<p>2D HWi</p> <p>3D SSm 10C only</p>	<p>To address AOs 3 and 2</p> <p>Recording observations and use of a range of media</p> <p>Artists' research then ideas for 3D and/or relief work to satisfy the criteria for Art, craft and design specification.</p>	Animal drawings in year 9 summer term	Drawing and designing skills needed for Externally Set Task (final unit)	<p>Techniques with charcoal, tonal pencils, oil pastel, mono printing, polystyrene press printing.</p> <p>For design sheets for 3D also pencil crayon, dip pen and ink and anilinky paints.</p>		
Spring 1 Development of ideas, reviewing and experimentation						
<p>2D HWi</p> <p>3D SSm 10C only</p>	Reviewing, refinement and development of ideas to meet the criteria for AOs 1 and 2	Development of ideas in every Art project		<p>Fluent thinking</p> <p>Flexible thinking</p> <p>originality</p>		

	Studies of front view and profile view of relief pieces.			Drawing, visualising relief work onto 2D surface.		
Spring 2 Further development of ideas, reviewing and experimentation						
2D HWi 3D SSm 10C only	Further reviewing, refinement and development of ideas to meet the criteria for AOs 1 and 2. Students select media, scale and format of outcomes.	Ideas reviewed and developed in every Art project		Refinement of skills with chosen media alongside refinement of ideas into potential outcomes		
Summer 1 Working towards final outcomes – realising intentions in a personal response						
	Students working on practise final pieces and maquettes to prepare for final outcomes in both 2D and 3D (Aos 2 and 4)			Students will select techniques and media to work to individual strengths. One-to-one tutorials with teachers in lessons for advice and guidance.		
Summer 2 As summer 1						
	As summer 1					

Year 11: Sea life

Using the theme of sea life for inspiration students will work on completing an extended project for the portfolio unit of their GCSE in the Autumn term. The themes for the Externally Set Assignment (EST) will be issued at the start of the Spring term.,

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1 Development						
Sea life	Developing ideas independently into fully realised intentions needed to conclude coursework and also for the next unit of work – Externally set task (EST)	Continuation of sea life theme from 3D to 2D outcomes	Time management and sequence of activities from artists' research and initial ideas through to personalised outcomes.	Students will select techniques and media to work to individual strengths. One-to-one tutorials with teachers in lessons for advice and guidance.		
Autumn 2 Development into outcomes						
Sea life	Final outcomes (2D) and review of coursework. Deadline for EST in April and coursework in May.	As above.	As above.	As above.		
Spring 1 Students working on their choice of five themes provided by OCR						
Externally assessed unit (exam project)	10 hours supervised time (exam conditions) scheduled for April. <ul style="list-style-type: none">• Artists' research• Initial ideas• Primary research	Same sequence of activities from initial ideas through to final outcomes – during 10 hour supervised period.	As above.	As above.		
Spring 2 Students working on their choice of five themes provided by OCR						
Externally set unit (exam project)	<ul style="list-style-type: none">• Development of ideas• Experimentation with media/techniques• Further development	As above	As above.	As above.		

Summer 1 Students working on their choice of five themes provided by OCR

<u>Externally set unit (exam project)</u>	<ul style="list-style-type: none">• Further developments• Final piece plan• Final outcomes	As above.	As above.	Again, students will select techniques and media to work to individual strengths. One-to-one tutorials with teachers in lessons for advice and guidance.		
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Year 12:

Foundation unit (Autumn term) 'Identity' focuses on self-portraiture and various ways artists convey a sense of self in their work,

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1: HWi 2D work in a range of techniques and media influenced by selected contemporary artists . SSm 3D work influenced by Modigliani, Picasso and African masks						
Identity	To prepare students for the coursework unit and build confidence in practical skills .For students to manage time effectively on a mini A level project and be given feed back on strengths and areas for development. To familiarise students with the A level assessment criteria and mark scheme.	Some materials and techniques used at GCSE will now be developed further and refined	Knowledge and skills-based unit to prepare for Personal Investigation	Drawing and painting in a range of different styles. Acrylic painting on a larger scale, carving into blocks of clay for sculpture and slabbing method for hand-modelling.		
Autumn 2 Identity – development of ideas in chosen media – worked into final outcomes (personal and original response)						
	As above			Development into personal, meaningful outcomes.		
Spring 1 : Personal investigation (60% of grade)						
Students have free choice of theme/issue/concept on which to focus for this coursework unit. Staff will guide students through the various elements through group crits and one to one tutorials – Artists research, primary research, recording observations. Initial ideas, development and experimentation with media, final outcomes in both two and three dimensions.						
	A level course requirements (see specification 7210)			Artists research, primary research, recording observations	Visits to two Art Galleries	
Spring 2						
				Initial ideas, development		
Summer 1 & 2						
				Further development		

Year 13: Personal investigation (60% of grade)

Students have free choice of theme/issue/concept on which to focus for this coursework unit. Staff will guide students through the various elements through group crits and one to one tutorials – Artists research, primary research, recording observations. Initial ideas, development and experimentation with media, final outcomes in both two and three dimensions.

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
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Autumn 1

	A level course requirements (see specification 7210)	Topic continued from yr 12		Working from development to create outcomes (reviewing, refining)		
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Autumn 2

	As above			Written component (1000-3000 words)		
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Spring 1 Externally Set Assignment: (40% of grade)

Students choose from eight starting points set by AQA. . Staff will guide students through the various elements through group crits and one to one tutorials – Artists research, primary research, recording observations. Initial ideas, development and experimentation with media, final outcomes in either two and three dimensions. The final outcomes are produced independently during 15 hours of supervised time.

	A level course requirements (see specification 7210)				Visits to two Art Galleries	
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Spring 2

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Summer 1

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