

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.

Srapline:

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 Illuminated letters						
<u>Illuminated letters</u>	To explain the historical context for illustrated books/	The formal elements will be	Colour theory and development of	Designing original outcomes using		

	illuminated manuscripts and 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	used to draw out initials in traditional and modern typefaces	ideas revisited again in year 8 topics	typography, developing ideas		
Summer 1 colour theory, developing own designs, reviewing and improving work, painting						
<u>Illuminated letters</u>	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						
<u>Illuminated letters</u>	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 & Birds, wings and flying things

<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 hand-modelling in yr10	Consolidation of and increased exploration of hand modelling skills, mark-making, joining clay, selecting and applying glazes		
Spring 2 Improving drawing skills in a range of media. drawing from everyday objects and photographs						
Birds, wings and feathered things	The KS3 National Curriculum states that pupils should be taught ' <i>about the history of art, craft, design and architecture, including periods, styles and</i>	Using watercolour washes and pen and ink	Drawing from macro photographs	Using viewfinders to create compositions, applying tone, texture and detail to drawings.		

	<p><i>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/illustrators analysing technique and looking at what inspired them.</p>		Creating mixed-media outcomes			
Summer 1 Painting using different techniques, showing artists' influence in own work						
<u>Birds, wings and feathered things</u>	To further develop drawing and 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 and translucent washes		
Summer 2 Monoprinting, repeat images, tessellation and pattern-making						
<u>Birds, wings and feathered things</u>	To extend knowledge and understanding of print making and how to make art into design (repeat images, surface pattern)	Polystyrene press printing (single layer)	Using artists' work for inspiration	Monoprinting onto different surfaces, pattern-making, abstracting images into unique outcomes		

Year 9: Still life & Architecture

Autumn 1: Observation drawing, developing ideas with reference to artists research

<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>
<u>Still life</u> <u>Cubism</u>	Building on drawing skills taught in year 8 - observation drawing (more complex group of objects rather than single objects)	Accuracy and precision in drawings. Form and proportion	Working with pencil crayon and/or paints to create a selection of compositions	Drawing skills, pencil crayon blending, Abstracting an image, blending using watercolours. Analysing artists' work		

Autumn 2: Return to the formal elements: drawing, painting, mixed-media

<u>Still Life - Cubism</u>	For students to create interesting and unusual compositions by layering images and abstracting shapes and forms	Selecting appropriate compositions and colour schemes	Developing ideas then reviewing and refining them with reference to artists' work	Creating effective compositions, blending watercolour paints		
-----------------------------------	---	---	---	--	--	--

Spring 1:: Reviewing and refining, mixed-media outcomes

<u>Still Life - Cubism</u>	Realising intentions - creating original mixed-media larger-scale outcomes that demonstrate a range of skills	Applying artists' styles to own work	Creating an effective final piece	Collage, blending oil pastels, blending watercolour paints		
-----------------------------------	---	--------------------------------------	-----------------------------------	--	--	--

Spring 2: Looking at perspective, collaging from photographs of buildings that we see every day

<u>Architecture and Environment</u>	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		
--	--	--------------------------------------	---	---	--	--

Summer 1: Stylisation and abstraction, developing composition, re-focus on drawing skills

<u>Architecture and Environment</u>	To develop ideas from representational images to more abstract designs for print	Development of ideas (originality, flexible and fluent thinking), drawing skills	Developing compositions from collaged pieces, abstracting images	Using viewfinders to create compositions, applying detail to drawings., learning how to stylise images with reference to different artists' styles		
Summer 2: polystyrene press printing						
<u>Architecture and Environment</u>	Building on skills taught in year 8 – adding more layers of colour to press prints.	The press-printing process	Creating with collage	Polystyrene press printing, layering of inks. Consolidation of and increased exploration of colour-mixing and layering.		

Year 10: identity and Culture – what makes us who we are?

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						
<u>Self-portraiture</u>	Artists research: to address AO1 – starting points: 20 th century German Expressionists (paintings and prints) Cubism Archimboldo Maria Rivans (collage)	Collage and composition skills from architecture project in year 9	Research and recording skills needed for Externally set task (EST)	Selection of appropriate images and artist to inform own work Layout/composition of selected images	Contemporary illustrators and traditional artists to choose from	
Autumn 2 Primary research, recording observations and initial ideas						
	To address AOs 3 and 2 Recording observations and use of a range of media Artists' research then ideas for 2D work to satisfy the criteria for Art, craft and design specification.	Animal drawings in year 9 summer term. Grid drawings – yr 8	Drawing and designing skills needed for Externally Set Task (final unit)	Techniques with paint, tonal pencils, oil pastel, mono printing, polystyrene press printing.		
Spring 1 Development of ideas, reviewing and experimentation						
	Reviewing, refinement and development of ideas to meet the criteria for AOs 1 and 2 Experiments with different artists' styles, materials and techniques	Development of ideas in every Art project		Fluent thinking Flexible thinking originality Drawing, reviewing and refining ideas		
Spring 2 Further development of ideas, reviewing and experimentation						
	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.			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: Figures in motion/the moving circus

Using the theme of circus 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						
<u>Sea life</u>	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 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						
<u>Sea life</u>	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						
<u>Externally assessed unit (exam project)</u>	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						
<u>Externally set unit (exam project)</u>	<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.		
--	--	-----------	-----------	--	--	--

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-basd 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 sculptre 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>
<u>Autumn 1</u>						
	A level course requirements (see specification 7210)	Topic continued from yr 12		Working from development to create outcomes (reviewing, refining)		
<u>Autumn 2</u>						
	As above			Written component (1000-3000 words)		
<u>Spring 1 Externally Set Assignment: (40% of grade)</u>						
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	
<u>Spring 2</u>						
<u>Summer 1</u>						

Appendix A: Whole-school Curriculum Vision

OUR CURRICULUM VISION

Colton Hills Community School is an inner-city school with a diverse cohort that draws from a wide range of cultures, nationalities and identities. A significant majority of our students come from working class backgrounds, and many from households where resources can be scarce and access to cultural capital is limited. Our school proudly holds the status of a School of Sanctuary, where students from across the local area – and across the globe, too – can come together to learn harmoniously regardless of their background and upbringing. We are aware of the challenges of our students' lives, but do not use them as an excuse.

Therefore, the intention of our curriculum is that we will offer our students the access to a broad and varied curriculum that seeks to equip them for modern life. We intend it to be knowledge-rich, deep in its explorations of topics, challenging in its delivery and with a distinctive, outward-looking, international feel. We recognised the importance of grounding our curriculum in its wider contexts to enable us to fill gaps in our students' knowledge that they may have when compared to students from more affluent backgrounds, and we are unapologetic in ensuring that our students have every opportunity to engage with as much powerful knowledge as those more fortunate than they are.

With these school contexts in mind, at Colton Hills we have built our curriculum around a series of thematically based Curricular Concepts that students will see in various subjects, enabling them to draw links and supporting them in making connections that might not always be apparent to them.

The intention of our curriculum at all stages is that we will teach all children at the school that:

- 1 – Humanity is on an optimistic, positive journey of developing tolerance, enfranchisement and rights for all peoples, and we must all play our part in this (SOCIAL JUSTICE)**
- 2 – Diversity is a gift to be valued, one that enriches our school, and that the shared histories of all cultures are worthy of respect and understanding (CULTURAL DIVERSITY)**
- 3 – Respect for the law, democracy and its institutions are vital, but that existing power structures should always be respectfully questioned (CIVIC RESPONSIBILITY)**
- 4 – Technological development is full of great human achievement, but is not without its challenges and drawbacks of which we must always be aware (TECHNOLOGICAL PROGRESS)**
- 5 – The natural world is a place of wonder, mystery and beauty that should be respected, revered and protected, particularly in the face of climate change (PRECIOUS PLANET)**
- 6 – Our health – mentally, physically and spiritually – is of primary importance and must be preserved as it contributes immensely to a happy and productive life (HEALTHY LIVING)**
- 7 – Being enterprising and financially independent is crucial, but making money should always be weighed against the moral decisions about who it might affect (ETHICAL ENTERPRISE)**
- 8 – An appreciation of the vast array of creative arts and their power to entertain and educate is vital in an enriched, meaningful and fulfilled life (ARTISTIC CREATIVITY)**

Students who leave school with wider awareness of the world around them, with self-respect and with a personal morality will be best able to take advantage of all that life offers, and find their place in the world as a citizen of all of their communities