

Subject Name	
Curriculum core purpose. Intent	
Our vision for Art and design is of a creative, rigorous subject. and teaching and learning the technical knowledge and practical skills to make art in a range of materials. Art students will work with a variety of materials which will allow students to have a broad experience of not only traditional art methods but 3D art as well.	
Community	
Art allows students to participate actively in group discussions, develop active listening skills and working together to discuss the work of other artists – including their peers.	
Ambition	
Art allows students to become risk-takers and trying out new things without the fear of failure. To refine artwork based on feedback in order to progress.	
Respect	
<p>Respect is evident in Art through clear classroom routines that value every student’s contribution. We create a safe and supportive environment where mistakes are viewed as learning opportunities and effort is celebrated.</p> <p>Students are encouraged to listen to others and learn from others, challenge ideas constructively, and work together respectfully. Students are encouraged to view the classroom as a safe space where they can share ideas and as questions freely and without fear.</p>	
Content-Knowledge and Skills.	Subject specific pedagogy

<p>Throughout KS3 and KS4 students will:</p> <ul style="list-style-type: none"> • Research the work of different artists, analysing their work, developing ideas by exploring the formal elements of art. • Experimenting with different materials and processes including mixed media, painting, observational drawing, 3D construction and sculpture, clay work, photography, pen and ink composition. • Students will be able to demonstrate artistic ability by recording ideas and intentions related to the art topic and theme. • Students will finish, present, analyse and evaluate final pieces. • Students will develop their visual memory 	<p>IMPLEMENTATION: A well sequenced and logical curriculum that builds knowledge and skills over time. Assessment centred around the KS3 curriculum principles of development, refine, record and present. Students will cover the different topics of art throughout the year, building on their skills through refinement and development. Students will have 3 assessment points throughout the year.</p> <p>KS2 FOUNDATIONS: Students prior knowledge of the Art curriculum will be vast depending on the primary school attended. Students will complete a baseline test in the autumn term to assess their current artistic ability.</p> <p>ASSESSMENT KS3: KS3 students complete termly assessments. At KS3 students are assessed in 4 key areas. Development, refine, record and present.</p> <p>ASSESSMENT KS4: Students will complete several projects throughout year 10 assessment using GCSE grading termly. Students will follow the AQA Art and Design specification. There are no written exams. Students are asked to produce 2 portfolios of work, the second of which will lead to a 10-hour exam where students are to create a final piece.</p> <p>LESSON STRUCTURE KS3: Students will follow a structured Art program, having 1 lesson per fortnight.</p> <p>LESSON STRUCTURE KS4: Students will complete a structured Art program which helps develop the knowledge and skills needed to complete the GCSE. Students will have 3 lessons per fortnight at 100 minutes.</p> <p>CLEAAPS RISK ASSESSMENTS: 003, 004, 007, 009, 011, 032, 068, 088, 090, 091, 094, 097, 102, 103, 106, 108, 144, 145, 151, 152, 153, 155, 157, 161, 162, 163, 168, 170</p>
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Art Curriculum Content	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
<p>Year 7</p>	<p>Topic: <u>Formal elements of art</u> Key concepts:</p> <p>Develop:</p> <ul style="list-style-type: none"> • Definitions of line, tone, pattern and colour • How tone creates form • How to create a pattern • Artist research and response • Colour theory basics <p>Refine:</p> <ul style="list-style-type: none"> • The application and effects of line and mark making skills • How pencil pressure creates tone • Mixing colours • How to paint with good brush control. • Creating 3D shapes and then applying tone. • Using inspiration to inspire a motif such as Islamic art, colours and nature. • Use several motifs together in order to create a pattern. • Using harmonious and complimentary colours on a still life sketch. • Using carbo paper. <p>Record:</p> <ul style="list-style-type: none"> • Analyse art within the framework of the formal elements of line, tone, pattern, and shape, and use this to improve work. • Using other artists such as Van Gogh and annotate how the formal elements have been used. <p>Present:</p>	<p>Topic: <u>Tim Burton</u> Key concepts:</p> <p>Develop:</p> <ul style="list-style-type: none"> • the work of TIM BURTON, his STYLE and THEMES. • We are learning how to link our ARTIST RESEARCH to our own work and ARTIST INTENTIONS. • Using Ink • Using Clay <p>Refine:</p> <ul style="list-style-type: none"> • Completing an artist copy of the work of Tim Burton in order to recreate colour, line, pattern, tone and form • To create a self portrait in the style of Tim Burton using Ink. • Using clay to create a Tim Burton inspired self-portrait which will be glazed once cured. • Using charcoal and white chalk in order to create Tim Burton inspired scenery. • Using card in order to create a Tim Burton shadow box <p>Record:</p> <ul style="list-style-type: none"> • Using other artists to annotate how the formal elements have been used in their artwork to be able to apply it to your own. <p>Present:</p>	<p>Topic: Pop art Key concepts:</p> <p>Develop:</p> <ul style="list-style-type: none"> • To look at the work of Roy Lichtenstein • To look at the work of Andy Warhol • To look at the work of Henry Matisse <p>Refine:</p> <ul style="list-style-type: none"> • Using Benday dots to create tone and colour which can be seen at a distance. • Creating an artist copy of Warhol's Campbells soup using coloured crayons. • Using onomatopoeia to create pop art work using 3 simplified bold colours. • Using coloured card and scissors to create art • Poly-block printing in the style of Andy Warhol • Using grids and view finders to focus on recreating sections of artwork <p>Record:</p> <ul style="list-style-type: none"> • Using other artists to annotate how the formal elements have been used in their artwork to be able to apply it to your own. <p>Present:</p> <ul style="list-style-type: none"> • Produce a polyblock final piece in the style of Andy Warhol

	<ul style="list-style-type: none"> Product a still life piece using water colour 	<ul style="list-style-type: none"> Produce a Tim Burton style portrait in ink and then out of clay 	
Year 8	<p>Topic: <u>Aboriginal art</u> Key concepts:</p> <p>Develop:</p> <ul style="list-style-type: none"> Understanding of the formal element of shape, and how to draw basic shapes Understanding how to compose art and focus on your focal point Understand how to focus on light and shade Understand the importance of planning before you draw <p>Refine:</p> <ul style="list-style-type: none"> Use of dot art and symmetry in artwork. Use of prior understanding of the formal elements in work. <p>Record:</p> <ul style="list-style-type: none"> Use of the formal elements to analyse artwork. Identifying colours and colour schemes and knowing how to mix colours Understand the impact and influence of other artists on our own work “Art is either plagiarism or revolution” <i>Paul Gauguin</i> <p>Present:</p> <ul style="list-style-type: none"> Produce an aboriginal mask using mod rock, which is then decorated using the aboriginal art style. 	<p>Topic: <u>Perspective drawing</u> Key concepts:</p> <p>Develop:</p> <ul style="list-style-type: none"> Understanding of line and how to draw guidelines and basic props such as vanishing points Identifying how artists use perspective in their work Understanding how to compose art and create focal points Understand how to focus on tints and shades to create depth. Understand the importance of planning before you draw Understand the impact and influence of other artists on our own work ‘Art is either plagiarism or revolution’ Paul Gougin <p>Refine:</p> <ul style="list-style-type: none"> To be able to draw buildings in 2-point perspective Using knowledge of tints and shades to create atmospheric perspective. Creating a room interior using 1 point perspective <p>Record:</p> <ul style="list-style-type: none"> Create an artist copy of work by Wassily Kandinsky and evaluate using the formal elements of art. Evaluating the final outcome. <p>Present:</p> <ul style="list-style-type: none"> Students will produce a perspective piece using watercolour and fine liners. 	<p>Topic: <u>Mythical creatures</u> Key concepts:</p> <p>Develop:</p> <ul style="list-style-type: none"> What is a mythical creature? Sara Fanelli – What makes her artwork unique and suitable for children’s books? How has she created her characters? Design and plan a dragon eye sculpt using air dry clay. Consider colour and texture around the eyes of dragon or other mythical creatures. Colour mixing Painting techniques. Dry brushing, stippling, blending and washed. <p>Refine:</p> <ul style="list-style-type: none"> Using 4 key features if different creatures, combine them together to create something new. Use pencil and crayons. Complete and artist copy of artwork by Sara Fanelli and evaluate the outcome using the formal elements of art. To be able to draw and record anatomy in a mythical creature journal Think about what abilities and features your creature has. What animal is your creature base on, use the skeletal sheets do draw what it might look like on the inside, Pencil only. Anatomy drawing – Use a black pen for outline and shading detail, Use watered down acrylic to create shadow and shade, Use accent colours to draw attention to special features. Using the correct tools and equipment with air dried clay.

			<ul style="list-style-type: none"> Using acrylic paint to decorate the clay once dried <p>Record:</p> <ul style="list-style-type: none"> Researching mythical beasts and analysing the key features that make them unique. To be able to analyse the artist Sara Fanelli and come up with a page for a children's book based on her work Evaluating the final outcome. <p>Present:</p> <ul style="list-style-type: none"> A final piece of a mythical creature produced using various art materials including collage, clay and paint.
Year 9	<p>Topic: <u>Landscapes</u> Key concepts:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> to understand the rules and expectations in art and to undertake an observational drawing to assess artistic skills What makes a landscape -Background, foreground To be able to understand how Van Gogh uses movement and colour in his work Post impressionism – Emotion, line and colour. Using watercolour to capture weather conditions. To be able to complete an O'Keefe inspired art piece using oil pastels Blending oil pastels and use of complimentary colours. Art textiles to create a landscape. 	<p>Topic: <u>Portraiture</u> Key concepts:</p> <p>Develop:</p> <ul style="list-style-type: none"> What makes a portrait The proportions of the face. Eyes go halfway up the face, ears align with the eyebrows and the bottom of the nose etc. Shading can be used to create form. Artist study – Andy Warhol Expression to portraits <p>Refine:</p> <ul style="list-style-type: none"> Fragmentation using pencils and black biro and rulers How to draw eyes and mouths using the step by step guide How to draw noses and ears using step by step guides. 	<p>Topic: <u>Distortion</u> Key concepts:</p> <p>Develop:</p> <ul style="list-style-type: none"> What is distortion Artist study – Suzanne Sardoff Abstract, expressionism and realism Artist study – Edvard Munch Synthetic and analytical Cubism <p>Refine:</p> <ul style="list-style-type: none"> Using a grid to get proportions correct on a still life piece through glass. Building up tonal shading by having an awareness of the light source. Distortion of a portrait using collage. Distortion collage using a self portrait. Draw a pattern behind your collage Use colouring pencils to colour it in. Collage using interlaced strips, scrunched up or squares.

	<p>Refine:</p> <ul style="list-style-type: none"> • Different types of mark making techniques include: • Hatching • Stippling • Dabbing • Sgraffito with wax • Pouring • Splattering • Scribbling • Complete an artist copy of a Van Gogh landscape using a grid section. • Use of watercolour to create a landscape from a primary photograph. • Using oil pastels, heavy and light pressure, scumbling, colour mixing, oil • Embroidery <p>Record:</p> <ul style="list-style-type: none"> • Look at the work of Van Gogh . Describe his work using the formal elements of art. • Comparing the same artwork which use different colours and analysing how colour affect the mood of the piece. • Research the work of Amanda Hislop and analysis how textiles have been incorporated into her landscapes. • Research the work of Georgia O'Keefe and analyse using the formal elements of art. • Evaluation of final piece. <p>Present:</p> <ul style="list-style-type: none"> • Students will produce a landscape from a photograph taken themselves using water colour. 	<ul style="list-style-type: none"> • Drawing faces with the features in proportion using guidance. • Use grid method to draw expressive portraits. • To create skin tones and apply it onto portraiture • Create a skin palette using water colours. <p>Record:</p> <ul style="list-style-type: none"> • Looking at the work of Josh Bryan and completing an artist copy. • Research and analysis 2 of the following artists • Brno Del Zou • Amanda Clyne • David Hockney • Dave Merrell • Patrick Bremmer • Evaluating own artwork. <p>Present:</p> <ul style="list-style-type: none"> • Students will use sketching pencils to create an expressive portrait. 	<ul style="list-style-type: none"> • Picasso style portraits using an online dice and a shape key for the features. • Use the still life cube you have created to draw a still life object and overlap it twice on the side it lands on once rolled. • Reproduce a range of Cubist textures using watercolour resist and texture-making techniques • Using black and white pastel over the watercolour. • Reproduce a 3D cubism card model based on the work of Picasso <p>Record:</p> <ul style="list-style-type: none"> • Evaluating own artwork and suggesting where improvements can be made. • Analysis of cubist artwork using the formal elements of art. <p>Present:</p> <ul style="list-style-type: none"> • Students will produce a distorted portrait using computer software.
Year 10	<p>Topic: <u>PORTFOLIO 1</u></p> <p>Key concepts:</p>		

	<p>Introduction to art GCSE and the Assessment objectives. Based on Nature theme, coursework development begins. Students will work towards completing a portfolio of evidence which will be submitted to the exam board at the end of year 11. This is worth 60% of their final grade.</p> <p>The four assessment objectives are:</p> <p>A01: Develop Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02: Refine Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03: Record Record ideas, observations and insights relevant to intentions as work progresses. Creating personal responses linking to research and artists.</p> <p>A04: Present Present a personal and meaningful response that realise intentions and demonstrate understanding of visual language.</p> <ul style="list-style-type: none"> • The formal elements • Students to gain a solid understanding of how to structure their art GCSE against the 4 assessment objectives set out by the exam board (develop, refine, record, present) • Students gain an understanding of a wide variety of media, techniques and processes, responding to the work of artists. • Students will develop a portfolio which documents their creative journey and investigations. • Students will develop observational drawing techniques, working from first hand observation including their own photographs as a starting point and experimenting with line and tone. • Research and respond and evaluate the work of artists in relation to investigations, learning how line and tone are developed in each artists work. • Students will learn how to use a range of materials including fine liner, charcoal, chalk, pencil, pen, ink and mono printing. They will explore a range of processes including continuous mark making, surface layering and colour mixing/ tones, tints and shades. • Students will come up with a range of developed design ideas. • Students will evaluate their work in appropriate forms, against the 4 assessment objectives. • Skilfully record artistic processes used including how successful they were alongside creative mistakes. <p>Year 10 students will complete a 10 hour mock exam at the end of the summer term, in which they will produce a final piece based on the work from their personal portfolio.</p>
Year 11	<p>Topic: <u>PORTFOLIO 2 and final exam</u></p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Work will continue from year 10 to produce a personal portfolio for the first term. • Externally set exam topic is releases in January, students will then start to complete a second portfolio in which they respond to the theme set by the exam board. <p>The four assessment objectives are:</p> <p>A01: Develop</p>

	<p>Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>A02: Refine Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>A03: Record Record ideas, observations and insights relevant to intentions as work progresses. Creating personal responses linking to research and artists.</p> <p>A04: Present Present a personal and meaningful response that realise intentions and demonstrate understanding of visual language.</p> <ul style="list-style-type: none">• The formal elements• Students to gain a solid understanding of how to structure their art GCSE against the 4 assessment objectives set out by the exam board (develop, refine, record, present)• Students gain an understanding of a wide variety of media, techniques and processes, responding to the work of artists.• Students will develop a portfolio which documents their creative journey and investigations.• Students will develop observational drawing techniques, working from first hand observation including their own photographs as a starting point and experimenting with line and tone.• Research and respond and evaluate the work of artists in relation to investigations, learning how line and tone are developed in each artists work.• Students will learn how to use a range of materials including fine liner, charcoal, chalk, pencil, pen, ink and mono printing. They will explore a range of processes including continuous mark making, surface layering and colour mixing/ tones, tints and shades.• Students will come up with a range of developed design ideas.• Students will evaluate their work in appropriate forms, against the 4 assessment objectives.• Skilfully record artistic processes used including how successful they were alongside creative mistakes. <p>Year 11 students will sit a 10 hour art exam in which they will produce a final piece based on the externally set theme.</p>
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