

# Year 7 Art Curriculum

## KS3 TOPICS

	Cycle One: Drawing	Cycle Two: Faces	Cycle Three: Landscape
<b>Core Content</b>	<ul style="list-style-type: none"> <li>Why is Art important?</li> <li>What is an observational drawing?</li> <li>What is tone?</li> <li>What is form?</li> <li>What is Still Life?</li> <li>What is Mark Making?</li> <li>How can I apply Mark Making to a drawing?</li> </ul>	<ul style="list-style-type: none"> <li>What is a portrait?</li> <li>How do artists break down the proportions of facial features to capture realism? Eyes/face/nose</li> <li>What is the grid method?</li> <li>How do you you create a realistic portrait?</li> <li>Who is Picasso?</li> <li>What is Cubism?</li> <li>How can I draw in the style of Picasso?</li> <li>How we manipulate oil pastels and control the media.</li> <li>How to build a cubist painting using various techniques.</li> </ul>	<ul style="list-style-type: none"> <li>What is Colour Theory?</li> <li>What are warm and cool colours?</li> <li>Who was Henri Rousseau?</li> <li>What is a landscape artwork?</li> <li>What is perspective?</li> <li>What are the features of the mid-ground layer?</li> <li>What are the features of the foreground layer?</li> <li>How do you analyse an artwork?</li> <li>How do you construct a landscape?</li> </ul>
<b>Other Content</b>	Foundation skills are key to success in this cycle. Learning how to improve drawing ability, control the media, develop technical proficiencies and explore mark making are fundamental to success in Art.	Understanding of key art movements and key historical artists such as Picasso and Braque will be ongoing. Students will learn the key concepts behind the techniques of cubism, portraiture and human anatomy to build a personal self portrait with a mixed media process.	Artwork analysis and studying the formal elements of art will be central to the development of the project. Peer discussion and the practical application of theory knowledge combined with a emphasis on technical proficiency will be combined to construct a finished collaborate piece.
<b>Skills</b>	Observation, line drawing, tonal identification, shading, colour blending, painting, drawing, perspective, compositional and proportion consideration.	Painting, drawing, blending, bleeding, fine shading and multimedia techniques.	Painting, photography, drawing and colour blending.
<b>Key Concepts</b>	Students will work hard to refine technical skills sets so they can master a medium and produce artwork appropriate to intentions. They will explore different techniques related to drawing and painting and gain confidence to build on established abilities. Producing sketchbook pages with a playful experimentation around the formal elements of art will be emphasised during this cycle making sure that all students have an excellent foundation to move into more creative and technically challenging areas.	Students will study human anatomy to inform their portraiture studies. This combined with cubist art movement studies will build a self portraiture in the style of Picasso. Perspective, measure drawing, proportion and understanding of anatomical features will be at the heart of the project.	Students are building a collaborative large-scale in the style of Henri Rousseau. They will learn about landscape painting and deconstruct landscape imagery in order to produce small scale finished pieces which will overlap to produce a large-scale collaborative piece.
<b>Building schema</b>	Foundation skills.	Drawing and proportion skills.	Landscape painting and drawing.
<b>Assessment</b>	Pre and post assessment, mid-cycle feedback and self assessment form, summative assessment with student reflection.	Pre and post assessment, mid-cycle feedback and self assessment form, summative assessment with student reflection.	Pre and post assessment, mid-cycle feedback and self assessment form, summative assessment with student reflection.



# Year 8 Art Curriculum

## KS3 TOPICS

	Cycle One: Eco Art	Cycle Two: Architecture and cityscapes	Cycle Three: Printmakers
Core Content	<ul style="list-style-type: none"> <li>• What is Eco Art?</li> <li>• Who is Marine Debris?</li> <li>• How do you construct a design?</li> <li>• How can I work safely in this project?</li> <li>• What is Still Life?</li> <li>• What are construction lines?</li> <li>• What is an ellipse?</li> <li>• What is a base layer?</li> <li>• What is Art analysis?</li> <li>• What is tone?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a horizon line?</li> <li>• What is a vanishing point?</li> <li>• What is frottage technique and how can it be used?</li> <li>• What is Two point Perspective?</li> <li>• What is and how do I apply a multimedia approach to art.</li> <li>• Who are notable architects?</li> <li>• What is One Point Perspective?</li> <li>• What is Two point Perspective?</li> </ul>	<ul style="list-style-type: none"> <li>• What is Lino Printing?</li> <li>• Who were the German Expressionists?</li> <li>• What are the different processes involved in Printmaking?</li> <li>• What is positive and negative Printmaking?</li> <li>• What is Reductionist Printmaking?</li> <li>• What is a monoprint?</li> <li>• What key historical issues are involved in Printmaking?</li> </ul>
Other Content	Observation drawing and painting of still life objects allows students to develop and refine their understanding and application of proportions. Complicated measuring systems and a reworking of complex three dimensional objects helps shape their technical skill sets.	Understanding of key art movements and key historical architects and architectural periods will be ongoing. Students will learn the key concepts behind the historic periods and how culture was spread and integrated across the world via building design and building use.	Printmaking has a distinguished and important place in the history of Art and the development of mass produced images. Students will consider printmaking influence on spreading culture, political and religious messages across the globe.
Skills	Weight of line, proportion analysis, understanding of contour line drawing, tonal identification and building a tonal range.	Technical drawing skills will be explored during this project, such as measuring, scale, size, as well as creative drawing and design.	Relief lino cutting, simplification of design appropriate for printing, understanding of positive and negative image transfer. Health and safety considerations. free form mono printing.
Key Concepts	Observing and studying a three dimensional object allows student to address more technical challenges. The accurate rendering of ellipses, proportions, perspective, construction outlines, tonal plains and tonal identification all play a part in developing technical abilities.	Architecture and cityscapes: Understanding how engineers and architects make designs using correct 2 point perspective. Awareness of parallel lines, vanishing points, composition, architectural positive and negative spaces will be explored to build a cityscape. Further design elements such as frottage and photo montage will be explored to add depth and interest to student's finished pieces.	Printmaking processes and the history of printmaking will be explored during this project. Mono printing, lino printing, screen printing technique will be explored with special attention given to the Lino printing process and techniques.
Building schema	Still life, proportion and multimedia/3D artwork	Architecture and urban landscape.	Printmaking techniques and processes, drawing and building tone in print.
Assessment	Pre and post assessment, mid-cycle feedback and self assessment form, summative assessment with student reflection.	Pre and post assessment, mid-cycle feedback and self assessment form, summative assessment with student reflection.	Pre and post assessment, mid-cycle feedback and self assessment form, summative assessment with student reflection.



# Year 9 Art Curriculum

## KS3 TOPICS

	Cycle One: The Human Figure	Cycle Two: Day of the Dead	Cycle Three: Multimedia art
Core Content	<ul style="list-style-type: none"> <li>• What is an automatic drawing?</li> <li>• What is Surrealism?</li> <li>• What is a doodle-bomb?</li> <li>• Who is Hattie Stewart and what's illustration?</li> <li>• What is gestural drawing?</li> <li>• Who was Alberto Giacometti?</li> <li>• How do you create an accurately proportioned figure from wire?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the Day of the Dead?</li> <li>• What is a Calavera de Azucar?</li> <li>• How do I create a DotD skull design?</li> <li>• What skill do you need to create a clay sculpture?</li> <li>• What is clay?</li> <li>• What is pattern?</li> <li>• What is a zentangle?</li> </ul>	<ul style="list-style-type: none"> <li>• Who is Barbara Hepworth?</li> <li>• What is a soap sculpture?</li> <li>• What is a collage and multimedia art?</li> <li>• What is illustration?</li> <li>• What is a botanical drawing?</li> <li>• What is a cyanotype?</li> </ul>
Other Content	An introduction into the many faces of artists, art movements and techniques. This cycle considers technical sophistication and skills mastery with interesting art movements like surrealism.	An introduction to the Day of the Dead festival and how participants celebrate their loved ones. Students explore the iconic calavera skull and will use their design skills to plan their own which will be sculpted from air drying clay.	Short bite sized exploration art processes such as sculpture, collage and illustration. Students will explore how to create artwork using less traditional media types such as soap or photographic paper.
Skills	Drawing, doodling, working with posca pens, drawing from real life, sculpting and working with wire.	Drawing, design, painting with watercolours, sculpting and working with clay, mindful drawing techniques.	Students will investigate Barbara Hepworth and her sculpture work influenced by the cornish coast line, and will build on their sculpting techniques from working with clay in cycle 3.
Key Concepts	We explore automatic and observational drawing techniques to investigate surrealism, illustration and Alberto Giacometti's work. This is transferred to 3D art through the creation of a wire figure inspired by our gestural drawings and Giacometti's work.	Building on cycle 2 and the use of 3d materials to create artwork, students will use their hands and clay tools to shape, carve, gouge and scratch into clay. They'll learn what slip is, and how to combine two pieces together to build their skull. They will then implement these techniques to create a 3D zentangle. When their clay sculptures are dry, students will transfer their knowledge of drawing and painting but adding colour to their work.	This cycle will explore 3d sculptural skills, multimedia journals, collage, montage, and photomontage.
Building schema	Understanding drawing for purpose..	Understanding how to transfer a design into a 3 dimensional artwork.	Creating collage, photomontage, illustration, 3d working techniques.
Assessment	Pre and post assessment, mid-cycle feedback and self assessment form, summative assessment with student reflection.	Pre and post assessment, mid-cycle feedback and self assessment form, summative assessment with student reflection.	Pre and post assessment, mid-cycle feedback and self assessment form, summative assessment with student reflection.



# Year 10 Art Curriculum

## GCSE

	Cycle One: Workshop	Cycle Two: Identity	Cycle Three: Identity continued
Core Content	<ul style="list-style-type: none"> <li>• What the term Natural Form means</li> <li>• How to explore and develop technical skills through observational studies of natural forms</li> <li>• What is a line drawing?</li> <li>• What is tone?</li> <li>• What is mark making?</li> <li>• What is sgraffito?</li> <li>• What style of painting did Vincent Van Gogh apply?</li> <li>• What is a multimedia artwork?</li> <li>• What is Artist Analysis?</li> <li>• How can I apply ink techniques and bleeding to my drawing?</li> </ul>	<ul style="list-style-type: none"> <li>• What does a portfolio of art look like?</li> <li>• What is Assessment objective 1, 2, 3 and 4? What do I need to do to satisfy the criteria and reach the upper grades ?</li> <li>• What does the word Identity mean?</li> <li>• How do I create a mind map to generate ideas?</li> <li>• How do I create a mood board?</li> <li>• How do I build an art portfolio?</li> </ul>	<ul style="list-style-type: none"> <li>• What is Cyanography?</li> <li>• What is Sgraffito?</li> <li>• What is the importance of Artist Research?</li> <li>• What is Mono Printing?</li> <li>• What is a digital Negative acetate print?</li> <li>• What is Frottage?</li> <li>• How can I develop and refine my portfolio.</li> <li>• What is self assessment?</li> <li>• What does a GCSE Exam look like and how do students respond?</li> </ul>
Skills	Observational studies, drawing, painting, sketching, sketchbook presentation.	Artist analysis, drawing, painting, printmaking.	Portfolio expansion, sketchbook refinement. Photography, cyanography.
Key Concepts	GCSE Students start their course with workshop style lessons to revisit and learn new art practices and techniques. This will allow them to develop their prior skills and knowledge and access new ways to make art work. As they progress through their art portfolio, they will be able to draw upon their workshop lessons to help them work more independently.	Exploring the term Identity and generating ideas on how to explore such a broad topic. Students will consider what their interests are within the theme and create a personal response.	Student will now be developing their artwork and refining each piece. Further experimentation with different mediums and techniques will be explored by the students who will choose with purpose how their portfolio will expand. An understanding of A04 and building personal responses will be focused on as students become more self reliant and have more autonomy over their practical engagement.
Building schema	Component 1: AQA: Fine Art.	Component 1: AQA: Fine Art.	Component 1: AQA: Fine Art.
Assessment	Students will learn about the assessment objectives and how to grade the evidence in their portfolio. The assessment objectives will be addressed in this project and formative assessment will occur on a 1-1 basis. Artwork production and evidence building will be discussed with the teacher as student's portfolios are refined and a personal response is developed.	Students will learn about the assessment objectives and how to grade the evidence in their portfolio. The assessment objectives will be addressed in this project and formative assessment will occur on a 1-1 basis. Artwork production and evidence building will be discussed with the teacher as student's portfolios are refined and a personal response is developed.	Students will learn about the assessment objectives and how to grade the evidence in their portfolio. The assessment objectives will be addressed in this project and formative assessment will occur on a 1-1 basis. Artwork production and evidence building will be discussed with the teacher as student's portfolios are refined and a personal response is developed.



# Year 11 Art Curriculum

## GCSE

	Cycle One: Final preparation and consolidation of evidence.	Cycle Two: Externally set task.	
Core Content	Students will continue to evidence artwork and produce finished, technically competent and creative outcomes. They will build on previous mastery of techniques and fills gaps in their assessment objectives to produce a full portfolio of artwork referencing their main brief. Formal teaching will comprise of facilitation of art work appropriate to intentions with an excellent personal response.	<p>AQA Externally set task.</p> <p>AQA Exam board will provide 7 test portfolio questions which students analyse to build a block of evidence from. Staff will support students and provide feedback on the interpretation of exam questions and help to steer practical artwork production towards technically competent and creative outcomes.</p>	
Other Content	Individual response appropriate to the needs of the students portfolio.	10 Hour externally set task under exam conditions.	
Skills	As directed by students	As directed by the student.	
Key Concepts	Artwork analysis, annotation, sketchbook development and finished work ready for display and moderation.	Artwork analysis, annotation, sketchbook development and finished work ready for display and moderation.	
Building schema	Final work being produced to satisfy assessment objectives.	40% Exam component	
Assessment	Assessment objectives. Sumerative.	Final assessment (summative) combined with component 1 will be undertaken.	

