

<b>Vision:</b> Our aim is to provide a broad, stimulating and inclusive curriculum that fosters a love of the Arts and develops all students' creativity and cultural understanding regardless of artistic ability. We want students to think and act like artists, designers and craft- makers, equipping them with the theoretical, practical and disciplinary knowledge and skills to experiment with and develop their creativity whilst encouraging their own personal expression. We do this by teaching them about visual literacy so that they can read, interpret and find meaning in different art, crafts and cultural contexts. We aim to provide learning contexts that promote their understanding of how art and design reflects and shapes our history, whilst developing their cultural capital. Our curriculum is planned and sequenced so that students' knowledge, skills and understanding of different media, techniques and contextual sources are progressively built on and secured. These threshold concepts underpin our curriculum and are delivered through theme- based termly projects at KS3. Specialist Art staff have devised project-based schemes of learning to develop knowledge and skills in drawing, painting, collage, papercutting and 3D sculpture. Students will explore a range of artists both past and present, as well as crafts-persons and cultures, developing their analytical and critical thinking skills and an appreciation of the contexts in which the works were made. They will work in sketchbooks and on portfolio sheets to record information, develop their ideas and evaluate their work.				
	<b>Project 1 (Sept-Feb)</b>	<b>Project 2(Feb-July)</b>		<b>Threshold concepts</b>
<b>YEAR 7</b>	<b>1) Line &amp; Shape</b>	<b>2) <u>Marine Forms</u></b>		Students should have knowledge of... <ul style="list-style-type: none"> <li>How to analyse the work of past &amp; contemporary artists and use as inspiration for their own work.</li> <li>Sketching &amp; pencil control</li> <li>Design &amp; composition.</li> <li>Drawing from primary &amp; secondary observation with accuracy- freehand drawing, simple gridding, enlarging, reference points.</li> <li>Tonal shading-dark to light using HB &amp; coloured pencil &amp; paint.</li> <li>Use of structured patterns for surface decoration.</li> <li>Colour theory-primary, secondary and contrasting colours.</li> <li>Modelling &amp; joining techniques to create a 3D form.</li> </ul>
	<b><u>Core Knowledge/ Abstract Art</u></b>	<b><u>Jason Vincent Scarpase Shells/ Jellyfish Sculpture</u></b>		
	<b>ART THEORY-</b> <ul style="list-style-type: none"> <li><u>Great Artist:</u> Kandinsky</li> <li><u>Contemporary Artist:</u> Hockney</li> </ul> <b>DRAWING-</b> <ul style="list-style-type: none"> <li>Pencil control, sketching &amp; simple gridding.</li> <li>Design &amp; composition-line &amp; shape</li> <li>Drawing from observation</li> <li>HB Pencil &amp; coloured pencil</li> <li>Tonal values</li> </ul> <b>PAINTING-</b> <ul style="list-style-type: none"> <li>Watercolour layers</li> <li>Colour theory-primary &amp; secondary retrieval</li> <li>Blending</li> </ul> <b>SCULPTURE-</b> <ul style="list-style-type: none"> <li>Paper cutout sculptures</li> <li>Deconstruction and reconstruction techniques</li> <li>3D joining and paper manipulation</li> </ul>	<b>ART THEORY</b> <ul style="list-style-type: none"> <li><u>Contemporary Artist:</u> Jason Vincent Scarpase</li> <li>Recycled Art, craft &amp; Design, plastic pollution</li> </ul> <b>DRAWING-</b> <ul style="list-style-type: none"> <li>Drawing from observation- primary &amp; secondary.</li> <li>Freehand sketching</li> <li>Using guidelines</li> <li>Design &amp; composition-structured pattern</li> <li>Coloured pencil-tonal shading &amp; rendering</li> <li>Textured collage</li> </ul> <b>PAINTING-</b> <ul style="list-style-type: none"> <li>Watercolour tones</li> <li>Colour theory- colour mixing</li> <li>Simple mark making</li> </ul> <b>SCULPTURE-</b> <ul style="list-style-type: none"> <li>Wire &amp; plastic bags</li> <li>Modelling &amp; joining to create a 3D form.</li> </ul>		
<b>YEAR 8</b>	<b>1) Mechanical Forms</b>	<b>2) <u>Cubism</u></b>	<b>3) Portraiture</b>	In addition to the knowledge from year 7 students should have knowledge of... <ul style="list-style-type: none"> <li>How to compare the work of past &amp; contemporary artists and use as inspiration for their own.</li> <li>Complex gridding techniques when drawing from secondary observation.</li> <li>How to create a balanced composition</li> </ul>
	<b><u>Michael Craig-Martin-Everyday Objects/ Jim Dine-Tools</u></b>	<b><u>Fruit &amp; Veg/Picasso Faces-3D Sculpture</u></b>	<b><u>Inspirational Portraits/ Jacob Everett-Celebrity Portrait</u></b>	
	<b>ART THEORY-</b> <ul style="list-style-type: none"> <li><u>Pop Artists:</u> Jim Dine &amp; Michael-Craig Martin</li> </ul>	<b>ART THEORY-</b> <ul style="list-style-type: none"> <li><u>Great Artists:</u> Picasso &amp; Braque</li> </ul>	<b>ART THEORY-</b> <ul style="list-style-type: none"> <li><u>Great Artists:</u> History of Portraiture</li> </ul>	

	<div>DRAWING-</div> <ul style="list-style-type: none"><li>Drawing from observation-primary &amp; secondary</li><li>Mark-making-hatching.</li><li>Detailed work-realism-texture, highlights &amp; shadows</li><li>Design &amp; composition-trace transfer &amp; building layers.</li><li>Oil pastel mono printing</li></ul> <div>PAINTING-</div> <ul style="list-style-type: none"><li>Acrylic paint-block colour blending</li><li>Colour theory-contrasting colours &amp; colour mixing revisited.</li><li>Watercolour &amp; wax resist revisited.</li></ul>	<ul style="list-style-type: none"><li><u>Contemporary Artist:</u> Laurent Falco &amp; Tom Fedro</li></ul> <div>DRAWING-</div> <ul style="list-style-type: none"><li>Primary perspective drawing</li><li>Shading for realism-HB, 2B &amp; blending sticks.</li><li>Colour blending- coloured pencil &amp; oil pastel.</li><li>Design &amp; composition-analytical cubism/abstracting a portrait.</li><li>Collaged geometric shapes-synthetic cubism</li></ul> <div>PAINTING-</div> <ul style="list-style-type: none"><li>Watercolour paint-blending two colours.</li><li>Colour theory-harmonious colours &amp; gradient.</li></ul> <div>SCULPTURE-</div> <ul style="list-style-type: none"><li>3D cardboard relief-deconstructing &amp; reconstructing from a design.</li><li>Craft knife safety</li><li>Building a 3D form using cardboard stacks. Joining &amp; assembling.</li></ul>	<ul style="list-style-type: none"><li><u>Contemporary Artist:</u> Jacob Everett</li><li><u>Using sources:</u> Inspirational figures</li></ul> <div>DRAWING-</div> <ul style="list-style-type: none"><li>Drawing from observation-proportions of the face</li><li>Complex gridding</li><li>Detailed drawing &amp; shading of facial features</li><li>Trace transfer-contour drawing.</li><li>Mark making-Scribble and loop shading-tone, texture, depth &amp; form.</li><li>Text and stencilling design.</li></ul> <div>PAINTING-</div> <ul style="list-style-type: none"><li>Watercolour washes</li><li>Mark making and drips</li><li>Using stencils and inkpads.</li></ul>	<ul style="list-style-type: none"><li>Shading for realism using highlights &amp; shadows.</li><li>Experimental mark-making techniques and processes using mixed-media.</li><li>Craft knife safety.</li><li>Colour theory-contrasting &amp; harmonious colours.</li></ul>
	<div>Pop Art-Messages</div> <div>Sept-Feb</div> <div>ART THEORY-</div> <ul style="list-style-type: none"><li><u>Art History:</u> Andy Warhol, Roy Lichtenstein &amp; Jean-Michelle Basquiat-Pop Art</li><li><u>Contextual studies</u>-social issues and own choice of concept/theme.</li></ul> <div>DRAWING-</div> <ul style="list-style-type: none"><li>Design &amp; composition-selection &amp; adaptation of imagery</li><li>Gridding, sketching and trace transfer for repetition.</li><li>Detailed choice observational work using tone, texture and mixed-media.</li></ul> <div>PAINTING-</div> <ul style="list-style-type: none"><li>Watercolour layering</li><li>Oil pastel mono printing</li><li>Wax resist</li><li>Colour wheel revisited for composition choices.</li><li>Detailed technique exploration using mark making, text &amp; mixed media</li><li>Stencilling and printing techniques.</li></ul> <div>Final piece design-creating a personal response.</div>	<div>Natural Forms-</div> <div>March-July</div> <div>ART THEORY-</div> <ul style="list-style-type: none"><li><u>Great Artists:</u> Henry Matisse</li><li><u>Contemporary Artist:</u> Helen Wells</li></ul> <div>DRAWING-</div> <ul style="list-style-type: none"><li>Drawing from observation-primary &amp; secondary-garden visit</li><li>Complex gridding for fine detail-student choice of sources.</li><li>Accuracy of shape, colour, tone, depth &amp; form through blending, burnishing &amp; layering.</li><li>Texture &amp; realism-pointillism &amp; line shading.</li><li>Scissor drawing for collage</li><li>Fine-liner intricate pattern detail</li><li>Composition and layering</li></ul> <div>PAINTING-</div> <ul style="list-style-type: none"><li>Colour wheel revisited for composition choices.</li><li>Acrylic paint-dry brush, wet on wet, paint drips, circle prints, stippling.</li><li>Botanical pattern detail.</li></ul> <div>Final piece construction-focal points &amp; balance using juxtaposing elements.</div>	<div>In addition to the knowledge from years 7 &amp; 8 students should have knowledge of...</div> <ul style="list-style-type: none"><li>Investigative artist analysis.</li><li>Make informed links between the world of Art and key social events and concepts.</li><li>How to combine juxtaposing elements and styles by working towards their own personal response.</li><li>Mixed media exploration and experiments.</li><li>How to select and reject ideas towards a final outcome.</li><li>Design &amp; composition-final piece construction using focal points.</li><li>Developing a personal response through creative chose and independent enquiry.</li></ul>	



Year 10	<b>Component 1: Assignment 1</b>			<b>Component 1 : Assignment 2</b>
	<b>SEPT – DEC</b> <ul style="list-style-type: none"> <li>Introduction &amp; sketchbook development/presentation techniques</li> <li>AO1 and contextual analysis of artists work–CFPM</li> <li>AO3 gathering sources, recording ideas through drawing and digital techniques.</li> <li>AO3 drawing techniques relevant to artists and sources. critical and reflective annotation. next intentions.</li> </ul>	<b>JAN – EASTER</b> <ul style="list-style-type: none"> <li>A02 development of sources in the style of the artist, experimenting in the style of the artist.</li> <li>AO2 Design ideas</li> <li>AO2 Development of ideas</li> <li>Ao4 Create personal response &amp; final outcome</li> </ul>	<b>EASTER – JUNE</b> <ul style="list-style-type: none"> <li>Introduction &amp; sketchbook development/presentation techniques</li> <li>AO1 and contextual analysis of artists work–cfpm</li> <li>Yr10 ppe exam</li> <li>AO3 gathering sources, recording ideas through drawing and digital techniques.</li> <li>AO3 drawing techniques relevant to artists and sources. Critical and reflective annotation. Next intentions.</li> <li><b>PPE JUNE- MINI BRIEF-PREP WORK-3 WEEKS/2HR EXAM</b></li> </ul>	<ul style="list-style-type: none"> <li>Present research into artists and sources creatively, reflecting critically using Content, Form, Process &amp; Mood and their own opinions.</li> <li>Produce studies from selected sources in appropriate media_relevant to your intentions</li> <li>Refine your work by exploring ideas, experimenting with a wide range of appropriate media and techniques.</li> <li>Annotate your work critically and reflectively noting next intentions.</li> <li>Present a personal and meaningful response demonstrating understanding of visual language</li> </ul>
Year 11	<b>Component 1 : Assignment 2 completion</b>	<b>Component 2 : 12 weeks-prep period</b>	<b>HT 5: Component 2-10 hr exam Component 1 Assignment 1/2 completion (3 weeks)</b>	<ul style="list-style-type: none"> <li>Present research into artists and sources creatively, reflecting critically using Content, Form, Process &amp; Mood and their own opinions.</li> <li>Produce studies from selected sources in appropriate media_relevant to your intentions</li> <li>Refine your work by exploring ideas, experimenting with a wide range of appropriate media and techniques.</li> <li>Annotate your work critically and reflectively noting next intentions</li> <li>Present a personal and meaningful response demonstrating understanding of visual language</li> <li>Completion of Component 2 Exam project-independence choice.</li> </ul>
	<b>SEPT – DECEMBER</b> <ul style="list-style-type: none"> <li>AO2 development of sources in the style of the artist, experimenting in the style of the artist.</li> <li>AO2 design ideas and development of ideas</li> <li>AO4 create personal response &amp; final outcome</li> <li><b>PPE DEC- MINI BRIEF-PREP WORK-3 WEEKS/2HR EXAM</b></li> </ul> <b>COMPONENT 1 DEADLINE LAST WEEK IN DEC</b>	<b>Component 2: Exam.</b> <p>9 weeks preparatory work. Students develop their own personal line of enquiry to 1 of 7 questions.</p> <ul style="list-style-type: none"> <li>AO1 and contextual analysis of artists work–CFPM</li> <li>AO3 gathering sources, recording ideas through drawing and digital techniques.</li> <li>A02 development of sources in the style of the artist, experimenting in the style of the artist.</li> <li>AO2 design ideas and development of ideas</li> <li>AO4 create personal response &amp; final outcome</li> </ul>	<b>10 Hour Formal Exam</b> <ul style="list-style-type: none"> <li>AO4 CREATE PERSONAL RESPONSE &amp; FINAL OUTOME</li> </ul>	

## Long Term Plan - Art

### Curriculum Intent

Year 7	Year 8	Year 9	Year 10	Year 11
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<p>By the end of Year 7 students are able to ...</p> <ul style="list-style-type: none"> <li>• Produce visual and brief written research about key Modern Artists including Kandinsky and Hockney as well as a range of contemporary artists and crafts persons, artists using their own opinions.</li> <li>• Know how to use gridding and mapping techniques to enlarge an image.</li> <li>• Use HB pencil, colour pencil and pen to show 2-3 tones, demonstrating knowledge of blending techniques.</li> <li>• Use water colour paint to show a range of tones.</li> <li>• Apply sketchbook presentation skills using collage, coffee staining and title transfer techniques.</li> <li>• Create a 3D jellyfish sculpture using wire and plastic bags using modelling and manipulation techniques.</li> </ul>	<p>By the end of Year 8 students are able to ...</p> <ul style="list-style-type: none"> <li>• Produce visual and written research creatively about a range of past and contemporary artists and crafts persons, using factual information and their own opinions.</li> <li>• Draw objects from primary and secondary observation.</li> <li>• Apply pencil, colour pencil, pen and oil pastel techniques to show form three dimensionally showing highlights.</li> <li>• Use collage to create layers and detail inspired by past and contemporary artists.</li> <li>• Apply poster paint using different tones and blending techniques.</li> <li>• Understand 3D form and use of layering to create a cardboard relief sculpture.</li> <li>• Develop a range of sketchbook and portfolio presentation techniques.</li> </ul>	<p>By the end of Year 9 students are able to ...</p> <ul style="list-style-type: none"> <li>• Produce contextual studies about a range of artists in a creative way using varied A3 presentation techniques.</li> <li>• Draw and record from primary and secondary sources using a range of media including pencil, coloured pencil and fineliner.</li> <li>• Use mixed media techniques to develop outcomes combining drawing, painting, collage and papercutting.</li> <li>• Develop drawings and studies in the style of contrasting past and present artists and be able to create final outcomes by selecting and fusing juxtaposing styles together.</li> <li>• Evaluate and modify their work as it progresses making links to theories and artists work.</li> <li>• Create an outcome that shows links to all AO coverage to prepare for GCSE courses.</li> <li>• Present project work creatively using an A3 portfolio layout style.</li> <li>• Develop conceptual ideas that link to wider world events and issues.</li> </ul>	<p>By the end of 10 students are able to ...</p> <ul style="list-style-type: none"> <li>• Develop their first full assignment for their Component 1 portfolio</li> <li>• Develop and present contextual studies about various artists in a personal and creative way.</li> <li>• Use contextual sources to inform investigations and inspire the development of their work.</li> <li>• Draw from direct observation and use a camera to gather primary source material to inspire ideas.</li> <li>• Use a range of different artistic media as appropriate to intentions demonstrating understanding of form, tonal values and texture.</li> <li>• Evaluate and modify their work as it progresses making links to theories and artists work</li> <li>• Create a final outcome that shows links to all AO coverage</li> <li>•</li> </ul>	<p>By the end of Year 11 students are able to ...</p> <ul style="list-style-type: none"> <li>• Develop a second assignment for their Component 1 portfolio which demonstrates a more personal line of enquiry.</li> <li>• Develop and present contextual studies about an artist in a personal and creative way in a sketchbook</li> <li>• Use contextual sources to inform investigations and inspire the development of their work.</li> <li>• Draw from direct observation and use a camera to gather primary source material to inspire ideas.</li> <li>• Use a range of different artistic media as appropriate to intentions demonstrating understanding of form, tonal values and texture.</li> <li>• Develop a personal assignment independently in response to a theme from the Component 2 Exam paper.</li> </ul>
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