

Subject: ART

Subject Leader

Glenn York

National Curriculum

Purpose of study

Creativity is placed at the top of Bloom's Taxonomy Pyramid. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Curriculum Intent

Creativity is placed at the top of Bloom's Taxonomy Pyramid. Within the Art and Design curriculum students will be given the opportunity to develop their creativity and problem solving skills as they make progress through the course. Art and Design units of work are designed to provide an alternative to academic core skills and develop real-life practical and transferable skills that will last a lifetime. Students will be encouraged to explore a range of ideas and opinions that have been formed by other artists from different parts of the world, different cultures and during different times.

Students will be given opportunities to generate, develop and refine their own ideas as they improve their practical skills while exploring various materials and techniques.

Students will analyse and evaluate works of art which have been produced by themselves and others and they will consider ways of adapting and improving their own work as they respond to assessments that have been made about it.

Curriculum Implementation

- Students will be introduced to a range of artists and designers to help them to explore ideas and approaches to art and design
- Students will be given opportunities to generate, develop and refine their ideas
- As well as opportunities to create larger scale works of art and design the students will use sketchbooks to provide evidence of the progress that they make
- Students will be given opportunities to investigate and explore a variety of media and to develop and refine their ability to use them as they produce works of art
- Students will be encouraged to evaluate their work as it develops, as well as evaluating works of art created by others
- Students will be given evaluations of their work, as they develop it, and will have opportunities to develop their work as they respond to the evaluations
- Units of work will be differentiated and may be altered to suit each student's needs in order to support their progress and achievement within their Arts Education

Curriculum Impact

- Students will be given opportunities to develop a greater understanding of other peoples' perspective of the world
- Students will be given opportunities to develop their creativity through conceptual and practical tasks
- Students will be given opportunities to develop a greater understanding of how ideas and practical skills can be developed
- Students will be given opportunities to develop and assess the development of their practical skills
- Students will be given opportunities to analyse and evaluate works of art created by themselves and other artists

		Term	Content/Topics	Assessment
Year 7	Autumn Term	1	<p>Formal Elements of Art</p> <p>Aims:</p> <ul style="list-style-type: none"> • To teach skills and knowledge of the formal elements of Art: line, shape, tone, form, colour, texture and pattern. This unit lays the foundations for key stage 3 students to advance their drawing, painting and 3D skills • To modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary <p>During this module of work pupils will: Explore Line and create a continuous line drawing based on Picasso's work and will develop it into a mono-print; create a portrait with a Zentangle hair style; create copies of Van Gogh's 'Sunflowers' that has primary and secondary colour schemes; use pens to draw insects that use a range of textures; create a range of tones to make 2D shapes look 3D then use these skills to help them to produce a drawing of a Still Life.</p>	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p> <p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p> <p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>
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Spring Term	1	<p>Abstract Landscapes</p> <p>Aims:</p> <ul style="list-style-type: none"> To explore the work of artists who have used and experimented with abstraction and pattern to create landscape paintings To research and collect examples of landscape scenes, plans and maps typical of the local area which will then inform pupils own landscape work To develop observational skills To modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary <p>During this module of work pupils will: Research the work of Friedensreich Hundertwasser and other artists who have abstracted landscape forms and to use this as a stimulus to inform their own landscape painting and artwork that they produce using printmaking techniques. Students will use colour and texture to enhance and create a vibrant feeling/mood to their chosen landscape. They will be encouraged to experiment with colour and texture making techniques in their sketchbooks. They will develop their observational skills and modify and refine work as it progresses. They will express ideas and opinions through appropriate use of art vocabulary.</p>	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p> <p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p> <p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>
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Summer Term	1	<p>Masks</p> <p>Aims:</p> <ul style="list-style-type: none"> To introduce pupils to western and non-western cultures and to explore the use of artefacts in ritual, theatre and/or celebration Pupils to use individual research of a culture to inform a mask design To use and develop 2D design work to make a 3D piece using appropriate skills to manipulate materials effectively To use previous knowledge about the proportions of the face to inform their mask design To modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary <p>During this module of work pupils will: Research a culture and to design a mask using appropriate characteristics, such as pattern, colour, textures found within the decoration of artefacts. The design is to be developed into 3D using a range of media including paper mache and markers.</p>	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p> <p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p> <p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>
	2	<p><u>Social Moral Spiritual Cultural</u></p> <p><i>Spiritual - Discuss the spiritual influence reflected some cultures have on the masks that they make.</i></p> <p><i>Cultural - Masks use imagery and symbolism that communicates thoughts and ideas that are understood in different cultures</i></p>	

	Term	Content/Topics	Assessment
Year 8	Autumn Term	<p>Architecture (including intro to 1 and 2 point perspective)</p> <p>Aims:</p> <ul style="list-style-type: none"> To explore ideas and feelings about buildings within landscape and how the design and use of materials vary according to the culture and geography of the land To look at the variety of architecture in local environment and identify the variations in style historically to present To explore shape, form, perspective (2 point and 3 point), scale and space in creating 2d and 3d images To use direct observation and other visual resources from books, photographs, web-sites in order to develop their individual work To modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary <p>During this module of work pupils will: Through observational drawing, research and exploration of architecture pupils will be given the opportunity to select and create 2D and 3D work based on a building or architectural feature. Pupils will explore and use a range of 2 and 3 dimensional media working on a variety of scales. Their work may be interpreted realistically or imaginatively. Pupils will create a cardboard relief from their final 2d design based on the architectural theme.</p>	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p> <p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p> <p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>
	Spring Term	<p>Colour Theory - Still Life</p> <p>Aims:</p> <ul style="list-style-type: none"> To learn and understand the function and use of primary colours, secondary colours and tertiary colours in drawing and painting To understand the effect of using complementary colours together To be able to understand the use of colour to create the illusion of depth. e.g. warm colours appear closer and cool colours further away To be aware of light/dark, shadow, tone and shade, hues and tints through the use of colour Explore the effects of colour using paint and other colour media To modify and refine work as it progresses and to express ideas and opinions using appropriate art vocabulary To understand how to produce a repeat pattern using complementary colours together 	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p>

Summer Term	2	<ul style="list-style-type: none"> To modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary <p>During this module of work pupils will: Be given the opportunity to learn and understand the basics of colour theory. The colour wheel will be explored and pupils will be encouraged to experiment by mixing colours, primary, secondary and tertiary and by making shades and tints of colours, opaque and transparent and complementary colours. Pupils will record from direct observation and learn effective techniques when exploring elements such as line, tone, shape, pattern, texture and colour.</p>	<p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p> <p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>
	1	<p>Figure Drawing and Sculpture</p> <p>Aims:</p> <ul style="list-style-type: none"> To be aware of differing art styles in history and use research and own opinions to inform individual artwork To be able to draw a figure using guidelines to ensure the proportions of the body are correct To develop own 2D work into a 3D piece of art To work in a variety of media, refining and developing work as it progresses To modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary <p>During this module of work pupils will: Be introduced to a range of artists who take the human form as the subject matter. Artists such as Niki de St Phalle, Elizabeth Frink, Henry Moore and Alberto Giacometti will be included. Students will develop figure drawings, allowing them to learn about the proportions of the human form and how to measure accurately. They will draw a figure in a variety of media in differing positions - seated, standing, crouching etc. Students will use these will later inform a 3D piece of art. Students will choose an art style to develop through 2D and 3D work.</p>	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p> <p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p> <p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>
	2	<p>Pop Art</p> <p>Aims:</p> <ul style="list-style-type: none"> To create images that reflects their understanding of Pop Art, working from photographs and popular icons To develop skills using traditional materials and processes such as drawing with a grid as a drawing aid and painting flat colours To develop skills in digital media to as they develop their understanding of colour theory To learn about the ideas, methods and approaches used by other artists who were influential to the Pop Art movement To modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary <p>During this module of work pupils will: Learn about the ideas that have inspired Pop Artists. They will chose an image which they consider to be popular today and use a grid system to help them to produce a drawing of the image. They will paint the image with flat colours and then scan the image and, using digital media, create various versions of their work that have primary, secondary, harmonious and contrasting colour scheme.</p>	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p> <p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p>

				Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.
	Term		Content/Topics	Assessment
Year 9	Autumn Term	1	<p>Portrait Drawing, Painting and Clay Work</p> <p>Aims:</p> <ul style="list-style-type: none"> To develop colour mixing particularly the making of tertiary flesh tones. To use tonal qualities of colour to create form, light and shadow in painting a face To understand the proportions of a face and using guidelines to draw a portrait effectively To record from observation both real and pictorial in drawing and painting a portrait To understand the properties of clay To appreciate the use of colour, light and contrast by artists to express mood or emotion in their work To understand the many different forms portraiture can take Use torches to create dramatic lighting effects, emphasising expression To modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary 	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p> <p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p>
		2	<p>During this module of work pupils will: Record from direct observation and from pictorial images and develop a portrait using the correct guidelines and proportions. Pupils will consider expression and the effects of light whilst using paint to mix tertiary flesh tones for the face and colour in the background to create mood, enhancing the personality of the portrait. Students will look at the work of portrait artists and discuss how the artist has used paint, colour and composition to create and/or enhance the personality of the sitter. Students will then develop clay heads based on preparatory sketches.</p>	<p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>
	Spring Term	1	<p>Colour Theory Abstraction (responding to music)</p> <p>Aims:</p> <ul style="list-style-type: none"> To explore and extend their knowledge of colour theory learnt in year 7 To make sophisticated colours and use these to represent a mood/feeling in their own artwork To use the medium chosen by the teacher and to imaginatively elaborate on a chosen image and create a picture/design/pattern which is an extension from the starting point To experiment, discover and explore the use of colour, shade, tone, shapes and pattern and use this to inform a piece of abstract artwork To modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary 	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p>

		<p>2</p> <p>During this module of work pupils will: Review and extend upon their colour theory knowledge and create an abstract piece of art using examples of artist work as a source of inspiration. Students will base their work on the theme of a chosen mood and use colour and pattern to inform and present this mood in their work. The starting point will be a piece of coloured/patterned magazine stuck onto a piece of paper, which students will initially extend directly from and then use their own imagination to fill the remaining area of the paper, using colour and pattern.</p>	<p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p> <p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>
Summer Term	1	<p>Drawing Styles</p> <p>Aims:</p> <ul style="list-style-type: none"> To learn about and explore a range of drawing techniques and approaches through the work of the Brazilian artist Vik Muniz, Leon Kossoff and others To be able to express ideas and feelings through drawing To become aware of the use of line, tone, shape, texture and pattern To explore drawing techniques using a range of traditional and non-traditional materials To modify and refine work as it progresses and to express ideas and opinions using appropriate art vocabulary <p>During this module of work pupils will: Be given the opportunity to learn about and explore a wide range of drawing styles and methods used in art making. They will use a range of traditional and non-traditional materials. Students will record from direct observation and secondary sources and learn effective techniques when exploring elements such as line, tone, shape, pattern, texture and colour.</p>	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p> <p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p> <p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>
	2	<p>Street Art</p> <p>Aims:</p> <ul style="list-style-type: none"> To encourage pupils to enjoy and appreciate different styles of Art To develop pupils' knowledge of modern Artists To develop pupils' ability to use a variety of materials and techniques To develop pupils' creativity To modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary <p>During this module of work pupils will: Become familiar with the work of 'Invader' and 'Banksy' and the context in which they work as artists. They will use a grid to help them to copy artwork by 'Invader' and then they will develop an image into a similar digitalised style. This will then be used as a starting point to develop a final piece of artwork in the style of 'Invader'. They will then produce mono-prints based on work by 'Banksy'. Pupils will create a design for a piece of artwork in a similar style to 'Banksy' which they will develop into a final piece of work. This will be created using printing or stencil techniques.</p>	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p> <p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p> <p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>

Term		Content/Topics	Assessment
Year 10	Autumn Term	<p>An Introduction into GCSE Art and Design</p> <p>Aims:</p> <ul style="list-style-type: none"> • Develop ideas through investigations, demonstrating critical understanding of sources • Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes • Record ideas, observations and insights relevant to intentions as work progresses • Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language • To modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary <p>During this module of work students will: Develop their ability to use a variety of materials and techniques by studying how artists have used them to produce works of art, in order to prepare them for a GCSE in Art and Design. They will explore different techniques associated with the following materials</p>	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p> <p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p> <p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>
		<ul style="list-style-type: none"> • Line and Texture • Tone • Fine liners and Markers • Colour • Hot and Cold and Opposite Colours • Fading and Blending Colours. • Sgraffito • Wax Resist • Mono Printing 	

Spring Term	1	<p>GCSE Natural Forms</p> <p>Aims:</p> <ul style="list-style-type: none"> Students will be introduced to work by artists who take natural forms as their subject matter. Work studied will include 2 dimensional and 3 dimensional pieces. Students will develop their preparatory work around the theme of natural objects and will realise a final outcome in either 2 or 3 dimensions. Students will modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary <p>During this module of work students will: Produce observational studies using a range of methods. They will experiment with a wide variety of materials and will develop ideas showing links to both critical studies work and observational work.</p>	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p> <p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p> <p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>
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Summer Term	1	<p>GCSE Structures</p> <p>Aims:</p> <ul style="list-style-type: none"> Students will be introduced to a range of images and artworks depicting structures. They will be introduced to the work of Antoni Gaudi. Students will produce preparatory work and a final outcome based on man-made structures. They will modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary <p>During this module of work students will: Develop their observational skills whilst exploring man-made structures including architecture, mechanical objects and other related forms. They will research artists who have taken man-made structures as the theme of their work. They will develop</p>	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p>

		2	individual ideas using a wide range of materials, including the opportunity to work in three dimensions. Students will modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary	<p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p> <p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>
	Term		Content/Topics	Assessment
Year 11	Autumn Term	1	<p>Mock Exam – Fantastic and Strange</p> <p>Aims:</p> <ul style="list-style-type: none"> Students will produce preparatory work and a final outcome based on the theme of 'Fantastic and Strange'. They will develop their ideas as they investigate artists and explore materials and techniques during the preparatory stages of the project before presenting a final piece of artwork during a 10 hour mock exam. Students will modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary <p>During this module of work students will: Explore art and sculptures based on Fantastic and Strange and explore further using a range of 2D and 3D materials. Students will explore how artists have used and been inspired by fantastic and strange imagery. Students will explore 2D materials and techniques and develop into a mixed media studies. Learners will reflect on their own working practices throughout.</p>	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p> <p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p> <p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>
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Spring Term	1	<p>Final Exam</p> <p>Aims:</p> <ul style="list-style-type: none"> Students will produce preparatory work and a final outcome based on a theme that they choose from a list that will be provide for them. They will develop their ideas as they investigate artists and explore materials and techniques during the preparatory stages of the project before presenting a final piece of artwork during a 10 hour exam. Students will modify and refine work as it progresses and express ideas and opinions through appropriate use of art vocabulary <p>During this module of work students will: Decide on a theme from a list that is provided for them. They will generate and develop their ideas about the theme and investigate relevant artists. Students will explore a variety of materials and techniques and consider ways in which they can be used to create a final piece of artwork that relates to the theme that they have chosen and shows links to the artists and ideas that they have included in the development of their work.</p>	<p>Assessment will be based on The Respect points system for Art.</p> <p>Students are given personal targets as they progress through each unit of work.</p> <p>Assessments are made based on the progress that each students make towards their personal targets.</p> <p>Oral questions and answer will be used to assess pupils understanding.</p> <p>Oral and written feedback will be provided throughout the project when appropriate to allow students to be aware of their achievements and areas for improvements.</p> <p>Students will self-assess their own work and peer-assess other pupils' work as they progress through the project and complete an evaluation sheet at the end of the unit of work.</p>
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Summer Term	1		
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