

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.

Strapline:

Art for all.

Curriculum story:

Students develop their knowledge and understanding of the formal elements and visual language through a carefully sequenced curriculum that builds technical skills over time. Beginning in Year 7, students establish strong foundations in observational drawing, proportion, symmetry, tone and colour through projects inspired by cultures from around the world. As students' progress through Key Stage 3, these core skills are revisited and refined through increasingly complex projects exploring a range of artists, designers and craftspeople from diverse historical and contemporary contexts. Students work through an expanding range of materials and processes, including drawing, coloured pencil, watercolour, printmaking, mixed media and 3D outcomes, enabling them to develop confidence and technical proficiency. The curriculum prioritises quality over quantity, allowing students time to revisit, refine and improve their work in order to develop greater proficiency in the handling of materials and processes. The curriculum follows a spiral model, revisiting key concepts and techniques whilst increasing challenge and independence to prepare students for further study at Key Stage 4 and beyond.

Skills developed:

Drawing, observational recording, proportion, symmetry, tonal rendering, colour theory, colour blending, pattern design and the confident use of a range of materials and processes including pencil, coloured pencil, watercolour, printmaking and 3D media. Students develop transferable skills such as creativity, problem solving, critical thinking, analysis and evaluation whilst learning to communicate ideas, experiences and cultural influences through visual outcomes. These skills are revisited and refined throughout Key Stage 3 as students progress in confidence, independence and technical complexity.

<u>Year 7</u>						
<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>						
<u>Cultures</u> -Tonal drawing -Grid Drawing	The formal elements form the foundation of all artistic practice. Students develop an understanding of line, shape, proportion, symmetry and tone through observational drawing inspired by African mask traditions and cultural artefacts.	Builds upon prior experiences of drawing and mark making from KS2.	These skills are revisited and refined throughout KS3 and underpin all future practical work.	Observational drawing, proportion, symmetry, line quality, shape, tonal rendering and understanding of form through shading techniques.	Students gain an understanding of African cultural traditions, symbolism and the significance of masks within communities and ceremonies	Links to Mathematics through symmetry, proportion and shape, and to Geography and History through the study of African cultures and traditions.
<u>Autumn 2</u>						
<u>Cultures</u> -Colouring pencils -Watercolours	Students build upon their understanding of observational drawing by introducing colour theory and alternative drawing methods. Grid drawing develops accuracy and proportion whilst coloured pencil and watercolour techniques enable students to create more refined and expressive outcomes.	Builds directly upon the observational drawing, symmetry and tonal rendering skills developed in Autumn 1	The knowledge and skills developed provide a foundation for future work in colour theory, mixed media and independent responses throughout KS3 and KS4	Grid drawing, proportion, coloured pencil blending and layering, colour theory, watercolour techniques, brush control and pattern design	Students explore African mask traditions and cultural patterns from around the world, developing an appreciation of global artistic practices and visual traditions	Links to Mathematics through scale, proportion, symmetry and grids, and to Geography and History through the study of cultures and traditions from different parts of the world.
<u>Spring 1</u>						
<u>Insects</u> -Ink and fine-liner drawing inspired by Abby Diamond	Students are required to experiment with a range of media and techniques in order to become proficient in drawing and other art, craft and design processes, as outlined in the KS3 National Curriculum. Through the study of	Builds upon the observational drawing, proportion, tone and colour skills developed during the Cultures project.	Experimental drawing techniques and media handling are revisited throughout KS3 and support the development of	Continuous line drawing, observational drawing, ink techniques, mark making and experimentation with mixed media.	Students explore contemporary illustration and understand how artists use line, colour and pattern to interpret the natural world.	Links to Science through insect anatomy, natural forms and classification.

	insects and the work of Abby Diamond, students develop confidence in observational drawing, mark making and expressive line work.		increasingly personal responses.			
<u>Spring 2</u>						
<u>Insects</u> -Cardboard sculpture inspired by Caroline Rose Kaufman's bug drawings	Students develop proficiency in sculpture and 3D making, as outlined in the KS3 National Curriculum. Through insects and Caroline Rose Kaufman, students translate 2D drawings into 3D cardboard outcomes, developing understanding of form and structure	Builds upon observational insect studies and experimental drawings from Spring 1	3D construction and sculptural processes are revisited throughout KS3 and support future mixed media outcomes.	cutting, joining, shaping, constructing, painting and problem solving and translating 2D designs into 3D forms.	Students explore contemporary nature-inspired art and sculpture, developing appreciation of how artists respond to the natural world.	Links to Science through insect anatomy and structure, Design Technology through construction methods, and Mathematics through shape and form
<u>Summer 1</u>						
<u>Under the Sea</u> -Tonal Drawing -Colouring Pencil	Students consolidate and refine the observational drawing, tonal and colour skills developed throughout Year 7, whilst becoming proficient in painting techniques. Through the work of Yellena James, students experiment with wax resist and bleeding techniques to create expressive responses inspired by the natural world.	Builds upon the drawing, colour and media experimentation skills developed throughout Autumn and Spring terms	Observational drawing and painting techniques are revisited throughout KS3 and form the foundation of GCSE Art practice	Observational drawing, tonal rendering, coloured pencil blending, wax resist, watercolour techniques and experimentation with mixed media	Students explore the work of contemporary artist Yellena James and develop an appreciation of how artists use colour, line and pattern to interpret nature.	Links to Science through marine life, ecosystems and natural forms
<u>Summer 2</u>						
<u>Under the Sea</u> -Wax resist inspired by Yellena James -Zentangle Inspired by Jason Scarpace	Students continue to develop proficiency in drawing and through the work of Jason Scarpace, explore pattern, repetition and composition to create stylised underwater outcomes.	Builds upon observational studies and experimental techniques developed throughout Year 7.	Pattern, composition and taking inspiration from work of other artist are revisited throughout KS3 and support increasingly	Pattern creation, zentangle techniques, composition, line work, repetition and mixed media experimentation.	Students explore the work of contemporary artist Jason Scarpace and understand how artists combine colour, pattern and imagination to create visual	Links to Science through marine ecosystems and biodiversity, and Mathematics through pattern, repetition and composition.

			independent outcomes at KS4.		responses to the natural world.	
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<u>Year 8:</u>						
<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>						
<u>Pop Art</u> -Oil pastel -Name tag design	Students are introduced to the Pop Art movement to develop an understanding of significant artistic movements and cultural developments whilst increasing proficiency in handling oil pastels and mixed media techniques, as outlined in the KS3 National Curriculum requirement to know about great artists, craft makers and designers.	Builds upon the colour theory, printmaking and design skills developed during the Illuminated Letters project.	Colour application, stylistic interpretation and artist analysis are revisited throughout KS3 and support increasingly independent responses at KS4.	Observational drawing, enlargement, oil pastel blending, colour theory, mark making and stylistic interpretation.	Students explore the Pop Art movement and develop an understanding of how artists transformed everyday objects and consumer culture into art.	Links to History through post-war culture and the development of modern art movements
<u>Autumn 2</u>						
<u>Pop Art</u> -Name Tag Carboard sculpture	Students develop creativity and personal responses through the design process whilst increasing proficiency in handling different materials and developing three-dimensional outcomes, as outlined in the KS3 National Curriculum	Builds upon the colour application and stylistic understanding developed during the Pop Art project.	Design development, typography and 3D construction are revisited throughout KS3 and support future GCSE outcomes	Generating design ideas, typography, composition, relief construction, cutting, layering and assembling cardboard structures.	Students explore comic book typography and graphic design conventions, developing an understanding of the relationship between art, popular culture and visual communication.	Links to English through typography and communication, Design Technology through construction methods and material properties, and Mathematics through scale, proportion and spatial awareness.
<u>Spring 1</u>						
<u>Illuminated Letters</u> -Design idea one Design idea two	Students develop their creativity and ideas through the design process whilst becoming proficient in printmaking techniques and materials, as outlined in the KS3 National Curriculum. Through the study of illuminated letters, students also	Builds upon the observational drawing, colour blending and artist analysis skills developed through the Sarah Graham project.	Design development and printmaking techniques are revisited throughout KS3 and support increasingly	Generating design ideas, composition, pattern design, refinement, relief printing techniques, polyblock carving and ink application	Students explore the historical significance of illuminated manuscripts and the role of lettering and decoration in medieval art and communication.	Links to History through medieval Britain and monastic traditions, English through typography and letterforms, and Religious Studies through religious

	develop an understanding of historical art forms and design traditions.		independent outcomes at KS4			manuscripts and symbolism
Spring 2						
<u>Illuminated Letters</u> -Printing -Watercolours	Students refine and develop their ideas into a final outcome whilst increasing proficiency in painting techniques and handling different materials, as outlined in the KS3 National Curriculum	Builds upon the design development and printmaking processes explored during Spring 1.	Painting techniques, colour theory and the development of personal responses are revisited throughout KS3 and form the foundation of GCSE Art practice.	Scaling and enlargement, composition, colour theory, watercolour techniques, brush control and refinement of ideas	Students further explore illuminated manuscripts and gain an appreciation of the craftsmanship and decorative traditions of medieval artists and scribes.	Links to History through medieval society and manuscript production, English through typography and calligraphy, and Mathematics through scale, proportion and enlargement.
Summer 1						
<u>Childhood memories</u> -Tonal drawing from grid -Colouring pencil	Students revisit and refine observational drawing and tonal rendering skills developed in Year 7 whilst becoming increasingly proficient in recording observations using a range of techniques, as outlined in the KS3 National Curriculum.	Builds upon the grid drawing, tonal rendering and coloured pencil techniques developed during the Year 7 Cultures project	Accurate observational drawing and colour application are revisited throughout KS3 and form the foundation of GCSE Art practice.	Grid drawing, proportion, tonal rendering, observational drawing, blending and control of coloured pencil media.	Students explore contemporary realism and develop an understanding of how artists create highly detailed representations of everyday objects.	Mathematics – scale, proportion and grids
Summer 2						
<u>Childhood memories</u> -Watercolour work inspired by Sarah Graham	Students study the work of Sarah Graham to develop an understanding of contemporary photorealism whilst increasing proficiency in coloured pencil and watercolour techniques, supporting the KS3 National Curriculum requirement to know about great artists, craft makers and designers.	Builds upon the observational drawing, tonal rendering and colour blending skills developed during Autumn	Artist analysis and personal responses are revisited throughout KS3 and support increasingly independent outcomes at KS4.	Explore work of artist, blending and control of coloured pencils and watercolour techniques.	Students explore the work of Sarah Graham and develop an understanding of contemporary photorealism.	Mathematics – proportion and scale. English – analysis and evaluation.

<u>Year 9: Architecture</u>						
Autumn 1						
<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>Architecture Exploring media and techniques</u> -Tonal grid drawing - Oil pastel transfer on ink washes	Students revisit and refine observational drawing and recording skills whilst increasing proficiency in handling a range of materials and techniques, as outlined in the KS3 National Curriculum.	Builds upon the observational drawing, colour blending and material handling skills developed throughout Years 7 and 8.	Perspective drawing, experimentation with media and observational recording support artist studies and independent responses throughout Year 9 and KS4.	Grid drawing, tonal rendering, oil pastel transfer handling of different media	Students explore architectural features and develop an appreciation for the built environment and architectural heritage	Mathematics- perspective, scale and proportion. Geography – urban landscapes
Autumn 2						
-Ian Murphy research page -Ian Murphy style work	Students become increasingly proficient in mixed-media techniques whilst investigating the work of contemporary artist Ian Murphy, supporting the KS3 National Curriculum through artist research and experimentation.	Builds upon observational drawing and media experimentation developed during Autumn 1.	Mixed-media experimentation and artist analysis support collage, printmaking and personal responses developed during Spring.	Composition, texture, mark making, experimentation and control of materials	Students explore contemporary architectural art and appreciate how artists communicate atmosphere and place.	English – artist analysis and evaluation. Geography – architecture and urban environments.
<u>Spring 1</u>						
<u>Artist Exploration</u> -Marshall Brown inspired collage. -Abstract architectural composition.	Students investigate the work of Marshall Brown whilst developing creativity through abstraction, collage and composition, supporting the KS3 National Curriculum requirement to study great artists.	Builds upon artist analysis and mixed-media experimentation completed during Autumn	Collage compositions form the basis of printmaking and final outcomes.	Artist analysis, collage, abstraction, composition and mixed media techniques	Students explore contemporary architectural art and gain an understanding of abstract representations of buildings and cities.	Geography – urban structures and cities

Spring 2						
<u>Artist Exploration</u> -Polyblock printing -Augustine Kofie research page -Augustine Kofie inspired watercolour work	Students develop proficiency in printmaking and watercolour whilst exploring contemporary abstract approaches to architecture through Augustine Kofie, supporting the KS3 National Curriculum.	Builds upon Marshall Brown compositions and developed print ideas.	Printmaking and abstraction support the creation of personal mixed-media outcomes during Summer.	Fineliner techniques, line work, texture, coffee stain processes, biro drawing and tonal contrast.	Students explore the work of contemporary artists and how architecture can be interpreted through experimental media.	English- Artist analysis Geography – urban structures and cities.
Summer 1						
<u>Working towards final outcomes</u> Mixed-media outcome combining Ian Murphy and Marshall Brown	Students synthesise research, experimentation and artist influences to create a resolved mixed-media outcome, preparing them for the GCSE process of developing personal responses.	Builds upon printmaking, collage and mixed-media techniques developed throughout Spring	Develops confidence in combining artist influences and media independently in preparation for GCSE Art.	Composition, mixed media, refinement, artist interpretation and presentation.	Students explore how contemporary artists interpret architecture through layered media.	English – evaluation and reflection
Summer 2						
<u>Working towards final outcomes</u> Tonal architectural drawing with an Augustine Kofie inspired abstract	Students combine observational drawing with abstraction to produce a personal response, applying the recording, experimentation and artist knowledge developed throughout Year 9.	Builds upon observational drawing, abstraction and mixed-media techniques developed throughout the year.	Provides a direct bridge into Year 10 GCSE, where students independently combine artist influences, media and techniques to develop personal outcomes.	Observation, watercolour, abstraction, composition, refinement and presentation.	Students explore how traditional architectural drawing can be combined with contemporary abstract art.	Mathematics – geometry and proportion. Geography – architecture and urban environments.

watercolour background						
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Using the theme given as inspiration students will work on an extended project for the portfolio unit of their GCSE, working through all four assessment objectives and concluding with final outcomes in the Autumn term of year 11.

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Further development of ideas, reviewing and experimentation	Students increase proficiency in handling different materials and processes whilst broadening their understanding of contemporary printmaking and abstraction.	Builds upon artist responses and experimentation developed during Spring 1	Printmaking and abstraction support the development of increasingly personal responses and final piece planning.	Printmaking, abstraction, layering, composition and experimentation	Students investigate contemporary printmaking and urban abstraction within modern art practice.	English – evaluation and reflection
Summer 1						
Working towards final outcomes – realising intentions in a personal response	Students refine and review ideas through sustained experimentation and development in preparation for the final outcome	Builds upon experimentation and artist studies completed throughout the project.	Developing and refining ideas prepares students for the final outcome and externally set task in Year 11	Composition, refinement, experimentation, review and decision making.	Students explore contemporary mixed media approaches and understand how artists combine influences to create personal responses.	English – evaluation and reflection
Summer 2						
Mock Final Outcome	Students synthesise research, recording and experimentation into a sustained personal response, preparing them for the demands of the GCSE externally set task.	Builds upon all previous recording, experimentation and development work completed throughout Year 10.	Provides a foundation for the externally set task and portfolio completion in Year 11.	Drawing, composition, refinement, problem solving, evaluation and presentation.	Students produce a personal response informed by contemporary and historical artistic practice	English – evaluation and reflection

Year 11:

Using the theme given as 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>
<u>Autumn 1</u> Coursework Development and Refinement						
Working towards final outcomes	Students refine and develop ideas through sustained investigations, responding to feedback and strengthening AO1-AO4 in preparation for portfolio submission	Builds upon recording, experimentation and development work completed throughout Year 10	Strong portfolio work provides the foundation for the externally set task and examination	Refinement, experimentation, annotation, composition and technical proficiency.	Students deepen their understanding of artists and contemporary practice relevant to their individual investigations	
<u>Autumn 2</u> Coursework Completion and Final Outcome						
Creating final outcome	Students synthesise research, recording and experimentation into a personal and meaningful final outcome demonstrating all assessment objectives	Continuation of development work and refinement completed during Autumn 1.	Preparation for the externally set task and independent project management.	Problem solving, refinement, presentation, evaluation and realisation of intentions	Students make connections between historical and contemporary artistic practice through personal responses.	
<u>Spring 1</u> Students working on the theme of their choice out of five themes provided by OCR Exam Board						
Externally assessed unit (exam project)	Students apply the skills and processes developed throughout the GCSE course to independently respond to an examination theme and produce a sustained personal investigation.	Builds upon the working methods and artistic approaches developed during the coursework portfolio.	Preparation for examination conditions and post-16 study.	Independent decision making, planning, refinement and time management.	Students explore artists and themes appropriate to their chosen examination starting point.	
<u>Spring 2</u> Students working on their choice of five themes provided by OCR						
Externally assessed unit (exam project)	Students realise and refine ideas under timed conditions, demonstrating the ability to independently apply knowledge, skills and	Continuation of the externally set task preparation work.	Preparation for A Level and further creative study.	Realisation, problem solving, refinement and independent working.	Students create personal outcomes informed by historical and contemporary artistic practice	

	understanding developed throughout the GCSE course					
Summer 1 Externally Set Assignment (10-Hour Examination)						
Externally set unit (exam project)	Students realise and refine their ideas into a sustained final outcome under timed examination conditions, demonstrating the knowledge, skills and understanding developed throughout the GCSE course.	Builds upon the preparatory studies, artist research, experimentation and planning completed during Spring 1	Preparation for further study in Art and Design at A Level and other creative pathways through independent and sustained artistic practice.	Independent working, time management, problem solving, refinement, technical proficiency, critical decision making and realisation of intentions.	Students produce a personal response informed by historical and contemporary artists, designers and craftspeople relevant to their chosen examination starting point	Develops resilience, independent learning, critical thinking, organisation, planning and reflective practice, supporting progression to post-16 education and future employment