

Curriculum Overview: Art

Principles and Purpose of the Art Curriculum

The Art curriculum is carefully sequenced from year 7 through to year 11, knowledge builds term by term and year by year. By looking at the way different artists approach responding to the world around them we introduce students to a range of creative responses and styles. From Year 7 onwards, we ensure that foundational knowledge, skills, and concepts are secure before moving on. Throughout the three years compulsory Art curriculum, students constantly revisit key knowledge, this is fundamental to our subject, by revisit prior learning and apply their understanding in new contexts. There is a strong emphasis on practical responses which are the priority in this subject, which make links back to other artists, genres and styles. The range of materials available to students includes 2D, 3D, Print and a range of drawing materials In Art. Lessons are adapted to meet the individual needs and abilities of all learners.

Our curriculum takes all pupils beyond their immediate experience, in all years they explore the breadth of human insight that informed artists and art movements and is designed to reflect our diverse intake. Links to cultures, spanning continents have been deliberately chosen to ensure students are represented within the curriculum.

In our lessons students are required to share, to listen and to encourage thinking hard when annotating, designing and creating their own artwork. Working towards GCSE Art, students are encouraged and supported to use their sketchbooks to make personal insights and outcomes which make direct links to their own experiences.

Why this, why now?

All KS3 starter projects begin with developing students observational drawing skills, focusing on the formal elements, use of proportions. Students throughout all projects are encouraged to critically reflect on their own work and the work of other artists, designers, photographers and crafts people using annotation in their sketchbook and verbal feedback. Homework often recalls and allows for further practice of skills begun in lessons.

The Year 7 curriculum begins with the basic foundations of what the formal elements are and how they are applied to create all compositions within art. The theme of Natural forms is one of the key themes within art which allows students to explore new techniques with a theme that they are exposed to and have access to in their daily lives. We then slowly build up students' knowledge of those formal elements and look at themes such as global art, portraiture and identity to expose students to a wider range of different artists skills and styles, whilst constantly developing their cultural capital and ability to be critical thinkers.

Year 8 can recall and develop their initial understanding of the formal elements and build on their drawing skills to create more complex compositions and drawing techniques. Students are given opportunities to compare and contrast the work of a variety of artists, craftspeople, genres, techniques and materials. Students are encouraged to explore current global issues of our changing world; climate change, housing and overcrowding, looking at abstract art and its links to wellbeing.

Year 9 students start working within a more GCSE based approach to project with more independent learning, connecting skills to careers and looking at what a design brief is and how to fulfill it. KS3 allows students a smooth transition to GCSE due to format study. Within all projects across all year groups, students study a range of creative links covering different genres, races, genders, nationalities and cultures, ensuring opportunities for diverse exploration of a wide range of topics in Art and design, researching artists from across the globe, whilst giving them opportunities to personify the one-word theme of that project.

GCSE: The curriculum across Year 10 and Year 11 adheres to the exam board criteria which is broken down into four different assessment objectives (AO1: Develop AO2: Explore, AO3: Record AO4: Present), leading to many pieces of work to overlap.

Term 1	Autumn 1 & 2	Why this, why now?
Year 7	<u>Natural forms</u> – observational drawing course (formal elements).	To develop basic understanding of Formal elements and skills of drawing and sketching abilities as will be needed in all projects throughout all projects in KS3 & KS4. This set of key skills and knowledge is fundamental to all students basic understanding of the visual arts in all its forms and will be revisited and built upon throughout all projects all the way from year 7 up to and including GCSE Art.
Year 8	<u>Sea Life & Beach</u> - observational drawing skills.	To revisit the Formal elements and skills of drawing and sketching abilities using more complex techniques such as continuous line, zen tangle pattern, upscaling of proportions, grid method and use of mixed media. Whilst analysing current affairs and artists linked to that such as climate change. Creating a final outcome that reflects their own concepts around the theme using developed skills from throughout this project.
Year 9	Reflection – Man made vs. Nature.	The year 9 projects are set out to mirror the format of the GCSE course. For this project, we revisit the Formal elements and develop further those drawing and sketching skills from years 7 and 8. A one-word project is common of GCSE Art in this case ‘Reflection’ students are then encouraged to explore the vast nature of this theme. Whilst creating their own compositions and developing their own primary sourced images (through a photoshoot), researching their own artist, compare their work against each other. Before finally creating design ideas and creating a final outcome.
Year 10	Introduction to GCSE; workshops. Component 1: Identity – Topic 1: <u>People & Portraits</u>	Identity as a theme allows students to create primary sources images, personal responses that link directly to themselves and their personal experiences, taking influences and recreating work from a wide array of artists and other contextual references. Students take part in workshop-based learning of practical skills; print making, creating molds, 3D sculptures, relief pieces, photography, digital manipulation of work as well as painting techniques.
Year 11	Component 1: Identity – Topic 3: <u>Events & Environments</u>	Identity as a theme allows students to create primary sources images, personal responses that link directly to themselves, the events and environments in their own lives as well as the world around them, global events, experiences of travel, daily journeys they make, and create art using their personal experiences, taking influences and recreating work from a wide array of artists and other contextual references.

Term 2	Spring 1 & 2	Why this, why now?
Year 7	<u>Across the globe</u> - mixed media Art	Students are given the opportunity to annotate and analyse how the formal elements have been and are continued to be used globally as well as exploring symbolism within cultures, developing drawing skills further through creating a range of observational studies and going on to ...
Year 8	<u>Abstraction through Pattern</u>	For students to have the opportunity to study some lesser-known artists, annotating their work, develop their understanding of pattern and surface design, as well as Abstract art. Students will have the opportunity to apply previously learnt knowledge about colour theory, painting, mark making and line to create abstract pieces of work that incorporates the layering of colour, shape, texture using of zen tangle pattern and doodle art to create final pieces, taking influences from the artist.
Year 9	<u>Icons</u>	Part 1: Within this project, we will explore how the celebrity is depicted within portraiture. Key skills focused on are; proportions of the face and facial features. Exploration of mixed media techniques: collage, printmaking, stencilling. Exploring line and shape within stylised portraits.

		Part 2: 3D Art and Design – Research into Architectural Construction and Iconic buildings; formal and informal such as iconic Shanty Towns, international buildings. Understanding the world around us and how people from other cultures live. Exploring of shape, form, pattern and texture using a range of resistant materials – card, foamboard and construction techniques, students will develop a greater awareness of the health and safety considerations when using unfamiliar materials and techniques. • Understanding the world around us and how people from other cultures live to design and create 3D maquettes using a wide range of materials and building techniques.
Year 10	Component 1: Identity Spring 1 - Topic 1: <u>People & Portraits</u> Spring 2 - Topic 2: <u>Events and Environments</u>	Students study the classical common over-arching topics in Art and Design; previously Portraiture, and now moving on to Events and Environments. Then in Year 11 going on to explore Still life; objects, possessions. Students create their own photoshoots, both digitally manipulate, montage, and collage their own images to create pastiches, they from the beginning of a project used their own original compositions which draw on inspiration from their own photography, artists research, combine styles, giving ample opportunities to build upon initial artworks to create final piece design ideas, medium experiments fully exploring that composition before creating final pieces separate of their sketchbook.
Year 11	Component 2: Exam set project	This is the chance for students to work to a brief set by the exam board, which mirrors the experience they may have if working in the creative industry, working on a design brief set by an external client. This project is worth 60% of students' overall grade and gives students a chance to develop to a higher quality and level the Assessment Objective that they may have lacked in or achieved lower marks in for Component 1. There should be a distinct change in ability and sophistication that students can themselves analyse between their coursework in Year 10/Identity project and this one.

Term 3	Summer 1 & 2	Why this, why now?
Year 7	<u>Me, Myself & I - Portraiture</u>	Students get to practice facial proportions using a range of techniques as portraiture is one of the main consistent themes in art and we want to ensure students have the confidence to tackle portraits developing their ability to use guidelines to have the ability to draw their own portraits as well as others. This is also a good opportunity for students to analyse the topics around identity and develop the project which allows them to personify what identity means to them, in the aim of becoming critical thinkers through annotation. Students are able to recall their grid method and how to use guidelines from Project 1 and 2 to develop the correct proportions.
Year 8	<u>Locality – Our city, our world</u>	This project and their current architectural project, it allows students the opportunity to explore formal & informal structures, to take a more in-depth look at careers in the creative industries such as architecture, as like an architect students have a design brief based in the real world to fulfill. Students will learn about one and two-point perspective drawing and be able to use this to create their own designs. They will research buildings locally, nationally and globally to design and create 3D maquettes using a wide range of materials and building techniques.
Year 9	<u>Conflict</u>	This project is run as if students were studying GCSE Art with exactly the same format of having an open-ended single word such as 'Conflict'. Students aim to understand what conflict is and how the theme can be interpreted. at a range of subtopics within this one word using artists as a guide. Exploring with composition, line, tone and shape. • Exploring with medium to create work linking to a theme. Before finally developing of own ideas to create a final piece that has personal meaning to them. This project offers a wider scope for students to study a wider range of artists, genres, techniques, materials and use all their analytical skills gained over the three years to

		produce a portfolio of work that is more personified and independent than projects prior to this.
Year 10	Component 1: Identity - <u>Possessions, objects & still life</u>	Students move on from the initial portraits & people (which they have also previous had experience of in KS3) and then look at how identity can be expressed through still life, looking at how other artists use symbolism i.e; vanitas. Students take part in workshop-based lessons to explore further techniques within printmaking, light photography, digital media and
Year 11	Component 2: Exam set project Theme: TBC	Pre set theme set by the exam board, 2023 Edexcel topic nationally is 'Lock'. Students work on their initial skills that they used within Component 1 and grow they confidence even more to take more creative risks. Students are given weekly 1-2-1 feedback and targets to work though just like in Year 10 and use component 2 as an opportunity to work on their areas for improvement and further development within Assessment objectives 1-4 (AO1-4).

Useful websites and links

BBC Bite size GCSE Art: <https://www.bbc.com/bitesize/subjects/z6hs34j>

BCC Bitesize – Elements of Art: <https://www.bbc.co.uk/bitesize/topics/z7sm7nb>

Student Art Guide: <https://www.studentartguide.com/>

Oak Academy: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/art>

Department for Education (DfE) - Art and design programmes of study: key stage 3

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239062/SEC0NDARY_national_curriculum_-_Art_and_design.pdf

Progression to University and Careers

Section on this in the UL document and can also be personalised.