

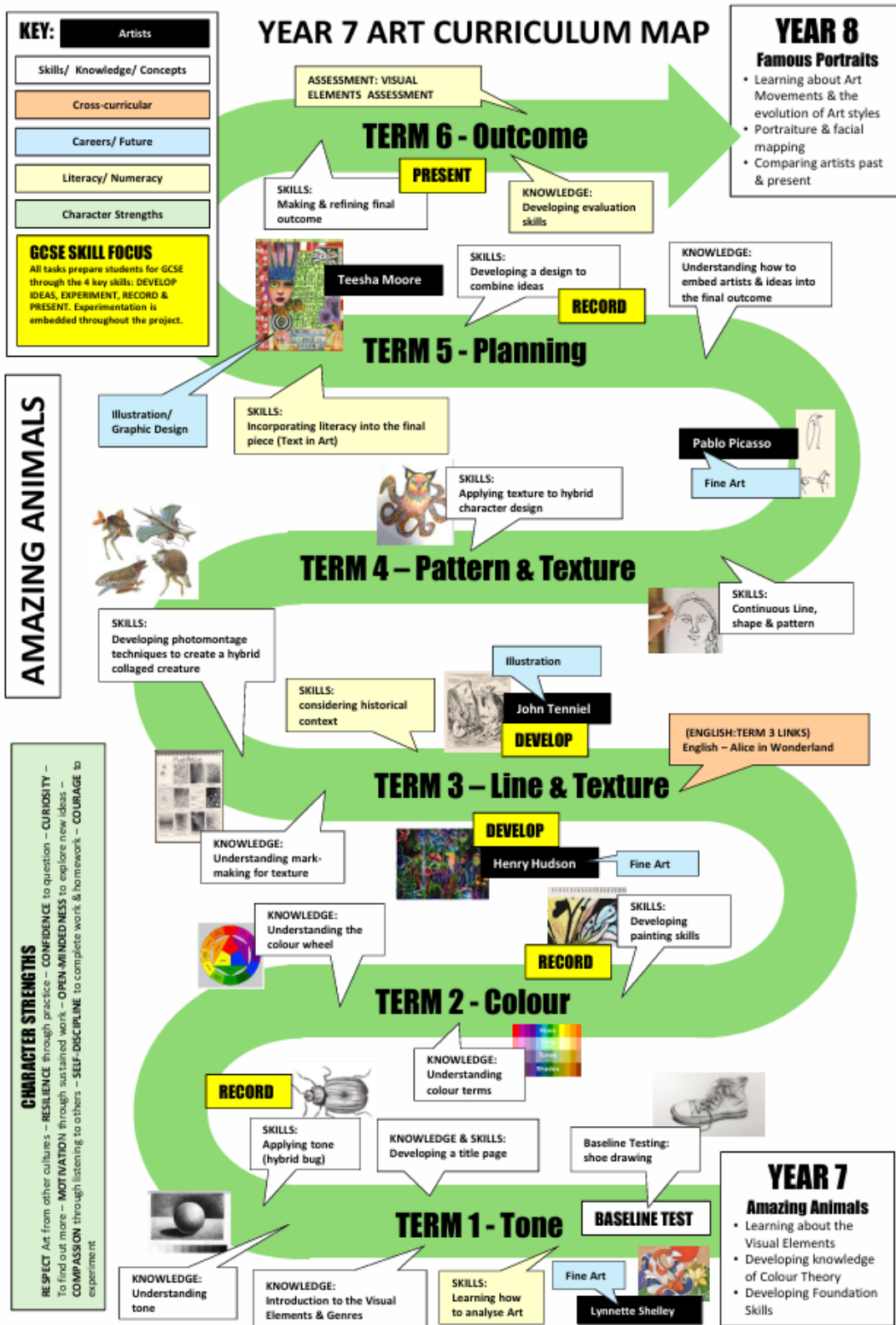
Strategic Overview of Curriculum

Art

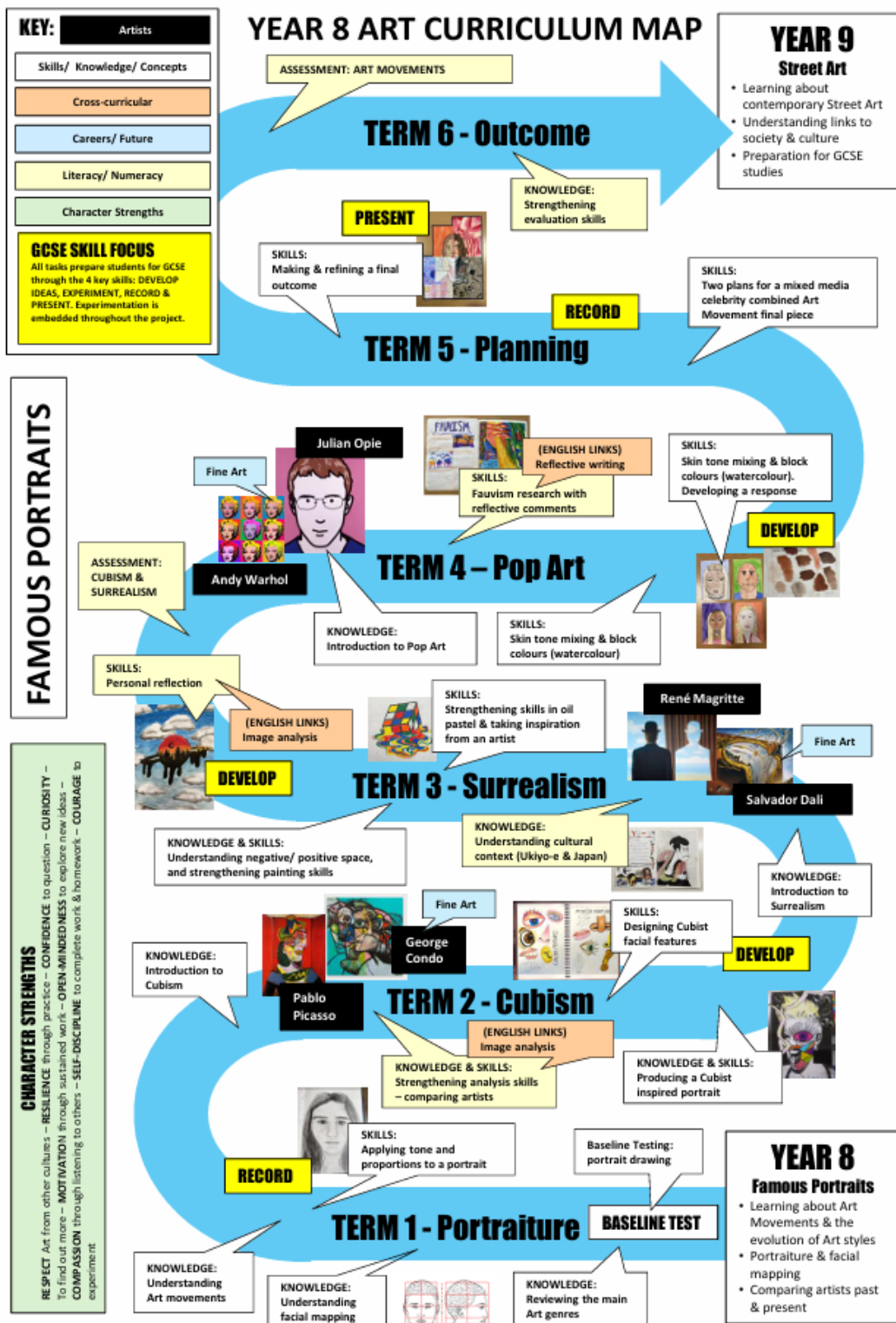
Curriculum Intent

Our students will undertake a creative and expressive journey that will nurture their understanding and skills in the wide-ranging specialisms of Art & Design, teach them to look at the world from a visual perspective, question critically and respond independently. It will not only prepare students for each stage through a carefully sequenced curriculum, but will prepare students for studying Fine Art or Photography from GCSE into A-Level, with careers advice for the future. This journey DEEPENS their experience of Art as follows:

- **DIVERSITY** – Providing students with the opportunity to learn about the evolution of Art, different cultures and how they impact artistic style, practice and values. They will explore Artwork by historical and contemporary artists of different genders and backgrounds.
- **ENJOYMENT** – Encouraging subject enjoyment through exciting project themes, choice of artists, contextual references, source materials, and varied teaching & learning styles.
- **EXPRESSIVE FREEDOM** – Providing a curriculum embedded with opportunities for creative freedom and self-expression, Developing their ability to self-manage and become increasingly confident, independent learners through each year.
- **PROGRESSION** – Our curriculum will develop and strengthen skills and knowledge from Key Stage 2, equipping students in Key Stage 3 with a strong foundation across the four Assessment Objectives studied at Key Stage 4 & 5 (Developing Ideas, Exploring Media, Recording Ideas & Presenting a Response) to prepare them for GCSE and A-Level. Information on careers and further education will also aid future choices.
- **ENRICHMENT** – The curriculum will be underpinned by enrichment opportunities including: Gallery/ Museum visits, extra-curricular clubs, entry into Art competitions, and connections with the wider school and community.
- **NURTURING** – Art will provide a safe space for students to be supported through praise, providing space to explore their ideas with increasing flexibility throughout their education to maintain an open mind.
- **SKILLS & KNOWLEDGE** – Students will cover the necessary skills and knowledge as set out by the KS3 National Curriculum; introducing them to a wide range of wet and dry media in Art, Craft & Design. They will develop their curiosity and resilience through experimentation, reflection and refinement and learn how to continually question what, how and why.

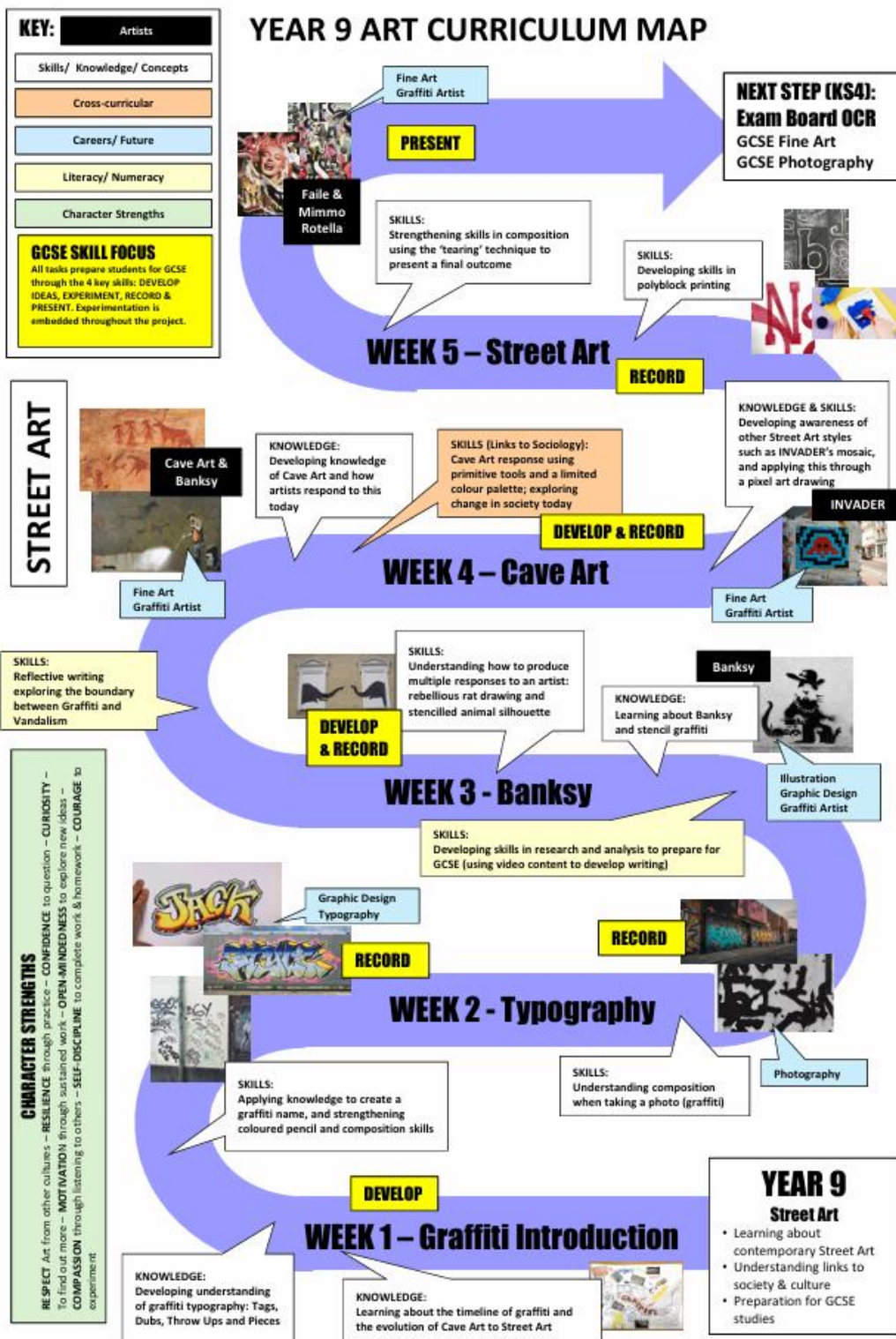


Year 7 Art Curriculum						
Subject Intent	Year 7 will commence with baseline testing to assess basic drawing skills as a starting point for targeted support. They will be introduced to the visual elements of tone, line, shape, form, space, texture, pattern, which underpin all forms of Art, Craft & Design. Students will understand what the visual elements are and how to apply these through a range of different media, processes and techniques. They will develop their understanding of different wet and dry media alongside colour theory knowledge. Students will learn how to analyse the work of artists and develop their ideas to plan a piece of personal work. They will also learn about the genre of landscapes, using related imagery to develop their work. There will be freedom for creative exploration at various points in the year, but the final outcome will provide students with the opportunity for creative freedom in terms of content choice, design, media and composition.					
Rationale	Students will enter Year 7 with varying experiences, knowledge and skills in Art. The curriculum content in Year 7 will not only help to develop the foundation skills and knowledge required to meet the KS3 National Curriculum, but will bridge the gap between KS2 and KS3 for a smooth transition. The topic 'Amazing Animals' will encourage learners to be inquisitive; promoting a sense of creative freedom to engage, inspire and challenge them to use their imagination, experiment and create their own works of art, craft and design. The 'project-based' structure of Year 7 will not only enable students to understand how a project is sequenced in preparation for GCSE Art, but the curriculum content will be closely matched to the four GCSE Assessment Objectives: Developing ideas, Exploring media, Recording ideas and Presenting a final outcome. This will be underpinned by key skills in literacy to support with contextual understanding, analysis and to build their vocabulary in preparation for each transition point. Students will then further develop their knowledge base and skills set through each year in preparation for GCSE and beyond.					
Topics						
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Lynnette Shelley analysis Intro to visual elements Intro to art genres Title page planning Understanding tone Applying tone	Understanding colour theory Mixing with paint Understanding colour vocab. Developing paint techniques Learning the grid method Butterfly wing painting	Alice in Wonderland (Links to English curriculum) John Tenniel analysis Intro to line and texture Drawing texture Photomontage hybrid creature	Hybrid creature drawing Understanding coloured pencils Continuous line drawing Picasso and line	Understanding how to create a final piece plan Selecting media, techniques and processes Refining a design Considering text for storytelling	Making the final outcome Considering form as low relief Review, refine and reflect Developing evaluation skills	
Assessment						
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
1. Baseline shoe test 2. Hybrid bug drawing 3. Homework (as below)	1. Painted butterfly wing 2. Homework (as below)	1. Hybrid animal collage 2. Homework (as below)	1. Hybrid animal drawing 2. Homework (as below)	1. Final piece planning 2. Homework (as below)	1. Final outcome 2. Homework (as below)	
Homework						
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Lynnette Shelley Pages With Purpose	Lynnette Shelley copy and response	Henry Hudson 'Alice in Wonderland' landscape project	Picasso Line Project Pages with Purpose	Pages with Purpose task	Visual elements and colour theory assessment	

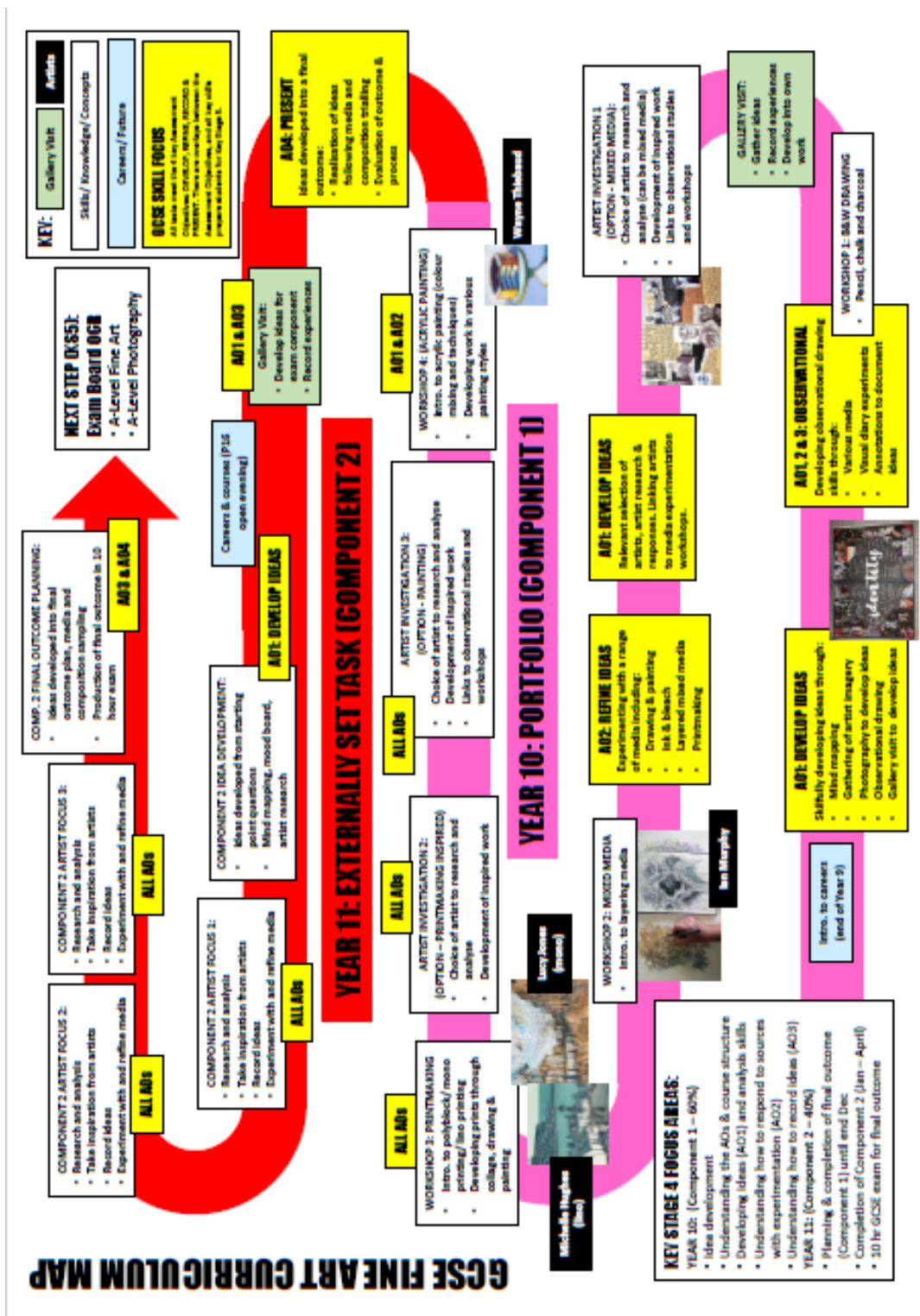


Year 8 Art Curriculum					
Subject Intent	To apply and further develop the skills and knowledge developed in Year 7, whilst embedding art history knowledge learning about art movements and how Art fits within a timeline. Students will focus on 3 key art movements: Cubism, Surrealism & P op Art (with additional homework tasks linked to Fauvism and Ukiyo-e Japanese Art), researching the specific style and ideas related to each movement and key linked artists. They will develop work in response to each artist and then bring these together into a mixed media outcome using the genres of portraiture and landscape as a focus. Students will develop their understanding of facial mapping linked to portraiture, applying this to portrait studies. Students will also develop an understanding of how Art today is impacted and influenced by the past by looking at current artists inspired by Art movements.				
Rationale	Learning about the deeper context behind Art history and Art movements will enable students to understand how it has evolved through time to what it is today. This will prepare students not only with a broader awareness of artists, but how their work fits into specific Art movements, can overlap various movements and how artists today are influenced by the past. They can use this knowledge to enrich their Art experience moving forward into GCSE. Understanding portraiture is another key skill which prepares students for GCSE; teaching them about proportion and facial mapping (placement of features). They will apply these skills to portraiture styles across various Art movements. Through each term, students will research and analyse references (Developing ideas), experiment with media trialling (Exploring media), document their ideas in writing (Recording Ideas) and they will produce an inspired piece of work (Presenting a response). This will culminate in a final piece which brings together all their sketchbook work into a final response; mirroring the process carried out at GCSE and A-Level. Art literacy will focus on reflective writing and comparisons to strengthen skills from Year 7.				
Topics					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reminder of the Art genres Designing a title page Understanding facial mapping Portrait drawing (Realism)	Intro to Cubism Comparing Picasso & Condo (past & present) Designing Cubist features Developing a Cubist portrait Understanding mixed media	Intro to Surrealism Developing 2 inspired pieces Working with oil pastels Working with paint	Intro to Pop Art Comparing Warhol, Lichtenstein and Opie Developing oil pastel skills Developing skills in block colour painting Creating two responses to show development	Refining final piece planning skills Selecting media, techniques and processes Refining a design Incorporating deeper context	Making the final outcome Considering form with low relief Review, refine and reflect Developing illustrated evaluation skills
Assessment					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1. Baseline portrait test 2. Tonal portrait drawing 3. Homework (as below)	1. Cubist portrait 2. Homework (as below)	1. Melting object painting 2. Homework (as below)	1. Julian Opie portrait 2. Homework (as below)	1. Final piece planning 2. Homework (as below)	1. Final outcome 2. Homework (as below)
Homework					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Famous Portraits 'title page design	Ukiyo-e Project with Pages with Purpose	Cubism & Surrealism assessment	Fauvism project with Pages with Purpose	Final piece	Art movements assessment

YEAR 9 ART CURRICULUM MAP



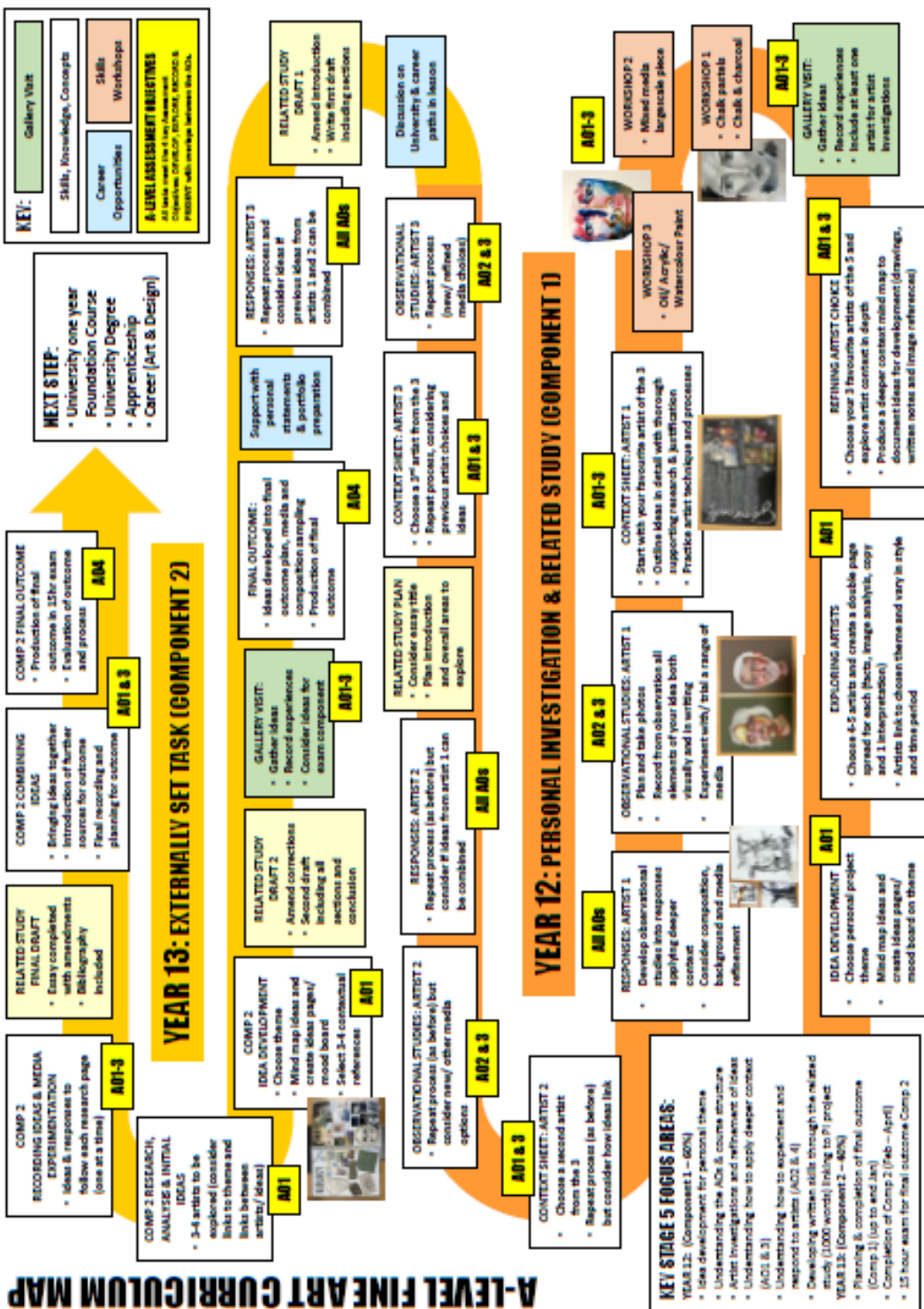
Year 9 Art Curriculum					
Subject Intent	Students will experience a 5 week rotation of Art. In this time, they will work on a mini project to strengthen their knowledge of contemporary Street Art, as a progression from their Year 8 Art Movements project. They will develop skills in research, analysis, copy and response, which will prepare them with the necessary skills for GCSE. They will look at Street Art, linked again to art movements, as one of the current styles of Art today, but gaining an awareness of the origins of Street Art through Cave Art, linking to Art and life before Art movements. They will develop the necessary skills required for GCSE by: responding in multiple ways to the artists Banksy, INVADER and Cave Art (AO1), forming their own opinions based on research (AO3), and experimenting with and refining a range of media and materials including printmaking (AO2), as well as designing their own graffiti text piece. They will then develop their resilience, imagination and curiosity by combining their outcomes into one final response through the rebellious process of torn collage inspired by the artists Faile & Raymond Hains (AO4). Key Art vocabulary will be covered throughout: developing terminology relevant to Street Art.				
Rationale	Year 9 will extend on from Year 8; introducing students to the origins of Art (Cave Art) and one of the contemporary styles of Art today (Street Art). This will enable students to have a wide ranging understanding of the extent to which Art has evolved. The four week course will provide students with a snapshot of GCSE Art, working through the four Assessment Objectives. It will also explore the legalities of Street Art; encouraging students to consider whether this form of Art is vandalism or not. The final outcome will promote confidence, resilience and curiosity, where students will tear up their work to create a final 'rebellious composition' which will push them outside their comfort zones. Students will also have the opportunity to trial printmaking in preparation for GCSE, whilst considering how text can play an important role in Art (Illustration and Graphic Design). There will be a photography homework task which will also provide students with some basic composition skills required for GCSE Photography.				
	Topics				
Week 1	Week 2	Week 3	Week 4	Week 5	
Intro to Graffiti timeline Learning key terms Designing a name 'piece'	Continuing name with coloured pencil blending Intro to Banksy Recording info from a video source and interpreting into a research paragraph	Producing an artist page Banksy rebellious rat response Banksy silhouette response Considering context	Intro to Cave Art Working with primitive equipment and a limited colour palette Developing Cave Art responses Intro to Pixel Art & INVADER Pixel Art response	Learning printmaking Text Art repeat prints Intro to Faile and Rotella Understanding how to make a torn composition Making the final outcome	
	Assessment				
Week 1	Week 2	Week 3	Week 4	Week 5	
Assessment based on practical work, written skills and final outcome (end of rotation)	Assessment based on practical work, written skills and final outcome (end of rotation)	Assessment based on practical work, written skills and final outcome (end of rotation)	Assessment based on practical work, written skills and final outcome (end of rotation)	Assessment based on practical work, written skills and final outcome (end of rotation)	
	Homework				
Week 1	Week 2	Week 3	Week 4	Week 5	
	Graffiti photoshoot				



Year 10 GCSE Art Curriculum					
Subject Intent	Students will utilise the skills and knowledge developed in Key Stage 3 and then build on these throughout their GCSE. They will work solely on Component 1: Portfolio in Year 10 (60% of final grade), and they will strengthen skills and knowledge which are aligned with the four GCSE assessment objectives (Developing ideas, Exploring media, Recording ideas and Presenting a personal response), to assist them in meeting the requirements of the course. They will work within the main theme of 'Identity', considering personal connections and exploring the meaning of this word. They will be introduced to the work of artists from all backgrounds and cultures, both contemporary and traditional, but also visit galleries to help provide inspiration; learning how to view the world around them with an inquisitive eye. However, there will be freedom to explore artists of their choice and sub-themes which spark interest. They will build confidence across a wide range of media, with skills workshops to strengthen and refine, as well as introduce new media. This will enable them to create responses to artists and other contextual sources.				
Rationale	Having build a foundation of skills and knowledge in KS3, students will use this as a base for further development throughout Year 10. The open theme of 'Identity' will allow students creative freedom and independence to nurture curiosity and give them resilience to experiment and explore areas of interest within the project themes. Students will be encouraged to continually question, in order to gain a stronger understanding of visual dynamics; which will help them to understand ideas and concepts behind artwork (a requirement of the A-Level course). Responding to artists will help to develop their imagination throughout the course, along with their ability to explore new ideas to help realise their intentions. Component 1 will provide students with the necessary skills which can then be applied to Component 2: Externally Set Task in Year 11, as this follows the same structure/ process alongside the four Assessment Objectives.				
	Topics				
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
COMPONENT 1 Intro to Identity Project Understanding the AOs Exploring presentation at GCSE level Identity Intro sheet (mind mapping, artist research, drawings and notes) My Photos sheet	COMPONENT 1 B&W drawing workshops (pencil, chalk & charcoal) Identity linked observational and secondary source drawings	COMPONENT 1 Gallery Visit and write up Understanding how to produce an artist context page Artist 1 context page, copy and response	COMPONENT 1 Understanding how to respond to an artist Learning how to annotate Producing responses to artist 1 Printing process/ analysis	COMPONENT 1 Monoprinting/ lino workshop with artist links Developing a monoprint with mixed media workshop Artist 2 context page, copy and response	COMPONENT 1 Completion of responses to artist 2 Acrylic painting workshops Artist 3 context page (option to study a painter) Artist 3 responses
	Assessment				
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Identity Introduction sheet My Photos sheet (work assessed holistically at each data point)	Identity tonal pencil drawing Chalk and charcoal drawing (work assessed holistically at each data point)	Gallery write up sheet Artist 1 context sheet (work assessed holistically at each data point)	Artist 1 responses Printmaking written work (work assessed holistically at each data point)	Monoprint/ linoprint sheets Print developments Artist 2 context sheet (work assessed holistically at each data point)	Artist 2 responses Artist 3 context sheet (work assessed holistically at each data point)
	Homework				
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Drawings for intro sheet Identity photoshoot	Developing further 'Identity' themed observational drawings Visual diary homework	Additional drawings for gallery sheet Artist copy for context page Additional responses for artist 1	Working on artist 1 responses from a variety of source material	Completion of mixed media printmaking development experiments	Completion of artist 3 responses during the Summer break

Year 11 GCSE Art Curriculum					
Subject Intent	Year 11 will focus on the completion of Component 1 work, with students finishing their responses to artist 3; having a strong understanding of the process of creating work inspired by artists and contextual sources at this stage of the course. They will then develop their ability to plan a final outcome by reviewing their entire portfolio and considering how to move their ideas forward. Component 2, released in January, will provide students with a choice of 5 topics, of which students must narrow this down to one theme to explore for their externally set task. They will follow the same process of idea development, artist research, gathering reference imagery, responding to artists and experimenting with media, through to final piece planning. Students will select their most successful media for their final outcome, an appropriate size and surface to execute during their 10 hour exam.				
Rationale	The final part of Component 1 will prepare students with the planning and refinement skills required to meet Assessment Objective 4. These skills will also prepare them for the final stages of Component 2. Students will have an awareness of time management, so they know how to best manage their time for the 10 hour exam. Students will have explored a wide range of media, techniques and processes throughout Component 1, which will also help them make appropriate choices for Component 2. Their understanding of project structure will also not only prepare students for Component 2, but also for A-Level. Students will build confidence in their ideas, methods, and how to present a portfolio of work which demonstrates their potential and enjoyment for their work. Their literacy skills will incorporate a strong subject specific vocabulary, which they will apply confidently to written analysis and personal reflections. By the end of the course they will be equipped to extend their Art education further into Key Stage 5 with a skillset which mirrors the A-Level course structure and Assessment Objectives. Students will have also developed into curious learners who value the importance of questioning, problem solving and experimentation; skills which are also transferrable across their education				
	Topics				
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
COMPONENT 1 Artist 3 responses Developing planning skills (mind mapping, drawings, media experiments)	COMPONENT 1 Final outcome production Evaluation	COMPONENT 2 Introduction to the externally set task Project introduction sheet Documenting a gallery visit Artist 1 context Artist 1 responses	COMPONENT Artist 2 context Artist 2 responses Artist 3 context Artist 3 responses	COMPONENT 2 Final outcome planning 10 hour exam	
	Assessment				
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Artist 3 responses Final outcome planning (work assessed holistically at each data point)	Final outcome (Component 1 work assessed as a whole against Assessment criteria for an overall mark /120)	Introduction sheet Gallery visit write up Artist 1 context Artist responses (work assessed holistically at each data point)	Artist 2 context Artist 2 responses Artist 3 context Artist 3 responses (work assessed holistically at each data point)	All work from Component 2 assessed against the OCR Assessment criteria for an overall mark /80	
	Homework				
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Response and planning completion	Refinement to Component 1 work Completion of the final outcome outside lesson time	Photoshoot linked to project Observational studies using mixed media Completion of artist responses	Further photoshoots to support artist pages Observational studies Completion of artist responses Commence final planning	Complete final planning and necessary preparation for the exam Production of a time management plan for the exam	

A-LEVEL FINE ART CURRICULUM MAP



Year 12 & 13 A-Level Fine Art Curriculum					
Subject Intent	Key Stage 5 will provide students with the opportunity to strengthen confidence in developing as artists. Students will discover and build on their areas of strength in terms of style and media (from GCSE) and will have the independence and freedom to explore a topic of their choice in their Personal Investigation - Component 1. This will encourage enjoyment and personal interest to motivate and engage. The Assessment Objectives for the A-Level course mirror those at GCSE, but emphasize the importance in deepening both knowledge and skills. Students will develop confidence in using a sketchbook in order to document their ideas, record working practice, and then extend onto larger design sheets to explore larger outcomes and responses outside the book, as well as larger finished outcomes both 2D and 3D. They will learn how to think critically about their work and the work of others, whilst researching around their topic to gain a wider understanding which can be applied to their practical and written work. This will be carried out as part of artist reflections and analysis, but also as part of the Related Study (essay) which links closely to the Personal Investigation. Just as the GCSE course comprises of two components, as does the A-Level. When the exam paper is released at the start of February, students will choose one theme and complete a sketchbook of work which meets the Assessment Objectives, and culminates in a 15 hour (3 day) exam where a practical outcome is created.				
Rationale	The A-Level course will develop on from the GCSE course, in greater depth, not only preparing students with the skills and knowledge required beyond Key Stage 5, but it will give them the courage and confidence to apply for a future career/ apprenticeship/ further education in any field of Art & Design. The course will take an open approach to Fine Art; enabling students to explore a theme of personal significance, whilst working with media they enjoy (2D or 3D). They will have the opportunity to explore cultural, historical references, to promote a deeper understanding of connections and influences; giving a broader awareness of Art. This deeper understanding will demonstrate strengthened literacy skills, an increased subject specific vocabulary and improved essay writing skills, which are transferable in other subjects. There will be a strong emphasis on understanding concepts in Art and applying these to their work, as critical questioning is a key skill which artists have when planning their work. Sketchbooks will be introduced in order to document ideas in a structured, logical way, as they would in further education, and by practising artists. Equally, by encouraging students to work on a variety of scales outside their sketchbooks, this will encourage students to be ambitious in their approach to responses and outcomes.				
Topics					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YEAR 12 Intro to Personal Investigation Idea development Exploring artists (analysis, copy and response) X5 YEAR 13 Review and reflect - planning for the final outcome Related Study Draft 1	YEAR 12 Completion of artist explorations Refining ideas planning pages to narrow artists Workshop 1 - pastels, chalk and charcoal Workshop 2 - Mixed media Workshop 3 - Oil/ acrylic/ watercolours YEAR 13 Producing the final outcome for Component 1	YEAR 12 Gallery visit write up Development of work from gallery visit YEAR 13 Introduction pages and title page 2nd Gallery visit write up Artist 1 context and responses Related Study Draft 2	YEAR 12 Artist 1 context and responses YEAR 13 Artist 2 and responses Artist 3 context and responses	YEAR 12 Context sheet artist 2 and responses YEAR 13 Refining work Planning for the final exam Making the final outcome for Component 2 in the 15 hour exam Related Study Final Draft	YEAR 12 Context sheet artist 3 and responses Related Study planning YEAR 13 Course has finished
Assessment					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Work marked holistically for data entry points	Work marked holistically for data entry points	Work marked holistically for data entry points	Work marked holistically for data entry points	Work marked holistically for data entry points	Work marked holistically for data entry points
Homework					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YEAR 12 Complete research and gather ideas Select 5 artists of interest YEAR 13 Completion of planning components (Media, recording ideas etc.) Related Study Intro	YEAR 12 Completion of artist explorations YEAR 13 Producing the final outcome for Component 1	YEAR 12 Continuation of gallery pages YEAR 13 Ideas/ reference photoshoot Completion of work carried out in class Related Study draft 2	YEAR 12 Completion of some outcomes for artist 1 YEAR 13 Completion of work from artist 2 and 3	YEAR 12 Completion of artist 2 responses YEAR 13 Ensure that outcome planning is completed Completion of time management plan Final Related Study Draft	YEAR 12 Completion of artist 3 responses Related Study planning YEAR 13 Course has finished

Art References			
Key Stage 2 & 3 National Curriculum National Curriculum - Art and design key stage 3			
KS4 GCSE The OCR GCSE Art & Design Specification with details of course content, assessment objectives and mark sheets https://www.ocr.org.uk/Images/220463-specification-accredited-gcse-art-and-design-j170-j176.pdf Overviews on different art specialisms/ techniques/ formal elements/ principles of Art and understanding the various parts of the GCSE course https://www.bbc.co.uk/bitesize/examspecs/zds7tcw Preparing for the GCSE Art Externally Set Task (exam) https://www.bbc.co.uk/bitesize/guides/zk7p3qt/revision/1			
KS5 A-Level Fine Art The OCR A-Level Art & Design Specification with details of course content, assessment objectives and mark sheets https://www.ocr.org.uk/Images/170210-specification-accredited-a-level-gce-art-and-design-h600-h606.pdf A fantastic resource for all Art and Photography students with blogs, articles and ideas to help you with your project https://www.studentartguide.com			
Further reading			
BOOK	AUTHOR	PUBLISHER	OVERVIEW
The Art Book		Phaidon	Various works of art by artists throughout time
Understanding Art isms....	Stephen Little	Herbert Press	An overview on Art Movements and how Art has evolved over the years
Drawing: A Complete Guide	Giovanni Civardi	Search Press	Advice and examples on drawing portraits, figures, clothes, hands and feet
Mixed-Media Collage	Holly Harrison	Quarto Publishing Group	Collage artists to give you advice on different collage techniques
Learn to Paint in Acrylics With 50 Small Paintings	Mark Daniel Nelson	Search Press	Advice on painting with acrylic paint using different techniques
Still Life Made Simple in Acrylics	Jennifer Margrave-Garcia	Self published	Advice on painting still life images using acrylic
Experimental Textiles	Kim Thittichai	Batsford Ltd	Various textiles techniques for inspiration