



**Art**

**5 Year**

**Curriculum Journey**

**2021 - 2022**

## Subject: Art and Design

Year group: 7

KS3 Yr 7 Topic:

Landscapes, Mythical Creatures and Aboriginal Art

	Content	Department Assessment(s)
<b>Autumn Term</b>	Observational drawing of a white mug including the use of tonal shading, perspective and proportion <b>Landscapes inspired by Vincent Van Gogh</b> Colour theory and perception The Colour Wheel Mark making in a range of media Research and analysis of artists Developing work in response to an artist Collage and composition skills Giving and taking feedback Self-reflection and refinement	Sketchbook  Final Composition made with chalk pastel and collaged together.
<b>Spring Term</b>	<b>Mythical Creatures- Myths and Legends</b> Research of mythical creatures Collaged mythical creatures Drawing Planning and refining 3D model making	Sketchbook  3D creature
<b>Summer Term</b>	<b>Aboriginal Art</b> Research Story telling through symbolism and art Development of colour mixing and application of paint Story-telling and narrative in art Development of ideas Planning a composition	Sketchbook  Final Composition
<b>Homework</b>	<b>Home learning</b> is used to reinforce ideas and develop work and skills learnt in class, formative feedback will be given for this and classwork.  Lessons are fortnightly and for 100 minutes	

<p><b>Recommended Reading / Viewing/</b></p>	<p>Visits to the National Art gallery where there are 2 examples of Van Gogh's work in, one of which is a landscape 'Wheat Field with Cypresses'.</p> <p>The <b>Natural History Museum</b> represents all of the animal kingdom and can inspire ideas for the Mythical Creatures unit.</p> <p>The <b>British Museum</b> will have some mythical creature inspired art including a free resource 'Myths and legends' on their website which can be downloaded.</p> <p>Watching '<b>Rabbit Proof Fence</b>' will give students an insight into the racism experienced by the Aborigines and lend context to the artwork in terms of the hostile, arid yet colourful environment in which some still live.</p> <p>Grayson Perry's Art Club Channel 4</p>
<p><b>How can technology help in this subject?</b></p>	<p>Technology can support students in their research and presentation of work</p> <p>Students can virtually visit art galleries</p>
<p><b>Skills required to succeed in this subject...</b></p>	<p>Drawing practice</p> <p>Skills in devising and developing ideas</p> <p>Literacy skills</p> <p>Use of colour theory and practical colour mixing and blending.</p> <p>An interest in people, culture and religions.</p> <p>Resilience and risk taking for art experimentation</p>
<p><b>Personal Equipment needed to support home learning</b></p>	<p>Pencil, a pencil sharpener, an eraser, a set of colouring pencils or a set of water colour paints (tablet variety available in shops such as The Works or Supermarkets)</p>
<p><b>Vision for this subject...</b></p>	<p>Art and Design permeates most things in life that we enjoy due to its visual and accessible nature. Clothing, trainers, car design, buildings, film and games design. Students should always strive to do their best no matter what they perceive their ability to be. A creative mind and skills in creative problem solving is transferable in to all areas of the curriculum and throughout life.</p>

**Subject: Art and Design**

**Year group: 8**

**KS3 Yr 8 Topic:**

Mexican Day of the Dead, Portraiture and  
Grayson Perry Pots

	<b>Content</b>	<b>Department Assessment(s)</b>
<b>Autumn Term</b>	<p>Observational drawing Research and discussion Looking at The work ' Dream of a Sunday Afternoon in Alameda park' by Diego Riviera. Developing written and drawn responses to this the work of Frida Kahlo and Jose Guadalupe Posada Looking at Mexican Folk art and it's place in Mexican culture and society Developing ideas Designing Paper Cutting – Papel Picado Developing and refining a design for a sugar skull lino cut print Health and safety of cutting lino Learning skills in cutting lino Print making</p>	<p>Sketchbook  Papel Picado  Lino cut print</p>
<b>Spring Term</b>	<p><b>Portrait Drawing</b> Portrait painting and creation through Art History / Symbolism / Technique and purpose Analysis of a portrait including a transcription using a variety of materials. Drawing a portrait with minimal teacher input Facial Proportion Mark making and Tonal shading Portraits in a range of media in response to artists</p>	<p>Sketchbook and larger pieces</p>

<p><b>Summer Term 3</b></p>	<p><b>Grayson Perry Pots- collaborative sculpture</b>          Research          Analysing artwork          Developing literacy skills          Collaborative research, development and planning          Presenting ideas          Developing a design including surface decoration          Model making using recycled objects          Illustration and Symbolism in surface decoration</p>	<p>Sketchbook</p> <p><b>Pot</b> – 3D piece made in collaboration with a peer</p>
<p><b>Homework</b></p>	<p><b>Lessons are fortnightly</b></p> <p><b>Home learning</b> is used to reinforce ideas and develop work and skills learnt in class, formative feedback will be given for this and classwork.</p>	
<p><b>Recommended Reading / Viewing/</b></p>	<p>There are events in London and at the <b>British Library</b> around the time of the Day of the Dead and it is worth checking their website at the end of October to see what events are taking place to celebrate this rich tradition.</p> <p>Watching <b>The Book of Life</b> or <b>Coco</b> will enhance and prepare students for the mind map element of this day of the Dead project.</p> <p><b>NPG</b> (National Portrait Gallery) website is a great resource for researching portraits past and present day. The gallery is currently closed for refurbishment.</p> <p>The <b>British Museum</b> will have some Greek pots with historical stories on them</p> <p>The <b>Serpentine</b> gallery website, exhibition section of the website shows a past show from 2017 of Perry's pots</p> <p><b>The Tate</b> website (tate.org) also has resources about Grayson Perry including a film, one of his pots resides there also to visit – check the website for updates.</p> <p>Watching '<b>Rabbit Proof Fence</b>' will give students an insight into the racism experienced by the Aborigines and lend context to the artwork in terms of the hostile, arid yet colourful environment in which some still live.</p> <p><b>Grayson Perry's Art Club</b> Channel 4</p>	

<p><b>How can technology help in this subject?</b></p>	<p>Technology can support students in their research and presentation of work And in accessing gallery and museum websites for more in depth information</p>
<p><b>Skills required to succeed in this subject...</b></p>	<p>Drawing practice</p> <p>Skills in devising and developing ideas</p> <p>Literacy skills to express a point of view and present research connecting it to their ideas</p> <p>Use of colour theory and practical color mixing and blending.</p> <p>An interest in people, culture and religions.</p> <p>Resilience and self-reflection</p>
<p><b>Personal Equipment needed to support home learning</b></p>	<p>Pencil, a pencil sharpener, an eraser, a set of colouring pencils or a set of water colour paints (the tablet variety available in shops such as The Works or Supermarkets)</p>
<p><b>Vision for this subject...</b></p>	<p>Art and Design permeates most things in life that we enjoy due to its visual and accessible nature. Clothing, trainers, car design, buildings, film and games design. Students should always strive to do their best no matter what they perceive their ability to be.</p> <p>A creative mind and the ability to creatively problem solve is transferable in to all areas of the curriculum and throughout life.</p>

## Subject: Art and Design

**Year group: 9**

**KS3 Yr 9 Topic:** Campaign Placards and Core Art Skills Recall and Development

	<b>Content</b>	<b>Department Assessment(s)</b>
<p><b>1 Term</b></p> <p><b>Students either start in September and rotate in February or</b></p> <p><b>Start in February and complete the brief in July.</b></p>	<p>Observational drawing</p> <p>Research on Protest Art and the work of Bob and Roberta Smith and Sister Corita Kent</p> <p>Developing plans of ideas and compositions</p> <p>Protest Art connecting to Pupil Voice</p> <p>Research and drawing of different typefaces, looking at the perception of typography in advertising and graphic design.</p> <p>Developing plans and experimentation of ideas and compositions</p> <p>Creating a final outcome through the use of imagery, symbolism and typography</p> <p>Self-reflection and refinement to take place</p>	<p>Sketchbook</p> <p>Protest Placard</p>
<p><b>Half a term</b></p>	<p><b>Perspective-</b> Kubrick 2001 / Hogarth's satire on wrong perspective etc.</p> <p><b>Composition</b> Looking at Hattie Stewart and Keith Haring</p> <p>Use of <b>Tonal shading</b>– Looking at MC Escher, Guernica by Picasso</p>	<p>Sketchbook</p> <p>Artwork</p>
<p><b>Homework</b></p>	<p><b>Lessons are fortnightly at 100 minutes long</b></p> <p><b>Home learning</b> is used to reinforce ideas and develop work and skills learnt in class, formative feedback will be given for this and classwork.</p>	
<p><b>How can technology help in this subject?</b></p>	<p>Technology can support students in their research and presentation of work</p> <p>Students may virtually visit exhibitions</p>	

<p><b>Skills required to succeed in this subject...</b></p>	<p>Drawing practice</p> <p>Skills in devising and developing ideas</p> <p>Literacy skills to express a point of view and present research connecting it to their ideas</p> <p>Use of colour theory and practical colour mixing and blending.</p> <p>Discussion and debating</p>
<p><b>Personal Equipment needed to support home learning</b></p>	<p>Pencil, a pencil sharpener, an eraser, a set of colouring pencils or a set of water colour paints (tablet variety available in shops such as The Works or Supermarkets)</p>
<p><b>Vision for this subject...</b></p>	<p>Art and Design permeates most things in life that we enjoy due to its visual and accessible nature. Clothing, trainers, car design, buildings, film and games design. Students should always strive to do their best no matter what they perceive their ability to be. A creative mind is transferable in to all areas of the curriculum.</p>



## Subject: Art – Theme: Portraiture and Still Life

**Year group: 10**

**Exam Board: AQA**  
**40% Terminal exam**  
**60% Portfolio**

### Content

### Department Assessment(s)

**Autumn  
Term 1**

Researching Portrait Art and artists  
 Observational tonal and linear drawings of their  
 portrait.  
 Transcription  
 Analytical writing

Sketchbook

**Autumn  
Term 2**

Drawing from observation in a variety of materials  
 and processes  
 Developing and experimenting with their own ideas  
 and compositions  
 Lino cut printing

Sketchbook

**Spring  
Term 1**

Reviewing, refining and modifying work  
 Second unit on the theme of **Still Life**  
 Researching art genres AO1  
 Experimenting with different types of drawing from  
 observation in a range of materials  
 Transcription  
 Analytical writing

Sketchbook  
 Final lino cut composition  
 Sketchbook

**Spring  
Term 2**

Recording observations in a range of media and  
 processes.  
 Developing and experimenting with their own ideas  
 and compositions  
 Reviewing, refining and modifying as work  
 progresses

Sketchbook

**Summer  
Term 1**

Preparing and experimenting with planning the final  
 outcome referring to artists and developing skills in  
 the chosen mediums for the artwork

Mock Exam

**Summer  
Term 2**

Review of work  
 Improvements to sketchbook work  
 Reflective writing.

Sketchbook and final piece

<p><b>Homework</b></p>	<p>Substantial pieces of Homework is set once a week in Key Stage 4, sometimes there will be two smaller pieces to complete such as preparing tasks, writing or research for the following lesson.</p> <p>It will be a task to prepare for a lesson or to develop and hone skills taught in class</p> <p>Drawing tasks should take 90 minutes to complete as an A3 piece in their books</p>
<p><b>Subject / Department Key Terms</b></p>	<p>Research, Connect, Analyse, Describe, Explore Experiment, Demonstrate, Develop, Connect Plan, Design , Refine, Modify, Explain Produce</p>
<p><b>Recommended Reading / Viewing</b></p>	<p>Understanding Art...Isms by Stephen Little</p> <p>Tate.org – Art gallery website</p> <p>NPG.org – Portrait Gallery website</p> <p>AQA Art and Design Student Handbook</p>
<p><b>How can technology help in this subject?</b></p>	<p>Technology can support research and knowledge when looking at works of art as well as aid the production of art such as the use of Photoshop and photo editing apps on the computer. Students are at times encouraged to use their phones to take photos, and draw from images where they need to enlarge areas for drawing.</p>
<p><b>Personal Equipment needed to support home learning</b></p>	<p>2B pencil, an eraser, a sharpener, coloured pencils, paint set (water based), gel pens, glue</p>
<p><b>Skills required to succeed in this subject...</b></p>	<p>Research</p> <p>Drawing Practice</p> <p>An interest in the Arts</p> <p>An interest in nature, current news and the world in general can inform ideas</p>
<p><b>Vision for this subject...</b></p>	<p>Students invest their time and energy to genuinely resolve questions, themes and problems in a creative and inquisitive manner. This should always be completed to the best of their ability.</p>

<b>Subject: GCSE ART</b>		
<b>Theme:- Portraiture / Still Life / Terminal Exam</b>		
<b>Year group: 11</b>		<b>Exam Board: AQA</b> <b>40% Terminal exam</b> <b>60% Portfolio</b>
	<b>Content</b>	<b>Department Assessment(s)</b>
<b>Autumn Term 1</b>	Reviewing, refining and modifying the work of the previous two projects. Recording observations Analysing the work of other art, crafts and design people Experimenting with materials and processes Making connections in the work	Sketchbook work and final outcomes X2
<b>Autumn Term 2</b>	Students who are on track will undertake a satellite project Analysis and comparisons of practitioners that connect with work Recording observations Experimentation Devising and developing ideas	Sketchbook work and experiments
<b>Spring Term 1</b>	Exam paper is given to students Research Analysis of artists and responses to work Experimentation Recording observations and processes	Sketchbook work
<b>Spring Term 2</b>	Devising and developing ideas Refining and modifying	Sketchbook work
<b>Summer Term 1</b>	Planning Experimentation	Exam Sketchbook Final outcomes
<b>Summer Term 2</b>	Students work on improving their portfolio work until moderation is complete	Student Portfolio work and terminal exam marking Sketchbooks and final outcomes

		X3
<b>Homework</b>	<p>Substantial pieces of Homework is set once a week in Key Stage 4, sometimes there will be two smaller pieces to complete such as preparing tasks, writing or research for the following lesson.</p> <p>It will be a task to prepare for a lesson or to develop and hone skills taught in class</p>	
<b>Subject / Department Key Terms</b>	<p>Research, Connect, Analyse, Describe, Explore</p> <p>Experiment, Demonstrate, Develop, Connect</p> <p>Plan, Design , Refine, Modify, Explain</p> <p>Produce</p>	
<b>Recommended Reading / Viewing</b>	<p>Understanding Art...Isms by Stephen Little</p> <p>Tate.org – Art gallery website</p> <p>V&amp;A Museum</p> <p>William Morris gallery</p> <p>AQA Art and Design Student Handbook</p> <p>Use of the Kelmscott School Art Handbook</p>	
<b>How can technology help in this subject?</b>	<p>Technology can support research and knowledge when looking at works of art as well as aid the production of art such as the use of Photo Shop, ,CAD and Laser cutter where appropriate. Students are at times encouraged to use their phones to take photos, and draw from images where they need to enlarge areas for drawing.</p>	
<b>Personal Equipment needed to support home learning</b>	<p>2B pencil, an eraser, a sharpener, coloured pencils, paint set (water based), gel pens, glue, needle, thread, embroidery hoop</p>	

<b>Skills required to succeed in this subject...</b>	Creating and developing ideas Drawing Practice An interest in the Arts, popular culture and Film An interest in nature, current news and the world in general can inform ideas
<b>Vision for this subject...</b>	Students invest their time and energy to genuinely resolve questions, themes and problems in a creative and inquisitive manner. This should always be completed to the best of their ability.