

Subject: Art: Yearly Structure (Learning Journey)

Vision: To develop personal skills and artist expression, in a way that puts our students at the forefront of industrial and academic practise.

Brief overview of topics, themes, skills or key questions for each term:

Key Stage 3

Why are we teaching a knowledge-rich curriculum; how is it different?

Our curriculum is designed around high-quality art that engages, inspires and challenges our pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As our pupil's progress, they should be able to think critically and develop a more rigorous understanding of art. They should also know how art both reflects and shapes the visual world around us, and contributes to the culture, creativity and wealth of our nation.

Why are we teaching this content, in this order?

- Year 7 learning is focused around developing basic drawing, painting skills and 3D construction producing a personal response inspired by Artists past and present.
- In Year 8 Students experience working with a wider range of techniques and materials to that previously learnt. They are encouraged to develop and refine their skills learned in Year 7 and make cross-curricular links with English and Maths whilst working under the theme of 'colour, typography and abstraction' in a more expressive way.
- Under the theme of 'illustration, still life and independent study', Year 9 students explore a Culture, an Art Movement or Artist and are delivered in support of the transition from KS3 to KS4. They will continue to refine skills gained in lower years, build confidence in their own ideas and design and make a final piece in at least one of the following disciplines; Painting, Printing or Mixed Media.

How does our curriculum match the ambition of the National Curriculum?

We deliver a thoughtful programme of study which supports pupils' progression and fulfils all the requirements of the National Curriculum for students to experience materials and concepts.

How does the curriculum build on that from Key Stage 2?

Pupils will continue to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. We revisit, develop and mould this learning into new learning for the student, using a knowledge rich curriculum to establish skills that will help their self-belief and ability to use both visual and written communication in their work.

By the end of Key Stage 3, what key knowledge should pupils need to remember and be able to apply in this subject?

Pupils will have developed their creativity and ideas, and have increased proficiency in their execution. They will have developed a critical understanding of artists and designers, expressing reasoned judgements that can inform their own work.

Pupils are taught:

- To use a range of techniques to record their observations in sketchbooks, and other media as a basis for exploring their ideas.
- To use a range of techniques and media, including painting to increase their proficiency in the handling of different materials.
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design including periods, styles and major movements from ancient times up to the present day.
- To produce and evaluate their own work to given stimuli.

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 7 | <p>Learning to see:</p> <p>This is a knowledge rich programme which helps develop student skills using pencil to both draw and shade accurately. Student</p> | <p>Learning to see:</p> <p>This is a knowledge rich programme which helps develop student skills using pencil to both draw and shade accurately.</p> | <p>Impressionism</p> <p>Students study the work of Van Gogh to develop their understanding of Art History and mark making. They learn about Texture, Mark-making, Colour and</p> | <p>Impressionism</p> <p>Students study the work of Van Gogh to develop their understanding of Art History and mark making. They learn about Texture, Mark-making, Colour and lines using a</p> | <p>Antz</p> <p>Students will look at Installation art and work as a community to produce a response to the work of artist Rafael Gómezbarros .</p> | <p>Antz</p> <p>Students will analyse the installation work of artist and to write about his work confidently using art specific vocabulary, produce a suitable background for artist presentation, draw an insect in proportion using tonal gradation and mark making</p> |

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| | will complete a variety of exercises and homework's to develop their knowledge of composition and draughtsmanship. | Student will complete a variety of exercises and homework's to develop their knowledge of composition and draughtsmanship. | lines using a variety of media. Student will complete a variety of exercises and homework's to develop their knowledge of composition and will complete an independent final outcome. | variety of media. Student will complete a variety of exercises and homework's to develop their knowledge of composition and will complete an independent final outcome. | | techniques and design and make a final response. This will then be collated and presented. |
| 8 | <p>Colour</p> <p>This is a knowledge rich programme which helps develop student skills using coloured pencil to both draw and shade accurately. Student will complete a variety of exercises and homework's to develop their knowledge of composition and draughtsmanship.</p> | <p>Colour</p> <p>This will included grid drawing and will draw on a number of skill learnt throughout Year 7.This will included grid drawing and will draw on a number of skill learnt throughout Year 7.</p> | <p>Typography</p> <p>Students are going to explore how some artists use typography, to create art and express at times a political point of view or personal ideas. They will learn about <i>fonts</i> and characters in a specific style and size. These characters include</p> | <p>Typography</p> <p>lowercase and uppercase letters, numbers, punctuation marks, and symbols. They will learn about industrial process and careers based around creativity. They will experience collage and mono printing and lino printing.</p> | <p>Weave and 3 dimensions</p> <p>Students will look at contemporary artist Beatriz Milhazes and work to produce a response to her work Students will have to analyse the style and technique of the work writing and evaluating about her work confidently using art specific vocabulary, produce a suitable</p> | <p>Weave and 3 dimensions</p> <p>background for the artist presentation, draw and experiment using different materials and mark making techniques and design and make a final response. This will then be collated and presented in classrooms.</p> |
| 9 | <p>Illustrative Art:</p> <p>This is a knowledge rich programme which helps develop student skills using Automatic drawing</p> | <p>Illustrative Art:</p> <p>This is a knowledge rich programme which helps develop student skills using</p> | <p>Patterns in Art:</p> <p>Students develop skills in drawing, collage, IT, photography and etching using nature as a starting point.</p> | <p>Patterns in Art:</p> <p>Students develop skills in drawing, collage, IT, photography and etching using nature as a starting point. Choosing to study</p> | <p>Observation:</p> <p>Students develop academic skills using still-life as a starting point, they will develop drawing, rendering and accuracy skills, looking at</p> | <p>Teacher directed skill based project work to develop student skills</p> <p>(illustration, paint, conceptual, pencil work)</p> |

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| | and mark making Students use the artist Lucy Mclauchlan and for the artist presentation, draw and experiment using different materials and mark making techniques realised in print. | Automatic drawing and mark making Students use the artist Lucy Mclauchlan and for the artist presentation, draw and experiment using different materials and mark making techniques realised in print. | Choosing to study the work of either Shohei Otomo and Dan Hiller and developing their own composition from this. | the work of either Shohei Otomo and Dan Hiller and developing their own composition from this. | the work of Tjalf Sparnaay. They will also look at historical context of art and write about symbolism genre and meaning.) | |
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Key Stage 4

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 10 | Expressions: Students learn how to do research and presentation skills in their sketchbook Using Agnes Cecile as a starting point. They develop skills in painting watercolour, skin tones, drawing composition and portraiture. Students experiment with Mark making, photography, ink drawing, media | Expressions: Students learn how to do research and presentation skills in their sketchbook Using Hope Gangloff as a starting point. They develop skills in painting watercolour, skin tones, drawing composition and portraiture. students experiment with Mark making, | Expressions: Students produce portrait photography, develop skills in mono & dry point printing, media & printing experiments, developing ideas through sketching and annotations finally showing learning through their final response. Hope Gangloff and Agnes Cecile students are encouraged to find their | Expressions: Students produce portrait photography, develop skills in painting and drawing to develop their final response. This is based on a narrative and conceptual nature of the students own choosing but should reflect their lives and ideas. Each outcome will be personal to the creator and should show their skills ability and ambition. | Personal Investigation Students respond to one of seven titles given by the exam board and structure their own project based on their chosen influences and artists and specialisation in a range of chosen media In preparation for year 11. In this module students learn research and presentations skills, working on units AO1/AO3 | Personal Investigation Students respond to one of seven titles given by the exam board and structure their own project based on their chosen influences and artists and specialisation in a range of chosen media In preparation for year 11. In this module students learn research and presentations skills, working on units AO1/AO3 |

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| | experiments and final compositions. | photography, ink drawing, media experiments and final compositions. | own artistic influence and produce a range of prints | | | |
| 11 | <p>Personal Investigation</p> <p>Students respond to one of seven titles given by the exam board and structure their own project based on their chosen influences and artists and specialisation in a range of chosen media In preparation for year 11. In this module students learn research and presentations skills, working on units AO1/AO3</p> | <p>Personal Investigation</p> <p>Students respond to one of seven titles given by the exam board and structure their own project based on their chosen influences and artists and specialisation in a range of chosen media In preparation for year 11. In this module students learn research and presentations skills, working on units AO2/AO4</p> | <p>Exam Preparation:</p> <p>Students respond to one of seven titles given by the exam board and structure their own project based on their chosen influences and artists and specialisation in a range of chosen media In preparation for year 11. In this module students learn research and presentations skills, working on units AO1/AO3</p> | <p>Exam Preparation:</p> <p>Students respond to one of seven titles given by the exam board and structure their own project based on their chosen influences and artists and specialisation in a range of chosen media In preparation for year 11. In this module students learn research and presentations skills, working on units AO2/AO3</p> | 10hr Art exams | |

Key Stage 5

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| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 12 | Teacher directed skill based project work to develop student skills. This will be based on drawing painting and printing where students will develop personal. | Teacher directed skill based project work to develop student skills. This will be based on drawing painting and printing where students will develop personal. | Personal investigation major unit and specialisation in a range of chosen media | Personal investigation major unit and specialisation in a range of chosen media | Personal investigation major unit and specialisation in a range of chosen media | Personal investigation major unit and specialisation in a range of chosen media |
| 13 | Personal investigation major unit and specialisation in a range of chosen media. | Personal investigation major unit and specialisation in a range of chosen media | Exam Questions given out. Student complete personal research chosen topic. | Student complete personal research into chosen topic. | 15hr Art exams | |