

Year 7 - ART Overall Curriculum Intent

Vision: To give every student the opportunity to fully explore and develop their artistic practice. Through self-expression and creativity, they will build both confidence and a sense of individual identity. Who also have the who have the courage and confidence to discover and contribute to the world around them.

By the end of KS3 students will be proficient in drawing, painting, and sculpture. They will also have been exposed to wider art forms such as textiles and photography. Learning is sequentially planned, where powerful knowledge is broken down and into individual skills before being developed, explored, recorded, and then presented in an outcome. Practical knowledge is supported by rich theoretical learning. Students are introduced to an extensive range of relevant artists from historical, modern, and contemporary movements allowing students to learn how to contextualise their personal artistic practice. Producing work which reflects their own ideas and experiences in their own and others' cultures.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Self-Image: Drawing and Painting			Day of the Dead: Textiles		
Practical Knowledge Introduced	<p><u>Pencil Self Portraits</u></p> <p>Students are introduced to fundamental drawing skills as they learn about the formal elements tone. Line, shape, form, and texture.</p> <p>They transfer these skills into observational drawings of their own facial features, looking at tonal shading, line drawing and mark-making and how to use ghost lines.</p> <p>They will also learn about the proportional guidelines of their own faces.</p>	<p><u>Colour Theory & Water colour techniques</u></p> <p>Students are introduced to colour theory and painting skills. Also, they are introduced to the formal elements of colour.</p> <p>Students look at colour theory on how to colour mix with primary, secondary, and tertiary colours. What harmonious and complementary colours are, and how to use colour symbolism, and water colour techniques. Applying these skills into visual studies of their own facial features with water colour and oil pastels.</p>	<p><u>Self-Portrait Final Outcome</u></p> <p>Students are not introduced to any new knowledge in this term.</p> <p>The focus is retrieving prior knowledge from the previous terms and applying what they have learnt to their own outcome.</p> <p>The students will create a self-portrait painting, inspired the artists they have looked at within this project.</p> <p>Assessment Point 1</p>	<p><u>Hand Sewing Skills</u></p> <p>Students are introduced to fundamental hand sewing skills of threading a needle and tying a knot.</p> <p>These skills are then built on as they embark on learning a range of embroidery stitches, including running, cross and couching. They are also introduced to more expansive expressive drawing methods of using a needle and thread.</p>	<p><u>Scissor and Joining Skills</u></p> <p>Students are introduced to scissor skills within textiles, looking at Papel Picados and how to use templates to cut fabric.</p> <p>Key embroidery stitches are revisited as they apply these skills into practice joining fabric through applique methods.</p> <p>They also begin to plan and design their outcome through collage, considering the Mexican influences learned in the project.</p>	<p><u>Felt Calavera Final Outcome</u></p> <p>Students are not introduced to any new knowledge in this term.</p> <p>The focus is retrieving prior knowledge from the previous terms and applying what they have learnt to their own outcome.</p> <p>The students will create a stuffed felt Calavera skull, inspired by the artists they have looked at within this project.</p> <p>Assessment Point 2</p>
Practical Knowledge	Drawing: Pencil, charcoal, and graphite.	Painting: Watercolours Drawing: Pencil and Oil Pastels	Painting: Watercolours Drawing: Pencil	Drawing: Pencil and pen & wash Textiles: Hand sewing stitches Printing: Poly Tile Prints	Drawing: Pencil and Pen & Wash Textiles: Hand sewing, applique, embellishments, and collage	Drawing: Pencil and Pen & Wash Textiles: Hand sewing, applique, embellishments, and collage
Theoretical Knowledge	Key Artists: Leonardo Da Vinci Picasso – Blue Period	Key Artists: Vincent Van Gogh Henri Matisse		Key Artists: Frida Kahlo Calavera's	Key Artists: Papel Picado Jose Guadalupe	
Explicit Key Vocabulary	Portrait Drawing Observation Tone Analysis Mark-Making Proportion Line Shape Form	Colour Harmonious Primary Complementary Secondary Symbolic Tertiary Blending	All key concepts are revisited from Half term 1 & 2.	Calavera Embroidery Culture Couching Sewing Embellishment Stitching	Papel Picado Design Template Collage Applique	All Key concepts are revisited from Half Term 4 & 5.
Knowledge revisited	Formal elements in KS2 Drawing skills in KS2 Basic portraiture from KS2	Colour theory KS2 Portrait drawings year 7 HT 1 Formal elements Year 7 HT 1	All powerful knowledge from Year 7 HT1 & 2	Observational drawing skills Year 7 Self Image	Sewing skills Year 7 HT 4 Observational drawing skills Year 7 Self Image	All powerful knowledge from Year 7 HT4 & 5
CEIAG Links/ Opportunities	Links to Gatsby Benchmark's 2nd and 4th: Researching and analysing inspirational historical and contemporary artists to aspire to. Links to career and educational routes focused on specific skills, what the next steps are...					
	Portrait Artists			Community Artists, textile designers, embroiders		

Year 8 - Art Overall Curriculum Intent

Vision: To give every student the opportunity to fully explore and develop their artistic practice. Through self-expression and creativity, they will build both confidence and a sense of individual identity. Who also have the who have the courage and confidence to discover and contribute to the world around them.

By the end of KS3 students will be proficient in drawing, painting, and sculpture. They will also have been exposed to wider art forms such as textiles and photography. Learning is sequentially planned, where powerful knowledge is broken down and into individual skills before being developed, explored, recorded, and then presented in an outcome. Practical knowledge is supported by rich theoretical learning. Students are introduced to an extensive range of relevant artists from historical, modern, and contemporary movements allowing students to learn how to contextualise their personal artistic practice. Producing work which reflects their own ideas and experiences in their own and others' cultures.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Fantastic Creatures: Illustration and Sculpture		Public Art: Painting and Mixed Media		Our Town: Abstract Drawing, Painting & Sculpture	
Knowledge Introduced	<p><u>Creature Design</u></p> <p>Students are introduced to illustrators who look at creating weird and wonderful creatures, revisiting key formal elements of tone, line, shape, pattern, and texture.</p> <p>They learn how to use pen and wash as tool for mark making and create a series of observational drawings of artist work.</p> <p>Building on their own illustration they are introduced to 3D sculpting skills as they build maquettes of the creatures designs in plasticine.</p>	<p><u>Final Outcome - Clay Creatures</u></p> <p>Students are introduced forming and manipulate clay, creating a pinch pot and slip & score to join clay.</p> <p>They also look at how they can apply texture with marking techniques to the 3D material.</p> <p>Students use their sculpting skills and learning from HT 1 to create their clay creature outcome.</p> <p>Assessment Point 1</p>	<p><u>Painting and Drawing Techniques</u></p> <p>Students are introduced to a range of muralist artists, whose aim is to make works accessible to the wider community.</p> <p>Building on their colour theory knowledge from year 7, they revisit watercolour and oil pastel blending techniques. Building on this they look at what tints and shades are. Using these skills to create their own studies of artist's work.</p>	<p><u>Final Outcome – Mural Design</u></p> <p>Students are introduced to typography and lettering as they are then given brief to create a mural design in response to a social or cultural theme of their own choosing.</p> <p>Students then use the skills learned from HT 3 to create large scale design for the own mural.</p> <p>Assessment Point 2</p>	<p><u>Mixed Media Collage</u></p> <p>Students are introduced to local landscape artists and architecture, revisiting the formal elements in depth.</p> <p>Students complete a series expressive drawing of the local landscape, using a broad range of materials including charcoal, graphite, and oil through a series of unconventional process.</p> <p>They build on the drawing techniques as they look at layering with paint and mixed media.</p>	<p><u>Final Outcome – Abstract Sculpture</u></p> <p>Students are introduced to paper sculpting inspired by architectural of their local area. Creating a maquette for their outcome.</p> <p>Students then use the skills from HT5 to create their mixed media landscape sculpture.</p> <p>Assessment Point 3</p>
Practical Knowledge	<p>Drawing: Pencil and Pen & Wash</p> <p>Sculpture: Plasticine</p>	<p>Drawing: Pencil and Pen & Wash</p> <p>Sculpture: Plasticine and clay</p> <p>Painting: Acrylic</p>	<p>Drawing: Pencil, pen & wash, oil pastels and colouring pencils.</p> <p>Painting: Watercolours and acrylics</p>	<p>Drawing: Pencil, pen & wash, oil pastels and colouring pencils.</p> <p>Painting: Watercolours and acrylics</p>	<p>Drawing: Pencil, pen & wash, oil pastels and colouring pencils.</p> <p>Painting: Watercolours and acrylics</p>	<p>Drawing: Pencil, pen & wash, oil pastels and colouring pencils.</p> <p>Painting: Watercolours and acrylics</p>
Theoretical Knowledge	<p>Key Artists:</p> <p>Maurice Sendak</p> <p>Chris Ryniak</p>	<p>Key Artists:</p> <p>Tim Burton</p> <p>James De Rosso</p>	<p>Key Artists:</p> <p>Keith Haring</p> <p>Brian Clarke</p>	<p>Key Artists:</p> <p>Yinka Shonibare</p> <p>Rohama Malik</p>	<p>Key Artists:</p> <p>Liz Ackerley</p> <p>LS Lowry</p>	<p>Key Artists:</p> <p>Oldham Mills</p>
Explicit Key Vocabulary	<p>Form</p> <p>Shape</p> <p>Form</p> <p>Texture</p> <p>Creature</p> <p>Hybrid</p> <p>Illustrator</p> <p>Imagination</p>	<p>Proportion</p> <p>Three Dimensional</p> <p>Clay</p> <p>Slip</p> <p>Maquette</p>	<p>Street Art</p> <p>Subculture</p> <p>Composition</p> <p>Colour Blending</p>	<p>Tertiary Colours</p> <p>Complementary colours</p> <p>Harmonious colours</p> <p>Symbolism</p> <p>Line</p> <p>Typography</p> <p>Lettering</p> <p>Mural</p>	<p>Brutalism</p> <p>Surface</p> <p>Layers</p> <p>Maquette</p>	<p>Concertina</p>
Knowledge revisited	<p>Observational Drawing Yr7</p> <p>Tonal gradient drawings Yr7</p> <p>Proportional Guidelines Yr7</p>	<p>3D form & construction Yr7 H4-6</p> <p>Mark-making from Yr8 HT1</p> <p>Painting skills from Yr7 HT3-4</p>	<p>Observational Drawing Yr7</p> <p>Watercolour skills Yr7</p> <p>Oil Pastel Yr7</p>	<p>Powerful Knowledge from Yr8 HT3</p>	<p>Observational Drawing Yr7</p> <p>Tonal Drawing Yr8 HT1</p> <p>Painting & Colour Theory Yr8 HT 3-4</p>	<p>3D construction skills Yr8 HT 1-2</p> <p>Powerful Knowledge from Yr8 HT5</p>
CEIAG Links/ Opportunities	<p>Links to Gatsby Benchmark's 2nd and 4th: Researching and analysing inspirational historical and contemporary artists to aspire to & Links to career and educational routes focused on specific skills, what the next steps are...</p>					
	Animators, Illustrators and ceramists.		Muralists and Street Artists		Landscape painters	

Year 9 - ART Overall Curriculum Intent

Vision: To give every student the opportunity to fully explore and develop their artistic practice. Through self-expression and creativity, they will build both confidence and a sense of individual identity. Who also have the who have the courage and confidence to discover and contribute to the world around them.

By the end of KS3 students will be proficient in drawing, painting, and sculpture. They will also have been exposed to wider art forms such as textiles and photography. Learning is sequentially planned, where powerful knowledge is broken down and into individual skills before being developed, explored, recorded, and then presented in an outcome. Practical knowledge is supported by rich theoretical learning. Students are introduced to an extensive range of relevant artists from historical, modern, and contemporary movements allowing students to learn how to contextualise their personal artistic practice. Producing work which reflects their own ideas and experiences in their own and others' cultures.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Experimental Architecture: Drawing and Sculpture		Journal Art: Painting and Drawing		Repeat: Printmaking and Digital	
Knowledge Introduced	<u>Experimental Design</u> Students will engage with a range of architecture from local sources and further a field as they create a series of observational studies before refining these into their own designs and a creating a maquette.	<u>Final Outcome</u> After refining their own concepts, students will create their large-scale installation for their outcome. Assessment Point 1	<u>Drawing and surface exploration</u> In this half term pupils will be introduced to journal art. Exploring how to create surfaces and record figures. Students will explore how to adapt and collage book pages as they work towards producing their outcome.	<u>Final Outcome</u> Students will create their own personal artistic journal based on the skills they have learned in the previous half term. Assessment Point 2	<u>Print-making</u> Students will explore a range of printing methods refencing the cultural influences from our school's community. They will create a motif which will be taken forward to the digital process next half term.	<u>Digital Final Outcome</u> Using their print motif develop from the previous half term, students will take their design into a digital process as it is turned into a repeat pattern. This pattern is then considered and applied to a range of commercial environments. Assessment Point 2
Practical Knowledge	Drawing: Pencil, pen, charcoal, and graphite. Sculpture: Cardboard construction	Drawing: Pencil, pen, charcoal, and graphite. Sculpture: Cardboard construction	Drawing: Pencil, pen & wash, oil pastels and colouring pencils. Painting: Watercolours and acrylics	Drawing: Pencil, pen & wash, oil pastels and colouring pencils. Painting: Watercolours and acrylics	Printmaking	Digital: Photoshop
Theoretical Knowledge	Key Artists: TBC	Key Artists: TBC	Key Artists: TBC	Key Artists: TBC	Key Artists: TBC	
CEIAG Links/ Opportunities	Links to Gatsby Benchmark's 2 nd and 4 th : Researching and analysing inspirational historical and contemporary artists to aspire to. Links to career and educational routes focused on specific skills, what the next steps are...					
	Architecture				Print-making and graphic design	