

## ART Curriculum 5 Year Plan

**Overall intent:** To provide access to a rich world of possibilities to be an independent and successful professional designer, artist, or craftsman.

**Implementation:** An engaging and challenging curriculum that builds and stretches knowledge and relates that knowledge directly to problem solving and independence

YEAR	INTENT	HT1	HT2	HT3	HT4	HT5	HT6
<b>Portraiture</b> (Drawing, painting, Mono-print, card construction 3D)							
<b>7 KS3</b>	<p><b>Introductory skills.</b> Enable pupils to develop an understanding of the language of art through the introduction of the visual elements (<b>line, texture, shape, colour, tone, pattern</b>) through portraiture. Study the techniques and processes artists use to apply this knowledge to their own work</p>	<p>Understanding tonal value</p> <p>Subtractive eye drawing</p> <p>Drawing facial features</p> <p>Structured observational portrait Drawing</p> <p><b>Focus on key skills;</b> Tone, alignment, proportion, scale</p>	<p><b>Colour theory</b></p> <p>Colour wheel</p> <p>Mixing colours</p> <p>Tint &amp; shades</p> <p>Using acrylics</p> <p>Skin tones</p>	<p><b>Describe &amp; Analyse</b> artwork – Loui Jover</p> <p>Watercolour techniques using colour theory knowledge gained.</p>	<p><b>Personal response</b></p> <p>Applying prior learning to a personal response, inspired by Loui Jover</p> <p>Mono-printing skills</p>	<p><b>African Art</b> (culture project) Describe &amp; Analyse African artwork and tribes</p> <p><b>PATTERN SHAPE TEXTURE</b></p> <p><b>Develop IT and research skills</b> to create an information page on chosen tribe</p>	<p><b>Create 3D African mask</b> (group work) using cardboard and mixed media developing <b>construction</b> and teamwork skills</p> <p>Trip to Yorkshire Sculpture Park (cultural capital)</p>
<b>The Everyday</b> (Drawing, painting, analysing, presenting, relief printmaking)							
<b>8 KS3</b>	<p><b>Advanced Skills</b> Continue to develop an understanding of the language of art through the visual elements (<b>line, texture, shape, form, colour, tone, pattern, space</b>) through the theme 'everyday objects' Develop creative and technical skills so that ideas can be investigated and artefacts produced</p>	<p><b>Observational Drawing skills</b> developing understanding of <b>TONE, SHAPE, FORM, LINE</b></p> <p>Baseline drawing</p> <p>3d shapes/ perspective</p>	<p><b>Observational Drawing skills</b> developing understanding of <b>TONE, SHAPE, FORM, LINE</b></p> <p>Experimental drawings</p> <p>Positive and negative space</p> <p>Japanese Notan patterns</p>	<p><b>Describe &amp; Analysing artwork</b></p> <p>Understanding the work of Michael Craig – Martin and his use of <b>colour, line, space and shape</b></p> <p>Expanding Art vocabulary and SPaG through development of written and spoken analysis skills</p>	<p><b>Personal response inspired by Michael Craig – Martin</b></p> <p>Showing understanding of MCM use of the visual elements</p> <p>Acrylic painting skills</p> <p>Colour theory and mixing colour recap</p>	<p><b>Culture project – Adinkra symbols</b></p> <p>Gain knowledge and understanding on the Adinkra signs, symbols and cloths designed and made by the Akan people who come from the Ivory Coast and Ghana.</p> <p>Create own motif and designs inspired by Adinkra symbols</p> <p>Develop skills in poly printing to create own prints, incorporating colour theory.</p>	
<b>Workshops</b> (Drawing, painting, mixed-media, photography, mono-print)							
<b>9 KS3</b>	<p><b>Foundation Skills</b> Investigate the <b>deeper meanings behind artwork</b> to gain new insights about their practice. Students <b>respond</b> in a <b>personal and unique way to teacher led workshops.</b></p>	<p><b>Culture project - Research &amp; Analyse</b> artwork created around the Mexican festival "Day of the Dead".</p> <p>Baseline test – observational drawing of a skull Revisit observational drawing skills, adding further elements such as <b>mark making/ value and weight of line</b>, view finders.</p> <p>Revisit colour theory/ water colour techniques.</p> <p><b>Final piece</b> of observational drawing of chosen natural form <b>TONE COLOUR PATTERN SHAPE</b> <b>Developing new presentation skills;</b> working on sheets</p> <p>Developed drawings taken into <b>mixed media mono prints</b></p>	<p><b>Surrealism; research, analysis and developing independent work</b></p> <p>A range of homework and class activities to get pupils thinking and working like a Surrealist</p> <p>Research page, including <b>information, personal opinions, specific artist research, images and own artwork</b> inspired by existing Surrealist pieces, with an additional focus on <b>composition</b></p> <p>Revisit colour theory, with a focus on the use of <b>acrylic paint</b> to recreate the work of <b>Salvador Dali</b></p> <p>Development of own ideas and designs, taking inspiration from all previous work, culminating in an original, independent Surrealism final piece</p>	<p><b>Shoes; analysing and responding to an artist – Sarah Beeston</b></p> <p>Photography, drawing, painting, mixed media</p> <p>Large scale (A2) drawing based on students' own photography of shoes – personal response</p> <p>Exploring <b>SHAPE, LINE, COLOUR and composition</b></p>			

Natural Forms				
10 GCSE Fine Art	<p><b>Applying practitioner skills</b></p> <p>Students apply familiar processes &amp; techniques to new situations so that they develop new insights</p> <p>Develop students' capacity for imagination and original thought and experimentation</p> <p>Students respond in a personal and unique way to the theme 'Natural Forms'</p>	<p><b>Component 1 – Coursework</b></p> <p><b>Workshops HT 1/2</b></p> <p><b>Develop knowledge, skills and understand</b> teaching new and building on previously taught <b>techniques, processes, and materials.</b></p> <p>Understand how to start a project through visual mind mapping</p> <p>Exploring various mark-making within <b>drawing</b> using a variety of drawing materials, including pen and ink, biro, charcoal</p> <p>Introduction to <b>photography</b> skills and techniques</p> <p>How to <b>research, analyse and respond</b> to an Artist as well as review, reflect on their own work as it progresses</p> <p><b>Introduction to printmaking techniques</b> including lino, collagraph, dry point, geli printing and monoprint (revisit)</p>	<p><b>Workshops HT 3/4</b></p> <p><b>Colour theory</b> recap and in more depth</p> <p><b>Water colour techniques</b> in more depth</p> <p><b>Acrylic painting techniques</b> in more depth</p> <p><b>Digital experiments</b> with own photography, exploring digital collage and photomontage, leading into ideas for their identity project</p> <p>Further <b>photography</b> skills</p> <p><b>Trip to Wollaton Hall with write up</b></p>	<p><b>Working towards more independent study; HT 5/6</b></p> <p>Students choose an artist to respond to and study the techniques and processes they use in order to apply them to their own work</p> <p><b>Refine and develop an idea</b> towards a final outcome based on chosen artists and processes &amp; techniques explored</p> <p>Present a <b>personal and meaningful response</b> that realises intentions</p> <p>Introduce year 11 Identity project</p> <p><b>Trip to Loughborough University</b></p>
	<b>Identity project (component 1) &amp; Externally set exam (component 2)</b>			
11 GCSE Fine Art	<p><b>Applying practitioner skills</b></p> <p>Produce increasingly skilful work independently for a variety of purposes and intentions, including expressing own thoughts and ideas</p> <p>Be able to present a portfolio of work</p>	<p><b>HT 1/2; Component 1 – Identity</b></p> <p><b>AO1 -3</b> in response to a chosen artist/ idea within the theme 'Identity'</p> <p>Artist analysis</p> <p>Observational and critical studies</p> <p>Experimenting and exploring a range of ideas, techniques, materials, and processes</p> <p><b>Refine and develop</b> an idea towards a final outcome based on chosen artists and processes &amp; techniques explored</p> <p><b>AO4</b></p> <p>Present a personal &amp; meaningful response that realises intentions – final piece</p>	<p><b>HT 3/4; Component 2 - Exam</b></p> <p><b>(Preparatory work for exam 75% of exam)</b></p> <p>The completion of AO1,2,3</p> <p>Devise a portfolio of work, independently, based on chosen theme (set by AQA)</p> <p>Refine and develop an idea towards a final outcome based on chosen artists, processes &amp; techniques learnt</p> <p><b>Visiting artist workshop day</b></p>	<p><b>HT 5; External exam (10hrs)</b></p> <p><b>25% of component 2</b></p> <p>AO4</p> <p>Present a personal &amp; meaningful <b>response</b> that realises intentions – final piece</p>

YEAR	INTENT	HT1	HT2	HT3	HT4 – HT6
<b>Year 12 A Level</b>	In yr12 & 13, students are encouraged to experiment and fine tune their art skills, individuality, and original creative expression. Students learn to undertake complex and ambitious creative tasks, which are assessed on the same four assessment objectives as in the GCSE course, but in much more depth and advanced way. This enables students to re-visit, apply and extend prior knowledge of the art and design process to create well developed personal outcomes.	<b>Introduction to course</b>  Drawing workshops  Gestural line drawing Grid tonal drawing Pen & ink Drawing from observation  Photography skills Annotation and presentation skills	<b>Printmaking workshops</b>  Dry point Mono-print Collagraph Reduction lino printing  Annotation and presentation skills  <b>Gallery and city visit</b>	<b>Research, analysis, responding to an artist and working towards personal investigation ideas</b>  Painting workshops Acrylic, water colour and oil painting  Working in the style of artist  <b>Visiting artist workshop day</b>	<b>Component 1. Personal Investigation</b>  Students devise a portfolio of work based on their personal themes  Write statement of intent  <b>Research relevant and purposeful artists - study their techniques and processes and apply to your own work</b>  Introduce essay writing skills, students develop and refine their essay over the next few months
YEAR	INTENT	HT1	HT2	HT3	HT4 – HT5
<b>Year 13 A Level</b>	In yr12 & 13, students are encouraged to experiment and fine tune their art skills, individuality and original creative expression. Students learn to undertake complex and ambitious creative tasks, which are assessed on the same four assessment objectives as in the GCSE course, but in much more depth and advanced way. This enables students to re-visit, apply and extend prior knowledge of the art and design process to create well developed personal outcomes.	<b>Personal Investigation</b>  <b>Refine and develop</b> an idea towards a final outcome based on chosen artists and processes & techniques learnt  Develop 1000–3000-word essay	Present a personal & meaningful <b>response</b> that realises intentions – final piece  Complete 1000–3000-word essay  <b>Gallery and city visit</b>	<b>Component 2; exam</b>  Devise a portfolio of work, independently, based on chosen theme (set by AQA)  <b>(Preparatory work for exam 75% of exam)</b>  The completion of AO1,2,3  <b>Visiting artist workshop day</b>	<b>Refine and develop</b> an idea towards a final outcome based on chosen artists and processes & techniques learnt  <b>External exam (15 hrs)</b> Present a personal & meaningful response that realises intentions  The completion of AO4 (25% of component 2)