

ART CURRICULUM

PROGRESSION OVERVIEW

Within the **three-year** time frame pupils will all gain knowledge and understanding in a variety of experiences.

In doing such a structured programme, it is hoped that by the time that pupils enter KS4 & 5, they will have all built up enough knowledge and understanding to enable them to make independent decisions relating to their art work.

This approach to the teaching of art in KS3 will erase any irregularities in the experience's pupils have encountered, and will hopefully allow all pupils to enter KS4/5 on an even footing.

Within this programme, as well as setting out to develop pupils understanding of a wide variety of activities, we also aim to widen their knowledge of artists and their work. By encountering a wide selection of media along with a varied selection of artists/cultures, pupils' art experience will become an incredibly rich one.

The curriculum gives pupils the chance to build on previous experiences and it is hoped by the end of Y9, all pupils will have improved in all areas of their artwork.

All pupils in addition to their S of L will be expected to undergo a test at the start of the term to enable the department to track progress in basic drawing skills. This will also give us immediate, up to date access to data relating to current attainment, very useful for the **assessment reference points sheets** in books that are filled in for each unit.

Curriculum intent based on NC for Art & Design:

- to use a range of techniques to record their observations in sketchbooks, journals 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, to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

YEAR 7 ART CURRICULUM PROGRESSION OVERVIEW

Curriculum intent based on NC for Art & Design:

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 - to use a range of techniques and media, including painting
 - to increase their proficiency in the handling of different materials
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	Autumn Term	Spring Term	Summer Term
Topic	Skill Building	Portraiture	The Local Landscape
Core Knowledge/	Work based around improving and understanding knowledge of the formal elements. Focus on acquiring skills and ability to analyse artists work.	Fairly formal introduction to the construction of the portrait. This may result in a piece linked to the work of a portrait artist.	Summary – Focus on the environment and how colour can be used to enhance it – looking at maps, landscapes, local environment.
Why this learning now?	The first unit the department runs with is a formal understanding of key concepts and factors that are integral in the conception and realisation of creating successful artwork. This lends itself to a cohort that has previously had an unbalanced art education – this is not an unusual factor for the department with Y7 as on entry the year group typically are very mixed ability.	The portrait unit builds on skills developed with the formal elements project, most noticeably students understanding of observing from real life and applying this to their work. Use of proportion is vital and then applying their understanding of artists such as Chuck Close to their own work and selecting appropriate media to realise their intentions.	The third unit tests pupils' ability to take information gathered and apply to their own work, whilst also using the influence of other artists – in this case two who have produced lots of work in the locality. It allows pupils to look at the environment in more of an atmospheric way rather than completely realistically whilst still maintaining a structure within the image.
Assessment Opportunities:	In line with school policy students' work will be assessed; <ul style="list-style-type: none"> Termly - using the crucial knowledge tracker. Regularly - using the WINS marking system, by teacher, as well as self and peer. 		

	<ul style="list-style-type: none"> • Verbal assessment • Group critique • Formative assessment allowing improvement time. <ul style="list-style-type: none"> • Data capture in line with school calendar. 		
Learning at Home	<p>Shading techniques. Groups of geometric objects. Fruit/vegetable drawing – single and multiple. Fruit/vegetable colour study – single and multiple. Larger study of inside of interesting shaped fruit/vegetable.</p> <p>*In addition to suggested tasks that will complement those been produced in class, pupils will also be expected to work on WINS targets as a way of taking ownership over their learning.</p>	<p>Line portrait by Alberto Giacometti. Tonal portrait by Kollwitz. Textured portrait by Schiele. Geometric portrait by Picasso. Formed portrait by Escher. Patterned portrait by Escher, Colourful portrait by Derain.</p> <p>*In addition to suggested tasks that will complement those been produced in class, pupils will also be expected to work on WINS targets as a way of taking ownership over their learning.</p>	<p>Continual line drawing of view out of window. Drawing of scene with introduction of selective colour. Colour study of floral corner in garden/yard. Potted plant study in colour. Colour study through doorway. Study of outside space at or near house. Tonal study of outside space at or near house.</p> <p>*In addition to suggested tasks that will complement those been produced in class, pupils will also be expected to work on WINS targets as a way of taking ownership over their learning.</p>
Key Vocabulary	<p>Line, Tone, Texture, Shape, Form, Colour, Observe, Shading, Crosshatch, Stipple, Pointillism, Complimentary, Secondary, Primary, Pattern, Media, Experiment, Abstract.</p>	<p>Proportion, Observe, Chiaroscuro, Analysis, Scale, Attention to detail, Tonal, Facial Features, Grid, Photorealist, Expression, Recreate, Structure.</p>	<p>Landscape, Format, Perspective, Atmospheric, Forced perspective, Horizon, In situ, Expressive, Composition, Focal point, Foreground, Expressive, Foreshortening, Landmark, Middle ground, Background, Golden hour, Impression.</p>

YEAR 8 ART CURRICULUM PROGRESSION OVERVIEW

Curriculum intent based on NC for Art & Design:

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 - to use a range of techniques and media, including painting
 - to increase their proficiency in the handling of different materials
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	Autumn Term	Spring Term	Summer Term
Topic	3D Sculpture	Word & Image - Illustration	Word & Image - Experimental
Core Knowledge/	3D figurative project linked to responses linked to the moving figure.	Work based around improving and understanding knowledge of the formal elements. Focus on acquiring skills and ability to analyse artists work. Responding to the work of varying illustrators and applying it to own work.	Work based around the more experimental side of WORD & IMAGE – looking at work with a more abstract feel, analysing the work of two artists and then creating experimental designs with emphasis on overlapping shapes.
Why this learning now?	The first unit of the key stage allows pupils to explore three-dimensional sculpture with specific reference to representations of the human form. Within the development of the sculpture, pupils will refer to famous sculptors and apply some of these principles to their own work – this is a key factor within KS4 and 5 and is why we place significant reference to how students use the work of others to influence their own decisions.	The second unit in Y8, the fourth in KS3 is a formal unit that allows pupils to use imagination as well as techniques that have not been developed prior to this. The use of a limited palette is also key to a successful illustration and students are encouraged to think carefully about how they use colour as well how their imagery supports and enhances text whether it be as part of a narrative or as part of something more informative.	Linking to the second project of the year, this unit is a far more experimental unit, and tests pupils' ability to think outside their normal expectations of what constitutes successful artwork as well as giving them the opportunities to use mixed media as a way of creating successful outcomes.

Assessment Opportunities:	<p style="text-align: center;">In line with school policy students' work will be assessed;</p> <ul style="list-style-type: none"> • Termly - using the crucial knowledge tracker. • Regularly - using the WINS marking system, by teacher, as well as self and peer. <ul style="list-style-type: none"> • Verbal assessment • Group critique • Formative assessment allowing improvement time. <ul style="list-style-type: none"> • Data capture in line with school calendar. 		
Learning at Home	<p>Proportions of the figure. Evolution illustration, Moving mannequin. Henry Moore figure. Sheep drawing.</p> <p>*In addition to suggested tasks that will complement those been produced in class, pupils will also be expected to work on WINS targets as a way of taking ownership over their learning.</p>	<p>Bruce Bairnsfather tonal illustration. Shepard Fairey bold poster illustration. Toulouse Lautrec poster illustration. Jon Burgerman character illustration.</p> <p>*In addition to suggested tasks that will complement those been produced in class, pupils will also be expected to work on WINS targets as a way of taking ownership over their learning.</p>	<p>Ben Eine inspired design. Bob & Roberta Smith design. Barbara Kruger design.</p> <p>*In addition to suggested tasks that will complement those been produced in class, pupils will also be expected to work on WINS targets as a way of taking ownership over their learning.</p>
Key Vocabulary	<p>3Dimensional, Form, Scale, Papier Mache, Armature, Cast, Proportion, Figurative, Mannequin, Carve, Dynamic, Sculpture, Negative, Space, Positive Space, Free Standing, Balance.</p>	<p>Illustrate, Text, Expression, Monochrome, Design, Character, Narrative, Typography, Political Character, Overlay, Message.</p>	<p>Experimental, Printmaking, Negative Space, Message, Overlap, Dry point, Positive space, Current, Collage, Overlay, Monochrome, Abstract, Superimpose, Transfer.</p>

YEAR 9 ART CURRICULUM PROGRESSION OVERVIEW

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	Autumn Term	Spring Term	Summer Term
Topic	Perspective	The Artist's Chair	Artist Inspired
Core Knowledge/	Summary – Formal unit that explores the concept of perspective through small exercises creating an understanding of principals relating to it.	Summary – Creating a functional item that relates to the work of a specific artist. Possible outcomes include pieces of furniture.	Students will work on aspects of observation that will filter into their work in the following year if they are opting for one of the specialist courses at KS4.
Why this learning now?	A formal beginning to the year tests pupils' abilities to see objects in perspective. Simple tasks exploring single and two-point perspective are elaborated upon as well testing pupils' ability to work on a more sustained outcome at the end of the unit – Mixed media landscape based on work of Anselm Kiefer.	This unit collaborates many previously acquired skills and incorporates a vocational/functional aspect to the work. Using perspective skills, looking at the work of others and using 3D skills are all required to create a functional item with clear artistic influences.	The final unit is time dependant, and will become a bridge unit between KS3 and 4, where students will work on aspects of observation that will filter into their work in the following year if they are opting for one of the specialist courses at KS4.
Assessment Opportunities:	In line with school policy students' work will be assessed; <ul style="list-style-type: none"> Termly - using the crucial knowledge tracker. Regularly - using the WINS marking system, by teacher, as well as self and peer. <ul style="list-style-type: none"> Verbal assessment Group critique 		

	<ul style="list-style-type: none"> Formative assessment allowing improvement time. <ul style="list-style-type: none"> Data capture in line with school calendar. 		
Learning at Home	<p>Corridor Drawing. Van Gogh Bedroom. Corner of a room. Stairway. Escher's stairs. Patrick Caulfield interior. Richard Hamilton collage.</p> <p>*In addition to suggested tasks that will complement those been produced in class, pupils will also be expected to work on WINS targets as a way of taking ownership over their learning.</p>	<p>Chair Collage, Van Gogh chair. Junk Chair. My perfect chair.</p> <p>*In addition to suggested tasks that will complement those been produced in class, pupils will also be expected to work on WINS targets as a way of taking ownership over their learning.</p>	<p>Research on art movement chosen. Drawings from direct observation</p> <p>*In addition to suggested tasks that will complement those been produced in class, pupils will also be expected to work on WINS targets as a way of taking ownership over their learning.</p>
Key Vocabulary	<p>Perspective, forced perspective, Foreground, Ink wash, Vanishing Point, Background, Retro, Line of Vision, Mid-ground, Viewpoint, Depth of Field, Horizon, Foreshortening.</p>	<p>Functional Design, Creative, Inspired, Cubism, Form, Structure, Vocational, Pop Art, Scale, Maquette, Imagination, 3-Dimensional, Fit for Purpose, Armature, Surrealism.</p>	<p>Inspired, Style, Recreation, Research.</p>

Spiritual, Moral, Social and Cultural in ART

Spiritual, Moral, Social and Cultural concepts covered

In Art:

- We encourage students to analyse, engage with and question their own and others work.
- We encourage students to identify how beliefs, values and meanings are expressed and shared through art.
- We encourage students to express themselves through their art, supported by research into the wider world around them.

In Art the four strains of SMSC are covered by:

Spiritual - The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds a self-confidence and belief in their abilities. It also challenges and appeals to the creative instincts that teach students to discover, adapt and overcome.

We encourage students to:

- ask questions about art and communicate their ideas and feelings
- investigate visual and tactile sensory qualities of their own work and that of others
- think independently about how to develop and express their ideas in an appropriate manner
- build confidence through the progression of skills
- develop individuality that is purposeful and meaningful
- explore their own ideas and promote self-identity
- reflect on their work through self-evaluation
- experiment and trust in their own ideas
- use different resources and equipment to develop creative responses and express personal opinions

Moral - Develop a sense of 'moral conscience' in our students, through focusing upon the moral dilemmas raised through art and the art community.

We encourage students to:

- look at art work/paintings that pose a moral question.
- begin to learn how to "read" and understand a piece of art in order to relate to a concept/idea within the piece that conveys a meaning.
- give an opinion of the work of others with a justification for their view.

Social - We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. We place an emphasis on developing the ability to work with others and to accept each other's personality. We encourage effective conversations about the work we do through self & peer evaluation, and to give and accept constructive criticism to improve.

We encourage students to:

- be given opportunities to work independently and collaboratively to develop art work.
- discuss a range of artists and their work, encouraging and developing communication skills.

Cultural - We aim to expand student's knowledge of other cultures influences on art and the world around them. Exploring different contextual themes and recognising the global make-up of the art world both past and present, including the impact this can have on countries.

We encourage students to:

- develop knowledge & understanding of artists' ideas and concepts, identifying how meanings are conveyed.
- look at work from a variety of cultures, beliefs and religions.
- study pieces of art linked to British Values/Diversity.

Careers in ART

Links to careers and the world of work

Not many people know it, but outside the money industry, the arts are the next biggest industry.

Whether you're designing ships as a naval architect or creating cutting edge art as a fine artist, the one thing that all jobs in this family have in common is creativity. So, if you're an ideas person and you like creating things that are useful and visually appealing, look at some of these jobs.



Animator, Antique dealer, Architect, Architectural technician, Art editor, Art gallery curator, Arts administrator, Art Therapist, Art valuer, Blacksmith, Body piercer, Bookbinder/Print finisher, Cabinet maker, CAD technician, Cake decorator, Ceramics designer/maker, Clothing alteration hand, Community arts worker, Conservator, Costume designer, Dressmaker, Ergonomist, Exhibition designer, Fashion design assistant, Fashion designer, Fine artist, Florist, Footwear designer, French polisher, Furniture designer, Furniture restorer, Glass engraver, Glassmaker, Graphic designer, Hat design/milliner, Illustrator, Interior designer, Jewellery designer/maker, Landscape architect, Leather craft worker, Machine printer, Make-up artist, Medical illustrator, Model maker, Museum assistant, Museum Curator, Musical instrument maker/repairer, Naval architect, Pattern cutter, Pattern grader, Photographer, Photographic stylist, Photographic technician, Picture framer, Pre-press operator,

Printing administrator, Product designer, Prop maker, Reprographic assistant, Sample machinist, Set designer, Sewing machinist, Sign writer, Stonemason, Tailor, Tattooist, Textile designer, Textiles production manager, Upholsterer, Visual merchandiser, Web designer, Web engineer

And many more!!