

Art Curriculum Overview

| | Autumn Term | Spring Term | Summer Term |
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| Year 7 | <p>Alice in Wonderland:</p> <p>Students to explore the basics of drawing with links to the early chapters of the Lewis Carol story.</p> <ul style="list-style-type: none"> Proportion, using base shapes, tonal application. Observing subtle changes in light and how that impacts a drawing. <p style="text-align: right;">Ideas</p> <p style="text-align: center;">Drawing - Blending and shading</p> <p style="text-align: center;">Drawing - Attention to Detail:</p> <p style="text-align: right;">Using the Mad Hatters Tea Party to inspire, students are to develop their drawing skills through practice. Students will become familiar with how to use watercolours. Students to explore the work of artist Wayne Thiebaud creating work inspired by the artist.</p> <p style="text-align: center;">Art Analysis</p> <p style="text-align: center;">Drawing - Variety of mediums</p> <p style="text-align: center;">Painting - watercolour</p> <p style="text-align: center;">Drawing - Attention to Detail:</p> <p style="text-align: right;">Theme exploration</p> | <p>Students will become illustrators using knowledge gained from the year so far to illustrate Lewis Carol's poem; The Jabberwocky and explore the world of Wonderland.</p> <p style="text-align: center;">Ideas</p> <p style="text-align: center;">Drawing - Blending and shading</p> <p style="text-align: center;">Exploration of media</p> <p style="text-align: center;">Creative craft</p> | <p>Who am I? Portraiture and pattern work</p> <p>To understand the basics of the proportion of the face, including - Facial Features and their typical placements and variations.</p> <ul style="list-style-type: none"> Facial Proportions Symmetry and Asymmetry Shading Techniques <p style="text-align: center;">Drawing - Proportion and scale</p> <p style="text-align: center;">Drawing - Blending and shading</p> <p style="text-align: center;">Drawing - Attention to Detail:</p> <p>Students to explore the work of artist Stephanie LaDoux examining her artistic style and watercolour techniques. Students will develop their written and verbal communication skills to articulate observations and analysis. Students shall carry out a study into the students own cultural heritage, gaining the important ability of research skills.</p> <p style="text-align: center;">Theme exploration</p> <p style="text-align: center;">Art Analysis</p> <p style="text-align: center;">Painting - watercolour</p> <p>Students to create a personal response to their Who am I topic inspired by the artist Stephanie LaDoux.</p> <p>Students experiment with the artist's techniques and adapt them to their own creative process, exploring how to achieve similar effects while maintaining their own artistic voice.</p> <p style="text-align: center;">Ideas</p> <p style="text-align: center;">Exploration of media</p> <p style="text-align: center;">Experimentation and adaptation</p> <p style="text-align: center;">Drawing - Proportion and scale</p> |
| Year 8 | <p>Steampunk bugs:</p> <p>Students to explore insects and mechanical objects through observational drawings working in a variety of media. This includes learning about the anatomical structures, proportions, and intricate details of both subjects. Through practice and study, students will develop the skills necessary to accurately capture the complex forms and textures of insects and mechanical objects, honing observational skills and technical proficiency in drawing.</p> <p style="text-align: center;">Drawing - Blending and shading</p> <p style="text-align: center;">Drawing - Proportion and scale</p> <p style="text-align: center;">Drawing - Attention to Detail:</p> <p>Students to explore the work of Vladimir Guozdev, studying his paintings, looking at the intricate details of his work how he paints it, analysing his themes, stylistic innovations, and cultural influences, with the aim of gaining deeper insights into how artists work.</p> <p style="text-align: center;">Aesthetic appreciation</p> <p style="text-align: center;">Exploration of media</p> <p style="text-align: center;">Analysis</p> <p style="text-align: center;">Painting - watercolour</p> | <p>Explore the techniques and ideas behind artist Vladimir Guozdev's style, then use that knowledge to create your own artwork inspired by his work. By understanding how Guozdev works and what makes his art unique, we'll develop our own creative responses that reflect our personal ideas and feelings.</p> <p style="text-align: center;">Reflection</p> <p style="text-align: center;">Ideas</p> <p style="text-align: center;">Exploration of media</p> <p style="text-align: center;">Drawing</p> | <p>Toys and Sweets:</p> <p>Students will explore the theme of toys and sweets, researching and analysing various aspects.</p> <p>Students will develop proficiency in drawing techniques relevant to the theme, including observational drawing from a photo, still life drawing.</p> <p style="text-align: center;">Drawing - Attention to Detail:</p> <p style="text-align: center;">Drawing - Proportion and scale</p> <p style="text-align: center;">Theme exploration</p> <p style="text-align: center;">Drawing - Perspective</p> <p>Students shall explore the work of contemporary photorealist artist Sarah Graham. Students will explore the core ideas of Graham's work. Students shall examine how she applies paint, creates textures, and captures the brightness and reflections of glossy surfaces. Students will explore watercolour and acrylic painting.</p> <p style="text-align: center;">Painting - acrylic</p> <p style="text-align: center;">Conceptual understanding</p> <p style="text-align: center;">Art Analysis</p> <p>Students will demonstrate creativity and originality in their drawings, interpreting the theme of toys and sweets in unique and personal ways to create a personal painted response to the theme of toys and sweets unit of work.</p> <p style="text-align: center;">Exploration of media</p> <p style="text-align: center;">Painting - acrylic</p> <p style="text-align: center;">Drawing - Proportion and scale</p> |
| Year 9 | <p>Project one - Marvellous Beast Project:</p> <p>Students will explore the theme of human/ animal hybrid. Creating accurate and detailed observations of subjects.</p> <p>Observational work should demonstrate a clear understanding of the subject matter, including its form, structure, texture, and other essential characteristics.</p> <p style="text-align: center;">Drawing - Blending and shading</p> <p style="text-align: center;">Drawing - Proportion and scale</p> <p style="text-align: center;">Drawing - Attention to Detail:</p> <p>Students to explore the work of a variety of artists. Exploring different styles, techniques, and ideas. By analysing artist's work students will think more deeply about what makes art effective. They shall learn to look beyond the surface to understand the techniques and meanings behind the artwork.</p> <p style="text-align: center;">Conceptual understanding</p> <p style="text-align: center;">Exploration of media</p> <p style="text-align: center;">Analysis</p> <p style="text-align: center;">Painting - expressive</p> <p style="text-align: center;">Drawing - Form</p> | <p>Students shall focus on the development and refinement of their artwork through the exploration of ideas, and experimentation with media, materials, techniques, and processes. The refinement process is about improving and perfecting the artwork through a series of trials. Students shall learn to revisit and rework their pieces, making adjustments and enhancements based on feedback and self-evaluation.</p> <p style="text-align: center;">Experimentation and adaptation</p> <p style="text-align: center;">Exploration of media</p> <p style="text-align: center;">Ideas</p> | <p>Project two – research project</p> <p>Students shall review and refine their experimentation to create a carefully considered final outcome.</p> <p style="text-align: center;">Drawing - Proportion and scale</p> <p style="text-align: center;">Experimentation and adaptation</p> <p style="text-align: center;">Exploration of media</p> <p style="text-align: center;">Ideas</p> <p>Students are to become researchers they are to explore a chosen theme in depth. Learning to create a mind map, theme page, mood board and create their own photoshoot inspired by their theme. Researching a theme helps students see beyond the obvious and think about different ways to represent and interpret the theme/ topic.</p> <p style="text-align: center;">Reflection</p> <p style="text-align: center;">Conceptual understanding</p> <p style="text-align: center;">Creative craft</p> <p style="text-align: center;">Theme exploration</p> <p style="text-align: center;">Analysis</p> <p style="text-align: center;">Ideas</p> <p style="text-align: center;">Reflection</p> <p>Students to learn to translate their research into preliminary sketches and ideas. Experiment with different compositions, styles, and concepts that they have discovered through their research.</p> <p style="text-align: center;">Art Analysis</p> <p style="text-align: center;">Experimentation and adaptation</p> <p style="text-align: center;">Exploration of media</p> <p style="text-align: center;">Ideas</p> |

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| Year 10 | <p>Unit one - Personal Project Pupils will explore one of the themes Celebration or Storytelling they shall create drawings and paintings relating to the chosen themes. They will develop representational work in a variety of media and go on to work in a variety of styles. Gradually it is expected that they will be able to develop their ideas more and independently. Students will be introduced to a number of artists who they will use as a source of inspiration as their projects develop. Time Management: Planning and managing time effectively to meet deadlines. Individual Style: Developing a unique artistic voice and style. Expressive Techniques: Using techniques that effectively convey personal ideas, emotions, and responses.</p> | <p>Students are to develop ideas through investigations, demonstrating critical understanding of sources linking to their theme and the work of other artists (AO1) Refine work by exploring ideas, selecting and experimenting with media appropriate to their chosen theme (AO2)</p> <p>Research skills – Students should demonstrate proficiency in researching a variety of sources relevant to their chosen theme or subject matter. This includes traditional sources such as books, articles, and artworks, as well as contemporary sources like online resources, interviews, and visits to galleries or exhibitions. Critical Analysis - Students should be able to critically analyse and evaluate the content, context, and significance of their chosen sources. This involves considering factors such as historical and cultural contexts, artistic techniques, themes, and concepts. Experimental approaches – students should show a willingness to explore and experiment with different approaches, methods, and combinations of materials and techniques, as well as embracing risk-taking, improvisation, and happy accidents in the creative process.</p> | <p>Students shall continue to develop ideas and produce work that is relevant to their project, making links to both their theme research and artist research. (AO3) Present a personal and meaningful response that realises intentions. (AO4)</p> <p>Creative- problem solving – students shall develop the ability to work through artistic challenges, conceive potential solutions, and adapt techniques and processes to achieve desired artistic outcomes. Showing the journey of their project from start to finish. Conceptualisation: Students shall develop the ability to generate and develop original ideas, concepts, and artistic intentions that are personally meaningful and relevant to the individual student. Intentionality – Students shall learn to articulate clear intentions and ideas about their project, including the desired emotional impact, message, or narrative they would like conveyed through their artwork.</p> | |
| | <p>Responding to a brief, students should use knowledge gained in previous years to interpret and respond to a given theme or brief in a creative and original way. Students are to recorded ideas, observations, and insights relevant to intentions as work progresses. Focusing on showing an understanding of materials and techniques.(AO3)</p> <p>Observational drawing – To become proficient in accurately and sensitively capturing observations of objects, scenes, or subjects from direct observation using a variety of drawing techniques. Visual Research - To develop the skill in conducting visual research through a range of methods, including sketching, photography, collage, digital imaging, and mixed media, to gather visual information, document experiences, and generate ideas for their project. Media exploration - exploring and experimenting with a variety of media and techniques for recording observations, including drawing, painting, printmaking, photography, digital imaging, collage, mixed media, and multimedia approaches.</p> | <p>Students are to develop ideas through investigations, demonstrating critical understanding of sources linking to their theme and the work of other artists (AO1) Refine work by exploring ideas, selecting and experimenting with media appropriate to their chosen theme (AO2)</p> <p>Research skills – Students should demonstrate proficiency in researching a variety of sources relevant to their chosen theme or subject matter. This includes traditional sources such as books, articles, and artworks, as well as contemporary sources like online resources, interviews, and visits to galleries or exhibitions. Critical Analysis - Students should be able to critically analyse and evaluate the content, context, and significance of their chosen sources. This involves considering factors such as historical and cultural contexts, artistic techniques, themes, and concepts. Experimental approaches – students should show a willingness to explore and experiment with different approaches, methods, and combinations of materials and techniques, as well as embracing risk-taking, improvisation, and happy accidents in the creative process.</p> | <p>Students shall continue to develop ideas and produce work that is relevant to their project, making links to both their theme research and artist research. (AO3) Present a personal and meaningful response that realises intentions. (AO4)</p> <p>Creative- problem solving – students shall develop the ability to work through artistic challenges, conceive potential solutions, and adapt techniques and processes to achieve desired artistic outcomes. Showing the journey of their project from start to finish. Conceptualisation: Students shall develop the ability to generate and develop original ideas, concepts, and artistic intentions that are personally meaningful and relevant to the individual student. Intentionality – Students shall learn to articulate clear intentions and ideas about their project, including the desired emotional impact, message, or narrative they would like conveyed through their artwork.</p> | |
| Year 11 | <p>Unit One – Personal project Students shall return to the project that they started in year 10 and conclude the project.</p> <p>Students shall review and refine their experimentation from the end of year 10 leading up to the production of final outcome.(AO1-AO2) Through independent and creative thinking students shall create a personal response.(AO4)</p> <p>Creative- problem solving – students shall develop the ability to work through artistic challenges, conceive potential solutions, and adapt techniques and processes to achieve desired artistic outcomes. Showing the journey of their project from start to finish. Composition: Understanding principles of design and composition to create visually compelling works.</p> | <p>Unit two – Externally set task</p> <p>Interpretation - Students will interpret the given theme provided by OCR, demonstrating their understanding and creative response to the prompt. Exploration - Students will explore a variety of artistic techniques, processes, and materials to develop their ideas and experiment with different approaches. Development - Students will develop their initial ideas through research, experimentation, and critical reflection, refining their concepts and making informed artistic decisions. Creation - Students will create a final outcome that effectively communicates their artistic ideas, demonstrating technical skill, creativity, and conceptual ideas within the allocated 10 hour time.</p> | | |
| | <p>Students shall review and refine their experimentation from the end of year 10 leading up to the production of final outcome.(AO1-AO2) Through independent and creative thinking students shall create a personal response.(AO4)</p> <p>Creative- problem solving – students shall develop the ability to work through artistic challenges, conceive potential solutions, and adapt techniques and processes to achieve desired artistic outcomes. Showing the journey of their project from start to finish. Composition: Understanding principles of design and composition to create visually compelling works.</p> | <p>Interpretation - Students will interpret the given theme provided by OCR, demonstrating their understanding and creative response to the prompt. Exploration - Students will explore a variety of artistic techniques, processes, and materials to develop their ideas and experiment with different approaches. Development - Students will develop their initial ideas through research, experimentation, and critical reflection, refining their concepts and making informed artistic decisions. Creation - Students will create a final outcome that effectively communicates their artistic ideas, demonstrating technical skill, creativity, and conceptual ideas within the allocated 10 hour time.</p> | | |