

Curriculum Intent: Curriculum Intent:

Pupils explore, experiment and develop the skills needed to successfully understand the visual world around them. It is our intention to build the confidence and resilience of our students so that they explore and experiment without fear of failure.

- *Student will build their understanding of the visual language through a series of themed units of work that inspire inclusivity.*
- *Students will develop their ability to understand the creative process.*
- *Pupils will gain a wide range of art, craft and design experiences enabling young people to express and discover themselves.*

Year 7	HT1	HT2	HT3	HT4	HT5	HT6
<p>Content, Knowledge & Skills</p>	<p>MARK MAKING AND PATTERN</p> <p>Pupils will learn the importance of experimentation as part of the creative process, focusing on a range of visual elements including mark making and pattern.</p> <p>Students will build an understanding of identity and storytelling through art inspired by a variety of artists.</p>	<p>PORTRAITURE & IDENTITY</p> <p>Introduction to colour theory.</p> <p>Developing an understanding of how colour can be used to express meaning and symbolism.</p>	<p>CLIMATE CHANGE</p> <p>Pupils will use current issues to explore and create sculptural forms.</p> <p>Pupils will research the range of ways in which art can be used to tell a story and voice political views.</p> <p>Careers week– Pupils will research and investigate ways in which a range of artists, designers and illustrators build their career pathway. Alumni will provide information to illustrate further education opportunities.</p>		<p>ILLUSTRATION</p> <p>Contemporary illustrator Sandra Deickmann’s fantasy illustration will inspire pupils to further develop their understanding of colour and mark making techniques.</p> <p>Links to careers – Pupils will research and investigate ways in which a range of artist, designs and illustrators build their career pathway.</p>	<p>CERAMICS</p> <p>Pupils will be introduced to the process of clay sculpting.</p> <p>Inspired by their own illustrations and designs, pupils will learn how to create an animal using the thumb pot technique.</p>
<p>Purpose / potential links to KS4 & future steps</p>	<p>To build pupils ability to explore and experiment.</p> <p>To understand the key building blocks; the visual language.</p>	<p>Develop ideas through investigations, demonstrating a contextual understanding of sources.</p>	<p>Further development of pupils understanding of the visual elements will be integral to this unit of work.</p> <p>Develop 3D construction skills and further develop painting skills which will support pupils throughout KS4. (A02 Range of materials)</p>		<p>To start to build an understanding of how to research (AO1), explore (AO2) and develop (AO3) a personal response (AO4).</p>	<p>To begin to develop skills in clay sculpting that will be extended in year 9 in preparation for KS4 coursework.</p>

<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • <i>Mark making</i> • <i>Texture</i> • <i>Pattern</i> • <i>Visual language</i> • <i>Identity</i> 	<ul style="list-style-type: none"> • <i>Portraiture</i> • <i>Proportion</i> • <i>Grid</i> • <i>Identity</i> • <i>Symbolism</i> • <i>Colour Theory</i> 	<ul style="list-style-type: none"> • <i>Sculpture</i> • <i>3D Construction</i> • <i>Painting</i> • <i>Political issues</i> • <i>Contextual art</i> • <i>Careers</i> • <i>Artist research</i> 	<ul style="list-style-type: none"> • <i>Illustration</i> • <i>Contemporary</i> • <i>Texture</i> • <i>Tone</i> • <i>Personalise</i> • <i>Simplify</i> <i>Entrepreneur</i> 	<ul style="list-style-type: none"> • <i>Clay</i> • <i>Ceramic</i> • <i>Sculpt</i> • <i>Sculpture</i> • <i>Kiln</i> • <i>Process</i> <i>Construct</i>
<p>Assessment</p> <p>Teacher and pupil assessment.</p>	<p>Pupils will use self-assessment to reflect on and further develop their understanding of the visual elements.</p> <p>Teacher assessment will be focused on MARK MAKING and PATTERN (A01, 2)</p>	<p>Pupils will use self-assessment to reflect on and further develop their ability to observe proportion.</p> <p>Teacher assessment on PROPORTION, AND PAINTING SKILLS (A02 &3)</p>	<p>Pupils will use self-assessment to reflect on and further develop their ability to develop and refine their 3D CONSTRUCTION SKILLS</p> <p>Pupils will be assessed on 3D CONSTRUCTION SKILLS (A02)</p>	<p>Pupils will use self-assessment to reflect on and further develop their ability describe and evaluate the work of an artist.</p> <p>Teacher assessment of written RESEARCH SKILLS (A01 & 3)</p>	<p>Pupils will use self-assessment to reflect on and further develop their understanding of a range of clay sculpting techniques.</p> <p>Teacher assessment on pupil CONTROL OF MATERIALS (A02)</p>

Curriculum Intent: Curriculum Intent:

To develop pupils independence through exploration and explorative practice. Pupils will refine their ability to create personalised and informed final responses.

- *Student will further develop their use of the visual language by researching, planning personalised ideas through experimentation and written evaluation.*
- *Students will build a level of independence in their ability to respond to design briefs.*
- *Pupils will further develop their skills and prior knowledge of a range of art, craft and design processes and materials; enabling young people to become more confident in their understanding of the wider world.*

Year 8	HT1	HT2	HT3	HT4	HT5	HT6
Content, Knowledge & Skills	<p>NATURAL FORMS</p> <p>Pupils will use the theme of natural forms to inspire a series of observational drawings and design explorations.</p> <p>To further develop pupil’s ability to take creative risks through exploration and experimentation.</p>	<p>PRINTMAKING</p> <p>Students will build an understanding of the printmaking process.</p> <p>Pupils use a range of artists to inspire shape and pattern within the backgrounds created to print onto.</p>	<p>PHOTOREALISM</p> <p>Inspired by the work of Sarah Graham pupils will build their observational drawing skills.</p> <p>Careers week– Pupils will research and investigate ways in which a range of artists, designers and illustrators build their career pathway.</p>	<p>POP ART</p> <p>Pupils will develop an understanding of the pop art movement. This movement will be used to form personalised and contextual pieces of work based on current events.</p> <p>Pupils will experiment with card manipulation and typography to develop a personalised contextual piece.</p>		<p>SURREALISM</p> <p>Pupils will use the Art Movement, Surrealism to develop and form hybrid illustrations based on natural forms (insects).</p> <p>Pupils will develop their drawing, shading and mark making skills.</p>
Purpose / potential links to KS4 & future steps	<p>Pupils will build on prior learning to refine and develop previous drawing skills. (A01,2,3 & 4)</p>	<p>Develop pupils ability to use a range of materials and processes (A02)</p> <p>Links to the understanding of the development of coursework. (A02,3 & 4)</p>	<p>Develop detailed observation skills and further develop colour theory and painting skills and will support pupils throughout KS4. (A02 - Range of materials)</p>	<p>Research the work of other artists (AO1) to create a personalised response (AO4).</p> <p>Pupils will use mind maps to document ideas (AO1,3)</p> <p>Pupils will build on prior knowledge of 3D constructions skills.</p>	<p>Respond to the work of other artists. (A01, 2)</p> <p>Further development of the visual elements; mark making, texture and tone. (A02)</p>	

Key Vocabulary	<ul style="list-style-type: none"> • <i>Natural forms</i> • <i>Observe</i> • <i>Observation</i> • <i>Shading</i> • <i>Mark making</i> • <i>Markings</i> • <i>Textures</i> • <i>Experiment</i> 	<ul style="list-style-type: none"> • <i>Printmaking</i> • <i>Linoprint</i> • <i>Polyprint</i> • <i>Process</i> • <i>Method</i> • <i>Design</i> • <i>Pattern</i> 	<ul style="list-style-type: none"> • <i>Photorealism</i> • <i>Observe</i> • <i>Observation</i> • <i>Tone</i> • <i>Colour blending</i> • <i>Colour theory</i> 	<ul style="list-style-type: none"> • <i>Artist research</i> • <i>Art Movement</i> • <i>Art history</i> • <i>Contextual</i> • <i>Construction</i> • <i>Mixed media</i> 	<ul style="list-style-type: none"> • <i>Surrealism</i> • <i>Abstract</i> • <i>Art movement</i> • <i>Art history</i> • <i>Mark making</i> • <i>Texture</i> • <i>Tone</i>
Assessment	<p>Students will evaluate their ability to explore a range of markings when shading.</p> <p>Teacher assessment of OBSERVATIONAL DRAWING SKILLS (AO2, 3)</p>	<p>Students will evaluate how effective their pattern design skills have developed. They will be able to suggest how they can further improve this area.</p> <p>Teacher assessment of CONTROL OF MATERIALS (AO2, 3) and DESIGN DEVELOPMENT SKILLS (AO2, 3, 4)</p>	<p>Pupils will use self-assessment to reflect on and further develop their ability describe and evaluate the work of an artist.</p> <p>Teacher assessment of ARTIST RESEARCH (AO1), DRAWING AND PAINTING SKILLS (AO2,3)</p>	<p>Pupils will use self-assessment to reflect on and further develop their understanding of a range of card manipulation techniques.</p> <p>Teacher assessment of personalisation and MIXED MEDIA TECHNIQUES (AO2, 3, 4)</p>	<p>Students will evaluate their work, focusing on composition and ways in which to improved their use of markings and tone.</p> <p>Teacher assessment of pupils DRAWING SKILLS TO CREATE A PERSONAL RESPONSE (AO2, 3, 4)</p>

Curriculum Intent:

To instil independent and resilience into our pupils through continued creative exploration and experimentation as a critical pathway towards personalised and informed final responses.

- *Student will refine their use of the visual language to research and plan personalised ideas, experiments and responses.*
- *Students will develop a level of independence in their ability to respond to design briefs.*
- *Pupils will refine their skills and prior knowledge of a range of art, craft and design processes and materials; enabling young people to be more confident in their understanding of the wider world.*

Year 9	HT1	HT2	HT3	HT4	HT5	HT6
Content, Knowledge & Skills	<p>PRINTMAKING</p> <p>Pupils will build on their ability to draw from observation.</p> <p>Pupils will work towards creating a collaborative piece using the process of printmaking as their medium.</p>	<p>ILLUSTRATION</p> <p>Pupils will use the work of artists to inspire a series of designs exploring pattern.</p> <p>Pupils will refine previous skills and further develop their ability to personalise their work through exploration.</p>	<p>CERAMICS</p> <p>Students will recap on their understanding of the ceramics process to create a sculptural tile.</p> <p>Pupils will personalise their work by developing ideas from their HT2 development ideas.</p> <p>Links to careers – Pupils will research and investigate ways in which a range of practitioners build their career pathway.</p>	<p>GRAPHIC DESIGN</p> <p>Pupils will build on a series of previously explored materials by creating a Graphic Novel poster using mixed media.</p> <p>Pupils will take inspiration from a variety of artists including Eric Dufresne and Roy Lichtenstein</p>	<p>MIXED MEDIA</p> <p>Following on from the previous term pupils will develop and add detail to their final piece by exploring collage.</p> <p>Careers week– Pupils will research and investigate ways in which a range of artists, designers and illustrators build their career pathway.</p>	<p>ABSTRACT PAINTING</p> <p>Pupils will use prior skills and knowledge to create a personal response to the art work of abstract artists, such as Yayoi Kusama.</p> <p>Pupils will use this opportunity to refine their control of materials and expand on their ability to form personalised designs.</p>
Key Vocabulary	<ul style="list-style-type: none"> • <i>Architecture</i> • <i>Observational drawing</i> • <i>Printmaking</i> • <i>Cubism</i> • <i>Shape</i> • <i>Composition</i> 	<ul style="list-style-type: none"> • <i>Pattern</i> • <i>Illustration</i> • <i>Construction</i> • <i>Construct</i> • <i>Explore</i> • <i>Experiment</i> • <i>Composition</i> 	<ul style="list-style-type: none"> • <i>Ceramics</i> • <i>Clay</i> • <i>Sculpture</i> • <i>Sculpt</i> • <i>Pattern</i> • <i>Construct</i> • <i>Build</i> 	<ul style="list-style-type: none"> • <i>Graphic design</i> • <i>Water colour</i> • <i>Colour palette</i> • <i>Mixed media</i> • <i>Painting technique</i> • <i>Graphic novel</i> • <i>Artist research</i> 	<ul style="list-style-type: none"> • <i>Colour theory</i> • <i>Collage</i> • <i>Composition</i> • <i>Layout</i> • <i>Layering</i> • <i>Design</i> 	<ul style="list-style-type: none"> • <i>Abstract</i> • <i>Process</i> • <i>Personalise</i> • <i>Explore</i> • <i>Shape</i> • <i>Composition</i>

<p>Assessment</p>	<p>Pupils will use self-assessment to reflect on and further develop their control of materials.</p> <p>Teacher assessment of CONTROL OF MATERIALS (AO2, 3, 4)</p>	<p>Pupils will use self-assessment to reflect on and further develop their ability describe and evaluate the work of an artist.</p> <p>Teacher assessment of ARTIST RESEARCH (AO1), DRAWING AND DEVELOPMENT SKILLS (AO2,3,4)</p>	<p>Pupils will use self-assessment to further develop and refine their sculptures.</p> <p>Teacher assessment of CONTROL OF MATERIALS AND PERSONAL RESPONSE (AO2,3, 4)</p>	<p>Students will evaluate how effective their control of materials have impacted on their designs. They will be able to suggest how they can further improve this.</p> <p>Teacher assessment of CONTROL OF MATERIALS (AO2, 3) and DESIGN DEVELOPMENT SKILLS (AO2, 3, 4)</p>	<p>Students will use self-evaluation to develop their personal responses. They will be able to suggest ways to refine materials and develop ideas.</p> <p>Teacher assessment of DESIGN DEVELOPMENT (AO2, 3, 4) and EVALUATION SKILLS (AO3).</p>	<p>Students will evaluate their exploration and composition skills. They will be able to suggest how they can further personal their work.</p> <p>Teacher assessment of CONTROL OF MATERIALS and PEROSNAL RESPONSE. (AO2, 3, 4)</p>
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