

What will my child learn in Art and Design.

IDEAS: The world of Art. Exploring and communicating ideas. Analyse ideas and meaning. Understanding themes and the ideas of others and being able to make connections.

DRAWING: For planning, communication, design and as a discipline in its own right. To observe and record what we see.

MEDIA AND TECHNIQUES: Explore, experiment, and refine skills with a range of media and techniques across multiple disciplines.

OUTCOME: To respond visually to artists, themes, and ideas. To create a personal response to a theme.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Year 7	<p><u>Theme: Natural Form</u> <u>Visual element: Line and Shape</u> <u>Technique: Lino Painting</u> <u>Artist: Angie Lewin</u></p> <p>Natural World: How has the Natural world inspired artists and designers?</p> <p><i>Observing and Recording, understanding how the visual element line and shape can play an integral part in art. Whilst reflecting on: 'what are the Visual elements?' and how they are the building blocks of Art.</i></p> <p>Discovering and analysis the work of Angie Lewin. Looking at natural forms. Discussing what is a natural form? Investigating what are the visual elements in Art and how they play an integral part in the creation of art work.</p> <p>Drawing and design skills: Shape / proportion - look check / adjust. Recording line and shapes.</p> <p>Pencil drawing, Lino, Printing Ink.</p> <p>Developing a design into a lino print.</p> <p>Responding to a theme.</p> <p>Researching.</p> <p>Combining imagery.</p> <p>Creating their own lino print inspired by their research.</p>				<p><u>Theme: Ethnology</u> <u>Visual element: Pattern and Contour line</u> <u>Technique: Painting</u> <u>Artist: Islamic Art</u></p> <p>Ethnology: the importance of different cultures.</p> <p><i>Observing and Recording, understanding how the visual elements pattern and form can play an integral part in art.</i></p> <p>Discovering and analysis the universally depicted symbol: the Hamsa Hand. Looking at its symbolic meaning through different religions and faith's.</p> <p>Drawing and design skills: Line/ Form / Shape/ Pattern - look / check / adjust. Recording contour lines and tone.</p> <p>Paint and pencil crayon drawing.</p> <p>Developing Islamic patterns into a 2D painting/mixed media.</p> <p>Responding to a theme.</p> <p>Researching.</p> <p>Combining imagery.</p> <p>Creating their own painted piece inspired by islamic patterns.</p>		

<p>Year 8</p>	<p><u>Theme: Creatures and Characters</u> <u>Visual element: Colour and Tone</u> <u>Technique: Pencil crayon and collage</u> <u>Artist: Jennifer Strunge and Travis Mullins</u></p> <p>Creatures and/or characters: Creating creatures and characters with personality.</p> <p><i>Observing and Recording, understanding how the visual elements colour can play an integral part in art.</i></p> <p>Discovering and analysis the work of artists Jennifer Strunge and Travis Mullins. Looking at everyday objects and exploring how to develop them into characters.</p> <p>Drawing and design skills: Line/ Shape/ Pattern/ Colour - look check / adjust. Recording colour and tone to create form and depth.</p> <p>Pencil, pencil crayon drawing and collage.</p> <p>Developing everyday objects into a painting of your character design.</p> <p>Responding to a theme.</p> <p>Researching.</p> <p>Combining imagery.</p> <p>Creating their own collaged painted piece inspired by the artists.</p>	<p><u>Theme: Landscape</u> <u>Visual element: Perspective and Texture</u> <u>Technique: Ceramics</u> <u>Artist: Rebecca Vincent and Boris Draschoff</u></p> <p>Environment: How have artists depicted the landscape through the language of art?</p> <p><i>Observing and Recording, understanding how the visual element texture/perspective can play an integral part in art.</i></p> <p>Discovering and analysis the work of artists Rebecca Vincent and Boris Draschoff. Looking at landscapes and how to use the technique of perspective. Looking at how to simplify elements of landscape through the visual elements.</p> <p>Drawing and design skills: Line/ Shape/ Pattern/ Colour/ Texture/ Space (perspective). Recording perspective techniques and texture to create form and depth within the landscape.</p> <p>Pencil and pencil crayon drawing and clay.</p> <p>Developing landscapes into a 3D ceramic response.</p> <p>Responding to a theme.</p> <p>Researching.</p> <p>Combining imagery.</p> <p>Creating their own ceramic piece inspired by the artists.</p>
<p>Year 9</p>	<p><u>Theme: Art History</u> <u>Visual element: All</u> <u>Technique: Silkscreen Printing</u> <u>Artist: A brief History of Modern Art, Banksy and Keith Haring</u></p> <p>Signs of the Times: How is Art influenced by the past, the present and the future?</p> <p><i>Observing and Recording, understanding how the visual elements can play an integral part in art, when deconstructing imagery to simplify shapes.</i></p> <p>Discovering and analysis the work of Keith Haring. Looking at a brief history of modern art and how what is happening at the time is reflected in art.</p> <p>Discussing current events in life and how this can be represented in Art.</p> <p>Drawing and design skills: Visual elements - look check / adjust.</p> <p>Pencil and pencil crayon drawing.</p> <p>Developing drawing into a simplified design for a silkscreen print.</p>	<p><u>Theme: Art History</u> <u>Visual element: Proportions of the face</u> <u>Technique: Drawing and Painting</u> <u>Artist: Adekunle Adeleke and Jordan Andrew Carter</u></p> <p>Identity and Portraiture: What makes us who we are?</p> <p><i>Observing and Recording, understanding how the proportions of the face play an integral part in art and portraiture.</i></p> <p>Discovering and analysis the work of Adekunle Adeleke and Jordan Andrew Carter. Looking at proportions of the face. Investigating our own identity and what objects/symbols represent part of who we are.</p> <p>Drawing and design skills: Line/ Shape/ Pattern/ Colour/ Texture/ Space (proportion)/ Tone - look check / adjust. Recording proportions of the face and the application of tone to create realistic portraits.</p> <p>Pencil drawing, pen and ink, acrylic paint.</p>

Responding to a theme.

Researching.

Combining imagery.

Creating their own silk screen print inspired by their research.

Developing a portrait into a drawing with a bold colour repeated design element.

Responding to a theme.

Researching.

Combining imagery.

Creating their own portrait inspired by the artist and symbolic patterns that reflect their identity.

Curriculum Overview |



What will my child learn in

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Coursework portfolio component of the GCSE (60%) Unit 1a					
	<p>In Component 1a and b (portfolio) students develop responses to initial starting points and project briefs completing specified tasks and realising their intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Student responses will include evidence of drawing for different purposes and needs and written annotation. We will cover a range of media: drawing, painting, printing, digital media and sculpture. Students will produce work that fulfils the assessment criteria:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations, and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>					
Year 11	Coursework portfolio component of the GCSE (60%) Unit 1b (CONT)		Externally set exam component of the GCSE (40%)			
	(See previous)		<p>In Component 2 (externally set assignment) students will respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes. AO3: Record ideas, observations, and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>			