

Curriculum Overview |



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 5
Year 7	<p>Natural Forms project. <i>Observing and Recording, understanding how the visual element line can play an integral part in art.</i></p> <p>Discovering and analysis the work of Jess Phoenix. Looking at natural forms.</p> <p>Drawing and design skills: Shape / proportion - look check / adjust. Recording contour lines and tone.</p> <p>Pencil drawing, pen and ink, paint.</p> <p>Developing natural forms into a painting.</p> <p>Responding to a theme.</p> <p>Researching.</p> <p>Combining imagery.</p> <p>Creating their own painting inspired by the artist.</p>	<p>Ethnology project. <i>Observing and Recording, understanding how the visual element pattern can play an integral part in art.</i></p> <p>Discovering and analysis the work of Buddhists Monks of Tibet: Mandala art.</p> <p>Drawing and design skills: Pattern / line - look / check / adjust. Recording shapes and tone.</p> <p>Pencil drawing, Lino, Printing Ink.</p> <p>Developing a design into a repeated print to create a mandala.</p> <p>Responding to a theme.</p> <p>Researching.</p> <p>Combining imagery.</p> <p>Creating their own lino print inspired by the artist.</p>	<p>Identity project: Gender equality <i>Observing and Recording, understanding how the visual element shape can play an integral part in art.</i></p> <p>Discovering and analysis the work of Anna Atkins. Discussing gender equality.</p> <p>Drawing and design skills: Shape / proportion - look /check / adjust. Recording silhouettes.</p> <p>Pencil drawing, Photogram, Stencil cutting.</p> <p>Developing a personal representative image into a final photogram.</p> <p>Responding to a theme.</p> <p>Researching.</p> <p>Combining imagery.</p> <p>Creating their own photogram inspired by the artist.</p>			
Year 8	<p>Manmade project. <i>Observing and Recording, understanding how the visual element colour can play an integral part in art.</i></p> <p>Discovering and analysis the work of Juan Gris. Looking at manmade forms.</p> <p>Drawing and design skills: Shape / proportion - look check / adjust. Recording colour and tone to create form and depth.</p> <p>Pencil drawing, mixed media, pencil crayons.</p> <p>Developing man made objects into a pencil crayon and mixed media final piece.</p> <p>Responding to a theme.</p>	<p>Landscape project. <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 Rebecca Vincent. Looking at landscapes and how to use the technique of perspective.</p> <p>Drawing and design skills: perspective, layers, and texture. Recording texture to create form and depth.</p> <p>Pencil drawing and clay.</p> <p>Developing landscape images into a ceramic sculpture and clay vessel final piece.</p>	<p>Identity project: LGBTQ+ <i>Observing and Recording, understanding how the visual element space can play an integral part in art.</i></p> <p>Discovering and analysis the work of Grayson Perry. Discussing LGBTQ+.</p> <p>Drawing and design skills: Shape / proportion - look /check / adjust.</p> <p>Pencil drawing, Collage, Photoshop.</p> <p>Developing a personal representative image into a final photoshop montage.</p> <p>Responding to a theme.</p> <p>Researching.</p>			

	<p>Researching. Combining imagery. Creating their own mixed media, coloured pencil piece inspired by the artist.</p>	<p>Responding to a theme. Researching. Combining imagery. Creating their own ceramic piece inspired by the artist.</p>	<p>Combining imagery. Creating their own digital image inspired by the artist.</p>
Year 9	<p>Art History project. <i>Observing and Recording, understanding how the visual element form can play an integral part in art.</i> Discovering and analysis the work of Karan Singh. Looking at a brief history of modern art - focusing on Pop Art. Drawing and design skills: Shape / proportion - look check / adjust. Recording contour lines and pattern. Pencil drawing, Silkscreen Printing. Developing a block colour, food inspired design into a silkscreen print. Responding to a theme. Researching. Combining imagery. Creating their own silkscreen print inspired by the artist.</p>	<p>Portrait project. <i>Observing and Recording, understanding how the visual element form can play an integral part in art.</i> Discovering and analysis the work of Luke Dixon. Looking at proportions of the face. Drawing and design skills: Shape / proportion - look check / adjust. Recording contour lines and tone to create form. Pencil drawing, pen and ink, acrylic paint. Developing a portrait into a pen and ink drawing with a bold colour element. Responding to a theme. Researching. Combining imagery. Creating their own portrait inspired by the artist.</p>	<p>Identity project: Racial equality. <i>Observing and Recording, understanding how communities can play an integral part in art.</i> Discovering and analysis the work of Faith Ringgold. Discussing racial equality. Drawing and design skills: Shape / proportion - look /check / adjust. Recording bold imagery. Pencil drawing, textiles, fabric painting, quilts. Developing a personal representative image into a final quilted square. Responding to a theme. Researching. Combining imagery. Creating their own community quilt inspired by the artist.</p>

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What will my child learn in GCSE Art and Design?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 5
Year 10	Coursework portfolio component of the GCSE (60%) Unit 1a				Coursework portfolio component of the GCSE (60%) Unit 1b	
	<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>			