



Art & Photography Curriculum Overview



Year

7

Autumn

Art History and Colour Theory
(Including a baseline Shoe) *Careers*

Students are introduced to observational drawing, using basic line, shape, and tone. Students are introduced to contextual sources and learn how to describe and analyse a piece of art by using the visual elements and their own opinions. Students are introduced to the fundamentals of colour theory which will underpin their study of Art throughout KS3 and KS4.

Spring

Day of the Dead Art *PSHE*
Day of the Dead Textiles cushion or pencil case
(*SMSC and sustainable fashion link*) *Careers/PSHE*

This introduces students to a different culture and celebrates that through visual communication. Students create detailed contextual research and take inspiration from this to create their own visual response.

This introduces students to basic textiles skills including hand stitching and embellishment. Students look at the work of contemporary textile artists to understand the relevance of their work.

Summer

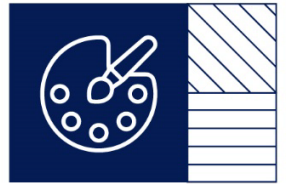
Elements of Art
Abstract Art *PSHE*

This introduces students to the elements of art, teaching the fundamental skills that they will use and develop as they move through KS3 and 4. Students are taught how to effectively communicate using the visual elements (colour, form, line, shape, texture, and tone). Students can recognise and discuss each element confidently, identifying how and why to use them.

Students learn how to respond to the work of artists, analysing different pieces of art and taking visual inspiration for their own work.
Students are taught how to paint with skill and control whilst applying their knowledge of colour theory.

Fundamental Learning

The ability to describe and analyse the work of an artist will form the basis of artist research through KS3 and 4. Students develop fundamental skills which will underpin their study in Art throughout KS3 and 4. This includes observational drawing, painting,

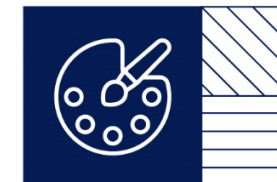


Year	Autumn	Spring	Summer
8	Drawing Development Artist Knowledge <i>Careers</i>	Natural form Architecture <i>Careers</i> Landscape Textiles <i>Careers/ PSHE</i>	Jon Burgerman 3D Pizza <i>Careers</i> Distorted Portraits
	<p>Students to build and develop their observational drawing skills. Students focus on creating a range of tones, blending and mark making using a variety of methods and materials.</p> <p>Students build on prior knowledge on how to respond to the work of artists, analysing different pieces or art and taking visual inspiration for their own work. Students create a variety of different responses to the work of different professionals. Students look at the work of Antoni Gaudi, and at Architecture as a career path. Students aware of the value of Art as a subject to careers.</p>	<p>Students are taught to appreciate the environments and landscapes around them, and to represent this visually. Students are introduced to a variety of new skills and techniques including printing, collage, and textile surface decoration. Students build on textiles skills taught in year 7 by adding embroidery to their work. Clear contextual links to relevant artists to inspire and develop their work.</p>	<p>Students will learn about a working illustrator/artist who creates a series of characters. Students will explore design and cardboard manipulation to create their own artist inspired pizza character.</p> <p>Students learn to develop their observational drawing skills, focusing on facial features and learn how to draw them methodically. Students focus on developing their control using a variety of materials.</p>

Fundamental Learning

During Year 8, students focus on a series of projects that build on the skills and knowledge from Year 7. Students are assessed in four key areas: observational drawing, material trials, artist research analysis and final outcomes. The aim of the curriculum is that all students produce creative work, explore their ideas, and develop skills in painting, drawing and mixed media materials. Where students will be working with a range of practical materials. Throughout the year, students will continue to evaluate and analyse the work of others, including peers and artists, - skills which are essential for GCSE Fine Art, Textiles or Photography. For students to achieve or exceed their target grades, it is vital that homework is completed, on time, to a high standard and assessments prepared for fully.





Year	Autumn	Spring	Summer
9	Native America <i>PSHE</i> Totem Pole Panel Textiles	Totem Pole Panel Continued Surrealism <i>PSHE</i>	Fast Food 3D Donut Design <i>Careers</i> Elements of Art Development
	<p>Students create an in-depth response a different culture and celebrate that through visual communication. Students create thorough contextual research and take inspiration from this to create their own visual response.</p> <p>Students are given the opportunity to use and explore a variety of varied materials and skills including batik, acrylic painting and printing and are taught to use these with skill and control.</p> <p>Students to build on skills already learnt earlier at KS3 such as observational drawing and develop these in diverse ways using varied materials.</p>	<p>Students focus on exploring ideas and learning about the art movement of Surrealism. Students will build on the elements of art to create a tonal study inspired by the artist Magritte.</p> <p>Links to higher education and careers through gallery/museum visit which will form part of their project. Students to build on prior knowledge and be able to select appropriate materials for their tasks. Focus on presentation and development of a sketchbook.</p>	<p>Students taught to develop their control of a variety of materials, including some which will be new to them. Students focus on the development of observational drawing skills and are taught to develop their control of a variety of varied materials including biro, ink, acrylic paint, and printing, creating a variety of small observational studies of food. Students develop their self-reflective skills throughout this project.</p> <p>Students introduced to the concept of designing and creating a 3D, sculptural response to initial drawings and research.</p>

Fundamental Learning

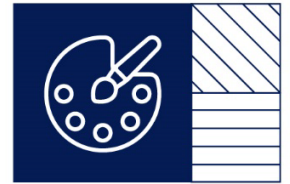
During Year 9, students focus on a series of mini projects that build on the skills and knowledge from Year 7. Students are assessed in four key areas: observational drawing, material trials, artist research analysis and final outcomes. The aim of the curriculum is that all students produce creative work, explore their ideas, and develop skills in painting, drawing and mixed media materials. Where students will be working with a range of practical materials. Throughout the year, students will continue to evaluate and analyse the work of others, including peers and artists, - skills which are essential for GCSE Fine Art, Textiles or Photography. For students to achieve or exceed their target grades, it is vital that homework is completed, on time, to a high standard and assessments prepared for fully.





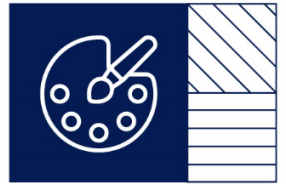
Year	Autumn	Spring	Summer
10 GCSE Fine Art	Skills development mini project Natural forms / Human Figure Component 1 recording and Drawing studies AO3	Natural forms / Human Figure Component 1 Artist research AO1	Natural forms / Human Figure Component 1 Materials and Techniques exploration AO2
	<p>AO3 Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p>Students are introduced to the GCSE course. Students will build on the elements of art learnt at KS3, be introduced to key terminology that will drive their learning at KS4 Students produce a variety of artist research looking at different contextual sources. Focus on observational drawing and presentation of sketchbook.</p> <p>Component 1 assignment will be introduced, and sketchbook started.</p>	<p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Students produce a variety of artist research looking at different contextual sources. Students taught to critically analyse the work of artists and designers. Focus on presentation and literacy.</p>	<p>AO2 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</p> <p>Exploration of varied materials. Students taught how to produce detailed, refined responses using a variety of media. Students continue to respond to the work of chosen artists.</p>





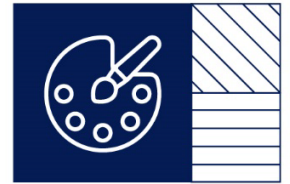
Year	Autumn	Spring	Summer
11 GCSE Fine Art	<p>Natural forms / Human Figure Component 1 Final Outcome AO4</p> <p>Independent Coursework development</p> <p>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Students will conclude their component 1 assignment by creating a final piece based on their Year 10 development work. They will then have time to explore ways to develop their final outcome further.</p>	<p>Component 2 Art examination preparation Component 2 Art Examination</p> <p>Students will be presented with their Component 2 examination paper. During this project students work independently to produce a sketchbook of work demonstrating their skills and knowledge of AO1-AO3.</p> <p>Their final piece AO4 will be completed in examination conditions during the 10-hour examination.</p>	





Year	Autumn	Spring	Summer
10 GCSE Photography	<p>Skills development – Structures Component 1 Exploration of theme, planning and technical execution of photoshoots and image editing.</p> <p>AO3 Record ideas, observations, and insights relevant to intentions as work progresses.</p> <p>Students are introduced to the GCSE course. Students will build on the elements of art learnt at KS3, be introduced to key terminology that will drive their learning at KS4</p> <p>Students produce multiple photographs applying the basic rules of composition and elements of photography related to the theme.</p> <p>Build confidence in selecting, interpreting and recording ideas and observations.</p> <p>Component 1 assignment will be introduced, and Digital portfolio started.</p>	<p>Structures Component 1 Artist research AO1</p> <p>AO1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Students produce a variety of photographer and artist research looking at different contextual sources. Students taught to critically analyse the work of artists, designers and photographers. Focus on presentation and literacy.</p>	<p>Structures Component 1 Materials and Techniques exploration AO2</p> <p>AO2 Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.</p> <p>Digital and Physical manipulation skills and technique exploration. Students taught how to produce detailed, refined responses using a variety of media. Students continue to respond and connect all parts of their work to the chosen photographers and or artists.</p>





Year	Autumn	Spring	Summer
11 GCSE Fine Art	Structures Component 1 Final Outcome AO4 Independent Coursework development	Component 2 Photography examination preparation Component 2 Photography Examination	
	<p>AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Students will conclude their component 1 assignment by creating a final piece based on their Year 10 development work. They will then have time to explore ways to develop their final outcome further.</p>	<p>Students will be presented with their Component 2 examination paper. During this project students work independently to produce a Digital portfolio and display boards of work demonstrating their skills and knowledge of AO1-AO3.</p> <p>Their final piece AO4 will be completed in examination conditions during the 10-hour examination.</p>	

