



Art Curriculum Overview



Year	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
7	Art History and Colour Theory		Day of the Dead	Day of the Dead (Textiles - Cushion)	Elements of Art	Abstract Art
	Careers		PSHCE	Careers PSHCE		PSHCE
	<p>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.</p> <p>This unit builds on the basic skills learnt though art at KS2. This unit is designed to give students the confidence in their own abilities as they all have different experiences of Art at primary school.</p> <p>Students will visit a local area- New Brighton to explore drawing from direct observation, looking at architecture, natural forms etc.</p>	<p>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.</p> <p>This introduces some of the knowledge and introduces the 'Elements of art'. Students need to know about line and shape, colour theory.</p>	<p>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.</p> <p>Students embed the knowledge of the Day of the Dead culture from the previous project through a new material – textiles. They will continue to refine their use of line, shape and form for work.</p>	<p>This reaffirms the knowledge student have gained through 'topic' based art projects and focuses on the elements of art and a focus, 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.</p> <p>This unit instils the basic principles of art that provide the basis for future projects.</p> <p>Their initial introduction in the art history in Aut1 is refreshed and developed through this unit and the next.</p>	<p>Students learn how to respond to the work of artists, analysing different pieces or art and taking visual inspiration for their own work.</p> <p>Students are taught how to paint with skill and control whilst applying their knowledge of colour theory.</p> <p>This builds upon the initial colour theory explored in Aut 1 and Sum 1. Their initial introduction in the art history in Aut1 is refreshed and developed through this unit.</p> <p>Extension opportunity: Students to build on skills taught earlier in the year and develop their textiles skills. Links to careers through the project so that students can link the work they are undertaking with real life applications and relevance.</p>	

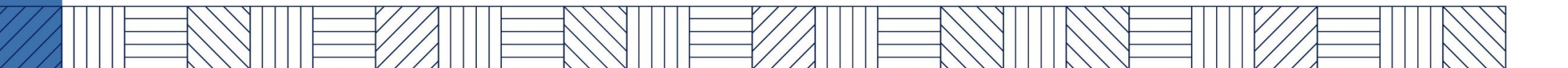


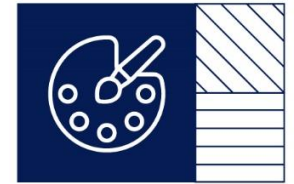
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8	Drawing Development	Artist Knowledge Careers	Natural Forms Architecture Careers	Landscapes (Textiles) Careers PSHCE	Jon Burgerman Pizza Card Manipulation	Distorted Portraits
	<p>Students to build and develop their observational drawing skills. Students focus on creating a range of tones, blending and mark making using a variety of methods and materials.</p> <p>This builds on the prior knowledge learnt during year 7 and reintroduces art following the Summer break.</p> <p>This project introduces different drawing materials and build on the control students developed in Year 7</p> <p>This project continues to encourage students to be reflective learners, evaluating their work and the work of others.</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.</p> <p>Students increase their awareness of career paths in Art, looking at currently working artists along with art history. This build on/revisits their art history knowledge from Year 7</p> <p>This unit builds upon the Elements of art learnt during Year 7.</p>	<p>Students are introduced to a variety of new skills and techniques including printing, collage and textile surface decoration.</p> <p>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 focus on developing their control using a variety of materials collage, resist and frottage.</p> <p>This unit builds on the colour theory, use of mixed materials explored in Year 7 and basic textile embroidery skills.</p> <p>Students look at architecture and how architects have been inspired by nature. This increases their knowledge of artists from the Year 8 Aut 2 project.</p>	<p>Students are taught to appreciate the environments and landscapes around them, and to represent this visually and focus on surface decoration.</p> <p>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 learn how to create a polypad block print, look at graffiti for mark making and revisit space/composition through landscape.</p>	<p>Students are taught develop 3D work through card relief. This builds on the knowledge of Form explored in the Landscape project and Aut 1 drawing development. Students refine their control of paint application and explore the work of an artist.</p> <p>Students build their confidence to create original work influenced by others</p>	<p>Students revisit drawing techniques. They explore their drawing skills, focusing on facial features and learn how to draw them methodically.</p> <p>Students focus on developing their control using a variety of materials.</p>





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9	Native America Totem Poles (Textiles)		Surrealism PSHCE	Fast Food	3D Donut Elements of Art	
	<p>PHSCE</p> <p>Students create an in-depth response to 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 different 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 different ways using different materials. Students will</p> <p>This builds and develops the Elements of Art from Year 7 and Year 8. Students revisit culture in Art from Spr 1 Year 7. The revisit materials explorations from Year 8 AUT 2</p> <p>Students focus on exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Students focus on the development of observational drawing skills and the use of tone.</p> <p>Students explore art history through Surrealism.</p> <p>Museum visit to work as part of their surrealism project.</p>	<p>Students taught to develop their control of a variety of materials, including some which will be new to them. Students produce a variety of 10cm x 10cm drawing studies focusing on mark making, colour blending, hatching, continuous line and tonal value through biro, ink, acrylic paint and printing</p> <p>This builds on material exploration learnt and developed across previous units through further exploration of drawing skills, including observational and material exploration.</p> <p>Students develop their self-reflective skills throughout this project.</p> <p>This builds and develops artist knowledge.</p>	<p>Students revisit form and look at the concept of designing and creating a 3D, sculptural response to initial drawings and research. This builds on the Jon Burgerman project and architecture project in Y8.</p> <p>Links to higher education and careers through gallery 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>This introduces 3D elements of art through material manipulation, students need to be able to revisit line, tone and form from previous.</p>	<p>Students revisit form and look at the concept of designing and creating a 3D, sculptural response to initial drawings and research. This builds on the Jon Burgerman project and architecture project in Y8.</p> <p>Links to higher education and careers through gallery 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>This introduces 3D elements of art through material manipulation, students need to be able to revisit line, tone and form from previous.</p>		





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10	Natural Forms/Skills Development	Identity and Disguise / Natural Forms – Recording and Drawing Studies PSHCE	Identity and Disguise / Natural Forms – Artist Research Careers		Identity and Disguise / Natural Forms – Material and Technique Exploration	
	<p>During this unit students will be introduced to GCSE art and will explore material techniques in preparation for their sketchbook.</p> <p>This builds on their knowledge of the elements of arts and the way in which they present artist research</p> <p>Gallery visit / Sefton Park for AO3 visual research and AO1 Artist research.</p> <p>Art residential weekend.</p>	<p>Students are introduced the using their sketchbook for the coursework project. The explore the theme of identity and Disguise through a series of drawing studies and photography.</p> <p>This work recaps and builds on the drawing work created throughout KS3 and unit 1 of Year 10.</p> <p>Further extending drawing skills from direct observation.</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>This builds on the artists research knowledge and skills built throughout KS3 and in particular during the Year 9 Surrealism project.</p>		<p>Students will explore the work of artists further through the practical experience of visiting a gallery. This will then further inform their art work through drawing and manipulation of materials.</p> <p>Students taught to develop their control of a variety of materials, including some which will be new to them. Students continue to develop their observational drawing studies.</p> <p>Exploration of different 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> <p>This builds on prior experiences during Autumn term.</p> <p>This builds on material exploration learnt and developed across previous units through further exploration of drawing skills and material exploration.</p>	





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11	Identity and Disguise – Final Piece	Coursework Development PHSCE	Art Exam Preparation	Art Revision and Exam		
	Students will use the time to produce a final outcome based on their work. Art residential weekend.	Students use this time to explore developing their work independently. This allows for students to develop the theme work further and to introduce new materials and artists.	During this time students will be given their examination paper and will have time to independently work through to produce their examination sketchbook.	During this time students will continue to prepare their sketchbook and plan for their final piece. The final piece will be completed in the exam allocated time.		

