**Art Curriculum Overview**

**Year 7**

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| **Autumn 1 23rd Aug – 14th Oct** | **Autumn 2 31st Oct – 16th Dec** | **Spring 1 3rd Jan- 10th Feb** | **Spring 2 20th Feb – 31st Mar** | **Summer 1 17th April – 26th May** | **Summer 2 5th Jun – 14th July** |
| **During KS3, in accordance with the National Curriculum, students will be taught:**   * To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. * To use a range of techniques and media, including painting. * To increase their proficiency in the handling of different materials. * To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. * About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day | | | | | |
| **ONGOING ASSESSMENT in**In KS3, students’ work is marked using a variety of peer and teacher assessment, including verbal and written feedback using Assessment for Learning principles | | | | | |
| **I add any enrichment planned also!** | | | | | |
| **Tone** | **Colour Theory** | **Line** | **Shape** | **Form** | **3D Final Outcome** |
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| **Knowledge:**   * The value of tone * Mixed media and how it is used to establish texture or aesthetic effects * How pencils are made * Symmetry and its use in creating stencils * Variety of pens and their purposes * Brusho, watercolour, collages * The work of:   **MC Escher:** Looking at tonal tessellation of animal shapes. | **Knowledge:**   * The colour wheel, colour theory and different ‘families’ of colours * Qualities and consistencies of paints * Mixed media and how it is used to establish texture or aesthetic effects * Tempera block paints and colour mixing * Paint brushes and their purposes * Brusho, watercolour, collages * Iconic brands - use of colour * Introduction to colour rendering using pencil   **Eric Carle**: Looking at the use of collage and vibrant colour.  **Yellena James:** Focusing on line, colour and organic shapes | **Knowledge:**   * The value of tone * Mixed media and how it is used to establish texture or aesthetic effects * Textile processes * Variety of pens and their purposes * Brusho, watercolour, collages * Mark making techniques to show texture   **Yellena James:** Focusing on line, colour and organic shapes | **Knowledge:**   * The colour wheel, colour theory and different ‘families’ of colours * Mixed media and how it is used to establish texture or aesthetic effects * Symmetry and its use in creating stencils * Tempera block paints and colour mixing   **Henri Matisse**: Looking at layering of lines and shapes, linked to the theme of the sea. | **Knowledge:**   * The colour wheel, colour theory and different ‘families’ of colours * Qualities and consistencies of paints * The value of tone * Mixed media and how it is used to establish texture or aesthetic effects * 3D shapes and construction incorporating waste materials | **Knowledge:**   * The colour wheel, colour theory and different ‘families’ of colours * Mixed media and how it is used to establish texture or aesthetic effects * Paint brushes and their purposes   **Courtney Mattison:** Looking at creating 3D artwork using recycled materials, influenced by environmental issues |
| **Skills**   * Tonal shading skills * Applying tone to shape for 3D effect * Tones to create pattern, shapes * Presentation skills * Using colour theory to mix primary colour to create secondary and tertiary colours * Direct observation drawing * Scale drawing for different sizes * Mind mapping * Using different paper sizes for different compositions * Using graphite pencils for tonal ranges * Using a rubber to create highlights and accents * Control of graphite and experiment with different line qualities in pencil and ink * Scissor skills to cut shapes for collage * Research skills * ICT skills – investigating sources and their authenticity * Collecting reference material for research * Literacy skills and subject specific terminology | **Skills:**   * Tonal shading skills * Applying tone to shape for 3D effect * Presentation skills * Using colour theory to mix primary colour to create secondary and tertiary colours * Using different paper sizes for different compositions * Paint mixing techniques to achieve a desired consistency * Research skills * ICT skills – investigating sources and their authenticity * Collecting reference material for research * Literacy skills and subject specific terminology * Use of line and manipulation of its application to produce optical illusions * Colour collage, composition, creative thinking. Painting and drawing skills | **Skills:**   * Tones to create pattern, shapes * Presentation skills * Direct observation drawing * Using different paper sizes for different compositions * Control of graphite and experiment with different line qualities in pencil and ink * Research skills * ICT skills – investigating sources and their authenticity * Collecting reference material for research * Literacy skills and subject specific terminology | **Skills:**   * Tones to create pattern, shapes * Presentation skills * Using colour theory to mix primary colour to create secondary and tertiary colours * Scissor skills to cut shapes for collage * Research skills * ICT skills – investigating sources and their authenticity * Collecting reference material for research * Literacy skills and subject specific terminology | **Skills:**   * Presentation skills * Direct observation drawing * Collecting reference material for research * Literacy skills and subject specific terminology * Colour theory * 3D processes and materials including mod-roc, relief work, use of textile material. | **Skills:**   * Tonal shading skills * Applying tone to shape for 3D effect * Presentation skills * Direct observation drawing * Mind mapping * Paint mixing techniques to achieve a desired consistency * Textile processes such as painting fabric, machine sewing, hand embroidery and appliqué * Research skills * ICT skills – investigating sources and their authenticity * Collecting reference material for research * Literacy skills and subject specific terminology * Colour collage, composition, creative thinking. Painting and drawing skills * Colour theory * 3D processes and materials including mod-roc, relief work, use of textile material. |

**Year 8**

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| **Autumn 1 23rd Aug – 14th Oct** | **Autumn 2 31st Oct – 16th Dec** | | **Spring 1 3rd Jan- 10th Feb** | **Spring 2 20th Feb – 31st Mar** | **Summer 1 17th April – 26th May** | **Summer 2 5th Jun – 14th July** |
| **ONGOING ASSESSMENT in**In KS3, students’ work is marked using a variety of peer and teacher assessment, including verbal and written feedback using Assessment for Learning principles | | | | | | |
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| **Day of the Dead** | | **Day of the Dead Final Outcome** | | **Entomology** | | **Entomology final outcome** |
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| **Knowledge:**   * Mark-making for textures * Exploring different media * Drawing from selected imagery * How themed mood boards are used to generate ideas * Collage techniques * Mark-making techniques for different textures * Printing techniques, different ink consistencies needed for different methods * Students will continue to explore the work of others whilst reflecting on their own art work * Analytical annotation to respond to their own artwork and that of others * Developing understanding of textiles processes and their purpose. * Collaborative work * Acknowledging sustainability and recycling/upcycling. * Language to compare and contrast the work of artists, covering content, context, process, mood and theme   **Frida Kahlo**: Looking at cultural artwork produced in the theme of the Day of the Dead.  **Jose Guadalupe Posada**: Looking at monochromatic line illustrations.  **Damien Hirs**t: Looking at installation and debating the shock factor and ethical issues of his work with insects. | **Knowledge:**   * Printing techniques, different ink consistencies needed for different methods * Students will continue to explore the work of others whilst reflecting on their own art work * Analytical annotation to respond to their own artwork and that of others * Language to compare and contrast the work of artists, covering content, context, process, mood and theme * Exploring different media * Collage techniques * **Frida Kahlo**: Looking at cultural artwork produced in the theme of the Day of the Dead. * **Jose Guadalupe Posada**: Looking at monochromatic line illustrations. | **Knowledge:**   * Printing techniques, different ink consistencies needed for different methods * Students will continue to explore the work of others whilst reflecting on their own art work * Analytical annotation to respond to their own artwork and that of others * Language to compare and contrast the work of artists, covering content, context, process, mood and theme * Developing understanding of textiles processes and their purpose. * Collaborative work * Acknowledging sustainability and recycling/upcycling. * Exploring different media | | **Knowledge:**   * Mark-making for textures * How themed mood boards are used to generate ideas * Students will continue to explore the work of others whilst reflecting on their own art work * Collage techniques * Drawing from selected imagery * Exploring different media * Language to compare and contrast the work of artists, covering content, context, process, mood and theme * Exploring different media * **Damien Hirs**t: Looking at installation and debating the shock factor and ethical issues of his work with insects. | **Knowledge:** | **Knowledge:**   * Mark-making for textures * How themed mood boards are used to generate ideas * Printing techniques, different ink consistencies needed for different methods * Students will continue to explore the work of others whilst reflecting on their own art work * Constucting a 3D form * Exploring different media * Collaborative work |
| **Skills:**   * Drawing skills and the application of mark-making techniques for different textures * Direct observation drawing * Drawing from a secondary source * Enlarging and reducing scale * Using photography to record an observation * Pen and wash technique * Collage and ink print overlay * Dip pen and ink technique * Design and building skills * Presentation skills using page layout design * Papier mache * Ink and bleach * Design and 3D building. * Textiles skills, including hand and machine embroidery * Acrylic and watercolour painting. * Research skills * ICT skills- how to investigate the source of internet posted images and check their authenticity * Collecting reference materials for research * Applying colour (Brusho, watercolour, collage etc.) to enhance work * Literacy – subject specific key words to evaluate their own work and that of other artists. * Different media to create images from direct observation and secondary sources. * Mixed media studies from secondary sources, including collage, printmaking and textiles materials | **Skills:**   * Drawing skills and the application of mark-making techniques for different textures * Using photography to record an observation * Direct observation drawing * Drawing from a secondary source * Pen and wash technique * Collage and ink print overlay * Ink and bleach * Research skills * ICT skills- how to investigate the source of internet posted images and check their authenticity * Literacy – subject specific key words to evaluate their own work and that of other artists. * Mixed media studies from secondary sources, including collage, printmaking and textiles materials * Applying colour (Brusho, watercolour, collage etc.) to enhance work * Collecting reference materials for research * Research skills | **Skills:**   * Textiles skills, including hand and machine embroidery * Mixed media studies from secondary sources, including collage, printmaking and textiles materials * Acrylic and watercolour painting. * Applying colour (Brusho, watercolour, collage etc.) to enhance work * Collecting reference materials for research | | **Skills:**   * Drawing skills and the application of mark-making techniques for different textures * Using photography to record an observation * Direct observation drawing * Drawing from a secondary source * Enlarging and reducing scale * Pen and wash technique * Dip pen and ink technique * Presentation skills using page layout design * Research skills * ICT skills- how to investigate the source of internet posted images and check their authenticity * Literacy – subject specific key words to evaluate their own work and that of other artists. * Mixed media studies from secondary sources, including collage, printmaking and textiles materials * Acrylic and watercolour painting. * Applying colour (Brusho, watercolour, collage etc.) to enhance work * Collecting reference materials for research * Research skills | **Skills:** | **Skills:**   * Drawing skills and the application of mark-making techniques for different textures * Design and building skills * Presentation skills using page layout design * Acrylic and watercolour painting. * Applying colour (Brusho, watercolour, collage etc.) to enhance work * Collecting reference materials for research |