**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
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| **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** |
|  |  |  |  |  |  |
| **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.
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**Year 8**

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| **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 |
|  |  |  |  |  |  |
| **Day of the Dead** | **Day of the Dead Final Outcome** | **Entomology** | **Entomology final outcome** |
|  |  |  |  |  |  |
| **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
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| **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
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* 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
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