

# The Samworth Church Academy

## Curriculum Journey: Art

### Year 7

Autumn	<i>Flowers</i> Look at a variety of flowers, including looking at flowers in a live space, introduces the concept of the Formal Elements within Art.
Spring	<i>Graphic Design</i> Look at food and drinks packaging and the design on them, elements of recording, recall and developing their own work.
Summer	<i>Insects</i> Look at insects including some in person preserved species, clay sculpture of a scarab beetle, looking into the art of Ancient Egypt and the symbolism of the Scarab Beetle.

### Year 8

Autumn	<i>Mythical Creatures</i> Explore different mythical animals made from a metamorphosis of different animals, to medieval gargoyles and Chinese dragons.
Spring	<i>Natural Forms</i> Explore a variety of natural forms, including fruit, vegetables and flowers with real life specimens through the mediums of 2D drawing, painting and clay.
Summer	<i>Portraiture</i> Explore portraits of others and themselves with particular focus on observational skill and accuracy, explored through the mediums of 2D drawing, painting and 3D cardboard sculpture.

### Year 9

Autumn	<i>Anatomy</i> To explore the inner workings of the human body from models of the skeleton and internal organs, explored through the medium of 2D drawing media.
Spring	<i>Steampunk</i> Students will record what they see, in visual and other forms. Recall the formal elements and describe their use in pieces of artwork featuring the subject of Steampunk.
Summer	<i>Animals</i> Students study a variety of different animal forms, which builds on skills they have learnt in the portraiture project, and also in Anatomy and Steampunk.

### Year 10

Autumn	<i>Sea Life</i> Students study a variety of different sea creatures from shells through to fish. This builds on work they have undertaken in Year 8.
Spring	<i>Natural Forms</i> Students study a variety of different natural forms from fruit and vegetables through to flowers and berries. This also builds on the work they have undertaken in Year 8.
Summer	<i>Fragments</i> This is the students first introduction to the Year 11 Coursework project, which has the title of Fragments. Fragments can be interpreted in many different ways from fragments of living beings, to mechanical parts to fragments of an imaginary kind such as fears and dreams.

### Year 11

Autumn	<i>Fragments (continued)</i> A continuation of the work started in the Summer term of Year 10.
Spring	<i>Examination</i> Students will show progress on the use of mark making to create tone, texture and detail within their work. They will show personal responses within their work and the ability to analyse the work of a range of artists.
Summer	<i>Examination (continued)</i> Follow plans, in exam conditions, to make a personal response in response to the externally set theme as a final outcome. They will mount all work appropriately in readiness for final marking.

**GCSE**



### Year 12

Autumn	<i>Nocturnal</i> Students will record information in a variety of forms, including drawing, photography and written notes, and show progress on the use of mark making to create tone, texture and detail within their work.
Spring	<i>Personal Response to a Theme</i> Demonstrate the ability to analyse the work of a range of artists, making links to their own work, as directed by their art teacher. They will recall the formal elements and use them to carry out a series of media experiments.
Summer	<i>Personal Investigation and Related Study</i> Demonstrate the ability to analyse the work of a range of artists, making links to their own work, as directed by their art teacher.

### Year 13

Autumn	<i>Personal Investigation and Related Study (continued)</i> Demonstrate the ability to analyse the work of a range of artists, making links to their own work, as directed by their art teacher. In a separate unit, this will take the form of a written piece which is the Related Study.
Spring	<i>Examination</i> Recall the formal elements in the making of their own work in response to an externally set theme.
Summer	<i>Examination (continued)</i> Recall the formal elements in the making of their own work in response to an externally set theme.



**A Level**

# Full Overview

## Art

### Year 7

Autumn	Spring	Summer
<p><b>Flowers</b> In the Autumn term, we look at a variety of different flower forms including looking at flowers in real life in the classroom. This unit is intended to introduce the students to the concept of The Formal Elements within art. By the end of the 'Flowers' Unit, the intent is that students will be able to:</p> <p>Record what they see, in visual and other forms. Recall the formal elements to describe their use in pieces of artwork featuring the subject of flowers and practically develop their use in the making of their own work. They will recall colour theory from KS1 and 2 and apply it in their work. They will show progress in their use of mark making to create tone, texture and detail and show personal responses within their work. They will apply mark making skills across a range of media as a final <b>Sunflower outcome</b>, including 2D drawing media, paint and 2 colour printmaking. This will build on poly-printing that many have done at KS1 and 2. They will make a personal response to the work of a variety of artists, including Vincent Van Gogh, David Hockney, Claude Monet, Janine Riley and the ancient art of Mandala patterns.</p>	<p><b>Graphic Design</b> In the Spring term, we study food and drink packaging and the graphic designs on them. By the end of the Food and Drink Unit, the intent is that students will be able to:</p> <p>Record what they see, in visual and other forms. Recall the formal elements, describe their use in pieces of artwork featuring the subject of Food and Drink and practically develop their use in the making of their own work. They will recall and apply their knowledge of colour theory. Students will show progress in the use of mark making to create tone, texture and detail and show personal responses within their work. They will apply mark making skills across a range of media as a final outcome, including <b>2D drawing media, paint and sculpture (in Modroc or Papier Mache)</b>, building on 3D making skills learnt at KS1 and 2) and make a personal response to the work of a variety of artists, including <b>Giuseppe Arcimboldo, Sarah Graham, Sarah Wain, Dennis Wojtkiewicz, Marcello Barenghi and Andy Warhol.</b></p>	<p><b>Insects</b> In the Summer term, we look at a variety of different insects, including some real-life preserved exhibits. By the end of the Insects Unit, the intent is that students will be able to:</p> <p>Record what they see, in visual and other forms. Recall the formal elements, describe their use in pieces of artwork featuring the subject of Insects and practically develop their use in the making of their own work. Recall and apply their knowledge of colour theory. They will show progress on the use of mark making to create tone, texture and detail within their work and show personal responses within their work. They will apply mark making skills across a range of media as a final outcome, including 2D drawing media, paint and <b>clay sculpture (of a scarab beetle)</b> and make a personal response to the work of a variety of artists, including <b>Abby Diamond, Kelly Stanford, Christopher Marley, Lucy Arnold and the art of ancient Egypt, looking at the symbolic importance of the Scarab Beetle.</b></p>

# Full Overview

## Art

### Year 8

Autumn	Spring	Summer
<p><b>Mythical Creatures</b> In the Autumn Term, we look at a range of mythical creatures, from a metamorphosis of different animals to make weird and wonderful ones, to Medieval Gargoyles and Chinese Dragons. This unit involves the introduction of imagination as well as observation. By the end of the Mythical Creatures Unit, the intent is that students will be able to:</p> <p>Record what they see, in visual and other forms. Recall the formal elements, describe their use in pieces of artwork featuring the subject of Mythical Creatures such as Chinese Dragons and Medieval Gargoyles. Students practically develop their use of the formal elements in the making of their own work. They recall and apply their knowledge of colour theory. They will show progress in the use of mark making to create tone, texture and detail within their work and show personal responses to it. They will apply the mark making skills across a range of media as a final outcome, including 2D drawing media, as a final outcome in the form of a dragon eye. They will also make a personal response to the work of a variety of artists, including the genre of Surrealism, the artists Charlotte Caron, Pablo Picasso, Nevena Kostic, and looking at the symbolic use of Japanese, Chinese Dragons and Medieval Gargoyles.</p>	<p><b>Natural Forms</b> In the Spring Term, we look at a variety of Natural Forms, including fruit, vegetables and flowers as real-life specimens in the art room. By the end of the Natural Forms Unit, the intent is that students will be able to:</p> <p>Record what they see, in visual and other forms. Recall the formal elements and describe their use in pieces of artwork featuring the subject of Natural Forms. They will practically develop their use in the making of their own work and recall and apply their knowledge of colour theory. They will show progress in the use of mark making to create tone, texture and detail within their work and show personal responses within their work. They will apply mark making skills across a range of media as a final outcome, including 2D drawing media, painting and clay (as a tile based on the work of Architect Antoni Gaudi, whose buildings in Barcelona were inspired by natural objects), and make a personal response to the work of a variety of artists, including Sarah Simblet, Noel Badges Pugh, Dawn Eaton, Edward Weston, Andy Goldsworthy, Ernst Haeckel, and Karl Blossfeldt.</p>	<p><b>Portraiture</b> In the Summer Term, students study Portraiture, looking at portraits of others and also themselves. It requires a high level of observational skill and accuracy.</p> <p>By the end of the Portraiture Unit, the intent is that students will be able to:</p> <p>Record what they see, in visual and other forms. Recall the formal elements and describe their use in pieces of artwork featuring the subject of Portraiture. They will practically develop their use of the formal elements in the making of their own work and recall and apply their knowledge of colour theory. They will show progress in the use of mark making to create tone, texture and detail within their work and show personal responses within their work. They will apply mark making skills across a range of media as a final outcome, including 2D drawing media, painting and 3D cardboard sculpture, as a response to African sculpture. During this project, they will make a personal response to the work of a variety of artists, including Chuck Close, Leonardo Da Vinci, Jonathan Yeo, Mark Powell, Minjae Lee, Jacob Everett, Luke Dixon, Annette Tjaerby, Roy Lichtenstein, Guseppe Archimboldo and the use of the symbolic Hamsa Hand.</p>

# Full Overview

## Art

### Year 9

Autumn	Spring	Summer
<p><b>Anatomy</b> In the Autumn Term, students look at the subject of Anatomy, studying the inner workings of the human body, and working from some models of the skeleton and internal organs. Again, this requires a high level of drawing skill, drawing from knowledge gained in previous years. By the end of the Anatomy Unit, the intent is that students will be able to: Record what they see, in visual and other forms. Recall the formal elements and describe their use in pieces of artwork featuring the subject of Anatomy. They will practically develop their use of the formal elements in the making of their own work, including pencil, pencil crayon and watercolour paint and show progress in the use of mark making to create tone, texture and detail within their work, producing a <b>final outcome in 2D drawing media</b>. They will show personal responses within their work and the ability to analyse the work of a variety of artists including <b>Leonardo Da Vinci, Trisha Thompson Adams, Nunzio Paci and Wan Jim Gim</b>. They also make links between the work of the artist and their own.</p>	<p><b>Steampunk</b> In the Spring Term, students look at the genre of Steampunk, which is an imaginary synthesis of living beings with mechanical parts, and which draws on knowledge gained when imagining the mythological creatures in Year 8. This project involves a mixture of imagination and observation.  By the end of the Steampunk Unit, the intent is that students will be able to:  Record what they see, in visual and other forms. Recall the formal elements and describe their use in pieces of artwork featuring the subject of Steampunk. Students practically develop their use of the formal elements in the making of their own work, including pencil, pencil crayon, watercolour paint, pen, quilling and cardboard low relief sculpture. They will show progress in the use of mark making to create tone, texture and detail within their work, producing a final outcome including <b>2D drawing, watercolour and low relief sculpture</b>. The students will make a personal response within their work and demonstrate the ability to analyse the work of a variety of artists including <b>Vladmir Gvozdev, Michelle Stitzlein, and Mike Savad</b>. They also make links between the work of the artist and their own.</p>	<p><b>Portraiture</b> In the Animals Unit, students study a variety of different animal forms, which builds on skills they have learnt in the portraiture project, and also in Anatomy and Steampunk. By the end of the Animals Unit, the intent is that students will be able to:  Record what they see, in visual and other forms. Recall the formal elements and describe their use in pieces of artwork featuring the subject of Animals. They practically develop their use of the formal elements in the making of their own work, including biro pen, pencil, coloured pencil, watercolour/ acrylic paint and lino printmaking. They will show progress on the use of mark making to create tone, texture and detail within their work, including as a <b>final outcome, using clay sculpture</b>. Students will also make personal responses within their work and demonstrate the ability to analyse the work of a variety of artists including <b>Marcia Baldwin, Richard Symonds, Peony Yip, Martin Klein, Sarah Simblet, Mary Colette and the genre of African Sculpture</b>. They will make links between the work of the artist and their own.</p>

# Full Overview

## Art

### Year 10

Autumn	Spring	Summer
<p><b>Sea Life</b> In the Autumn Term, students study a variety of different sea creatures from shells through to fish. This builds on work they have undertaken in Year 8.</p> <p>By the end of the Sea life Unit, the intent is that students will be able to:</p> <p>Record what they see, in visual and other forms. Recall the formal elements and describe their use in pieces of artwork featuring the subject of Sea life. Students practically develop their use of the formal elements in the making of their own work, including pencil, coloured pencil, pen, fine liner, charcoal, chalk, acrylic paint and photography. They will show progress on the use of mark making to create tone, texture and detail within their work. They will show personal responses within their work and also the ability to analyse the work of a variety of artists, making links to their own work, including <b>Noel Badges Pugh, Lynn Garwood and Marcia Baldwin</b>. They will produce a final outcome, including <b>2D drawing media, watercolour or acrylic paint</b>.</p>	<p><b>Natural Forms</b> In the Spring Term, students study a variety of different natural forms from fruit and vegetables through to flowers and berries. This also builds on the work they have undertaken in Year 8.</p> <p>By the end of the Natural Forms Unit, the intent is that students will be able to:</p> <p>Record what they see, in visual and other forms. Recall the formal elements and describe their use in pieces of artwork featuring the subject of Natural Forms. Students practically develop their use of the formal elements in the making of their own work, including pencil, fine liner, acrylic paint, oil paint and clay. They will show progress on the use of mark making to create tone, texture and detail within their work. They will also show personal responses within their work and the ability to analyse the work of a variety of artists, making links to their own work, including <b>Katie Scott, Dawn Eaton, Karl Blossfeldt, Georgia O'Keefe, Danielle O'Connor and the genre of Greek and Chinese Vase making</b>. Apply mark making skills across a range of media to create a final outcome, including <b>2D drawing media, acrylic and oil paint and produce a clay vase final outcome</b>.</p>	<p><b>Fragments</b> This is the students first introduction to the Year 11 Coursework project, which has the title of Fragments. Fragments can be interpreted in many different ways from fragments of living beings, to mechanical parts to fragments of an imaginary kind such as fears and dreams.</p> <p>By the end of the Fragments Unit, the intent is that students will be able to:</p> <p>Record what they see, in visual and other forms. Recall the formal elements and describe their use in pieces of artwork featuring the subject of Fragments, (This Unit forms the start of the Year 11 Coursework Unit 1, finishing in January of Year 11.) They will practically develop their use of the formal elements in the making of their own work, including a variety of 2D and 3D materials of their choice. They will show progress on the use of mark making to create tone, texture and detail within their work and show personal responses within their work, demonstrating the ability to analyse their own work in depth. They will apply mark making skills across a range of media as a final outcome, including <b>2D drawing media, acrylic and oil paint and clay vase final outcome</b>. Students will make a personal response to the work of a variety of artists, including <b>Katie Scott, Dawn Eaton, Karl Blossfeldt, Georgia O'Keefe, Danielle O'Connor and the genre of Greek and Chinese Vase making</b>, making links with their own work.</p>

# Full Overview

## Art

### Year 11

Autumn	Spring	Summer
<p><b>Fragments (continued)</b> By the end of the Fragments Unit, the intent is that students will be able to:</p> <p>Record what they see, in visual and other forms. Recall the formal elements and describe their use in pieces of artwork featuring the subject of Fragments. Students will practically develop their use of the formal elements in the making of their own work, including a variety of 2D and 3D materials of their choice. They will show progress on the use of mark making to create tone, texture and detail within their work and show personal responses within their work demonstrating the ability to analyse their own work in depth. They will record information in a variety of forms including drawing, photography and written notes. They will demonstrate the ability to analyse the work of a <b>range of artists</b>, making links to their own work, as directed by their art teacher.</p> <p>Finally, they will apply mark making skills using a media of their choice to produce a <b>personal final outcome</b>.</p>	<p><b>Externally Set Exam</b> By the end of Unit, the intent is that students will be able to:</p> <p>Record what they see, in visual and other forms. Recall the formal elements in the making of their own work in response to an externally set theme. They will show progress on the use of mark making to create tone, texture and detail within their work. They will show personal responses within their work and the ability to analyse the work of a <b>range of artists</b>, making links to their own work, as directed by their art teacher. They will apply mark making skills across a range of media and as a final outcome, and record information in a variety of forms including drawing, photography and written notes. Students will make a <b>personal response</b> to the externally set theme and plan to <b>produce a final outcome</b> in exam conditions.</p>	<p><b>Externally Set Exam (continued)</b> By the end of Unit, the intent is that students will be able to:</p> <p>Follow plans, in exam conditions, to make a personal response in response to the externally set theme as a final outcome. They will mount all work appropriately in readiness for final marking.</p>

# Full Overview

## Art

### Year 12

Autumn	Spring	Summer
<p><b>Foundation Course Unit</b> By the end of the Foundation Course Unit, the intent is that students will be able to:</p> <p>Recall the formal elements and describe their use in a variety of themes, including decay, natural forms, portraiture, manmade and reflective objects and architecture. Students will practically develop their use of the formal elements in the making of their own work, including a variety of 2D and 3D materials of their choice. They will record information in a variety of forms including drawing, photography and written notes, and show progress on the use of mark making to create tone, texture and detail within their work. Students will show personal responses within their work and demonstrate the ability to analyse their own work in depth. They will demonstrate the ability to analyse the work of a <b>range of artists</b>, making links to their own work, as directed by their art teacher. These artists include the work of <b>Andy Goldsworthy, Todd Ford, Jenny Saville, Jonathan Yeo</b>, and a range of different styles of architecture from Medieval to Modern.</p> <p><b>Nocturnal</b></p> <p>By the end of the Nocturnal Unit, the intent is that students will be able to:</p> <p>Recall the formal elements and describe their use in a variety of media experiments of their choice in response to the project theme of 'Nocturnal'. They will record information in a variety of forms, including drawing, photography and written notes, and show progress on the use of mark making to create tone, texture and detail within their work. Students will show a personal response and the ability to analyse their work in depth. They will demonstrate the ability to analyse the work of <b>two artists in greater depth than in Term 1</b>, making links to their ideas for 'Nocturnal'. The artists this year are <b>Michelangelo Merisi da Caravaggio and John Piper</b>.</p>	<p><b>Personal response to a theme</b> By the end of the 'Personal Response to a theme' Unit, the intent is that students will be able to: Demonstrate the ability to analyse the work of a range of artists, making links to their own work, as directed by their art teacher. They will recall the formal elements and use them to carry out a series of media experiments. Students practically develop their use of the formal elements in the making of their own work, including a variety of 2D and 3D materials of their choice. They will record information in a variety of forms including drawing, photography and written notes, showing an in depth, personal response. Finally, they will produce a personal response as a final outcome, making links with artists and craftspeople and demonstrating links where appropriate.</p>	<p><b>Personal Investigation and Related Study Unit 2</b> By the end of the 'Personal Investigation and Related Study Unit, the intent is that students will be able to: Demonstrate the ability to analyse the work of a range of artists, making links to their own work, as directed by their art teacher. They will recall the formal elements and use them to carry out a series of media experiments. Students practically develop their use of the formal elements in the making of their own work, including a variety of 2D and 3D materials of their choice. They will record information in a variety of forms including drawing, photography and written notes, showing a personal response to the <b>work of other artists</b> and demonstrating the ability to analyse their own work in depth. Finally, they will produce a <b>mini final outcome as the Year 12 Mock Exam</b>.</p>

# Full Overview

## Art

### Year 13

Autumn	Spring	Summer
<p><b>Personal Investigation and Related Study Unit 2 (continued)</b> By the end of the Personal Investigation and Related Study Unit, the intent is that students will be able to:</p> <p><b>Demonstrate the ability to analyse the work of a range of artists, making links to their own work, as directed by their art teacher. In a separate unit, this will take the form of a written piece which is the Related Study.</b> They will recall the formal elements and use them to carry out a series of media experiments. Students practically develop their use of the formal elements in the making of their own work, including a variety of 2D and 3D materials of their choice, recording information in a variety of forms including drawing, photography and written notes, showing a personal response to <b>the work of other artists</b> and demonstrating the ability to analyse their own work in depth.</p> <p>Finally, they will produce a personal response as a <b>final outcome</b>, making links with artists and craftspeople and demonstrating links where appropriate. They will complete and hand in their Related Study.</p>	<p><b>Externally Set Exam</b> By the end of Unit 2, the intent is that students will be able to: Recall the formal elements in the making of their own work in response to an externally set theme. They will recall and showcase their use of mark making to create tone, texture and detail, exploring their subject and showing personal responses within their work. <b>They show their ability to analyse the work of a range of artists</b>, linking to their own work in order to make a personal response to the externally set theme. They plan to produce a <b>final outcome in exam conditions</b>.</p>	<p><b>Externally Set Exam (continued)</b> By the end of Unit, the intent is that students will be able to: Follow plans, in exam conditions, to make a personal response to the externally set theme as a final outcome. They mount all work appropriately in readiness for final marking.</p>