



The Ridgeway School & Sixth Form College

...Inspiring Learners For Their Future

'Our shared vision is that our students, colleagues and families will be part of a **FAIR** community.'

We will support our school **Family** to **Achieve** their potential, and **Inspire** students to **Reach** the very best destinations.'



Art

Curriculum Overview

RESPECT | HONESTY | ENDEAVOUR | CREATIVITY | COMMUNITY

Year 7 Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	LINE		Completion of Line. Moving onto SHAPE.	Completion of Shape. Moving onto COLOUR.	Completion of Colour. Moving onto TONE.	Tone
<p>Year 7 Building blocks of Art.</p> <p>Students will learn the Formal Elements of Art and Design, focusing on developing key skills and explorative strategies using a range of stimulus. Students will be using the skills they have acquired to develop their confidence through practical activities and Artist research.</p>	<p>LINE; Students will complete a series of activities that build on their knowledge of how line is used in art, focusing on developing key skills IN MARK MAKING, OBSRVATIONAL DRAWING, TONE, ARTIST KNOWLWDGE AND DISGN. With reference to the work of Bridget Riely, students create 'Op Art' design and a block print final outcome.</p>	<p>With reference to the work of Bridget Riely, students create 'Op Art' design and a block print final outcome.</p> <p>SHAPE; BUILDING ON PRIOR LEARNING OF LINE AND COMPOSITION Students will learn how Shapes are used in Art to create form. Improving skills in accuracy and the application of materials. Students study and understand the principles of composition, creating abstract Art work. Focusing on understanding the characteristics of Wassily Kandinsky's abstract paintings. Students learn that inspiration for Art work does not always come from visual forms. Students create Abstract paintings and mixed media pieces. Building skills with application of material, colour and composition</p>	<p>Students create Abstract paintings and mixed media pieces. Building skills with application of material, colour and composition.</p> <p>COLOUR; BUILDING ON PRIOR LEARNING OF LINE, SHAPE AND COMPOSITION students learn how to use colour successfully in Art. Learning colour theory and it's application. Improving skills of accuracy and material application. Researching the work of the Fauvist Artists. Students start to use photography to record their surroundings and digital editing techniques to experiment with manipulating colour. Students create a final painting in the style of the fauvist artists, based on an observational drawing from their own photo.</p>	<p>Students start to use photography to record their surroundings and digital editing techniques to experiment with manipulating colour. Students create a final painting in the style of the fauvist artists, based on an observational drawing from their own photo.</p> <p>TONE; BUILDING ON PRIOR LEARNING OF LINE, SHAPE COMPOSITION AND COLOUR Students gain greater confidence with their observational drawing. Understanding the importance of light to create a 3D illusion. They build on accuracy of line and shape and understand how to use tonal techniques with a variety of materials.</p>	<p>Researching Georgio Morandi's still life studies, students will be exploring the importance of light in photography, taking their own photos of a still life arrangement and using digital editing techniques. They will create their own mixed media composition. This Unit is designed to build and consolidate on the students key Art Skills developed over the year but to develop their confidence and self-expression.</p> <p><i>What are the key features?</i></p> <p><i>How is a Murder Mystery solved?</i></p> <p><i>How can we create our own Murder Mystery performance?</i></p>	

Year 8 Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 8 Mexican Day of the Dead and Street Art Students will recap the Formal Elements of Art and Design, whilst focusing on developing an understanding of how this is used in different cultures.</p>	<p>Researching Mexican day of the dead</p>	<p>Observational drawing</p>	<p>Pattern</p>	<p>3D Skull sculptures</p>		<p>Street Art</p>
	<p>Students will start to explore the Day of the Dead Celebrations. Focusing on how Art plays an important role in cultural events. Composition, colour, observational drawing, symbolism and presentation are the key focus of the introductory phase of the project.</p>	<p>Using elements of the Day of the Dead celebrations such as food and Human skulls, students recap the formal elements of drawing. Focusing on accuracy of shape and line, tone, colour blending and proportions of the human skull.</p>	<p>Students will utilise their skills learnt so far to create Mexican style patterns. These will then be transferred to their own Mexican skull designs. Colour, shape, symmetry and symbolism are the focus.</p>	<p>Students will be exploring 3D building techniques to create Mexican day of the dead skulls. These will be created in paper mache and card then painted using Mexican style patterns. Students will be understanding basic construction techniques and improving painting skills. They will use the same techniques that are used to create the decorations for the Mexican Day of the Dead celebration.</p>		<p>This is a small project on street Art. Building their understanding of how Art is used in contemporary culture as a form of visual communication. Students will study the work of Shepard Fairy. Building on their understanding of the formal elements of art. Discussing the topic of whether graffiti is Art or vandalism. Using photo manipulation to create stencil style images, based on a current issue.</p>

Year 9 Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9 Art	Junk Food Goes Pop		Pop Art facial Features	Pop Art facial Features CONTINUED	Pop Art Personal response	
	Students will start to explore the concept that Art is an important part of our popular culture and influences our surroundings. Students will research the POP ART movement and use everyday objects to create Art. Composition, colour and shape are the key elements of the style students will work in. They will build on observational drawing skills, focusing on accuracy of shape and line, tone and creating depth. They will look at logo and font design. Students will research the Artist Peter Blake and create a work inspired by his grid artwork, combined with junk food and popular culture.		Continuing to work in a Pop Art Style, students will work on creating Pop Art Facial features. They will look in detail at Roy Lichtenstein's paintings using comic book images. Students will create a series of drawings looking at realistic facial features compared to Pop Art style facial features. Students will create large scale Pop Art Eyes or Mouths.	Students will create large scale Pop Art Eyes or Mouths. They will design their own version of this using element from earlier in the project. They will use Photography and digital editing. They will use their own choice of materials. This will allow students to explore techniques further and become more confident with decision making.	Using the GCSE method of creating a more independent outcome. Students will reflect on the work they have created so far and design their own final outcome to the Pop Art project. They will have the choice of material, scale and images. They will experiment with colour schemes and composition. They will show clear influence from at least one Pop Artist and from Popular culture.	

Year 10 Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10 Introduction to GCSE Art & Unit 1 Coursework 60%	<p><u>INTRODUCTION TO GCSE Art and starting Unit 1 (coursework) 'Natural Forms'.</u></p> <p><u>Ao3 RECORDING</u> <u>Ao2 Use of Materials</u></p> <p>Students are introduced to the AOs for the GCSE Art course and look at exemplar work. This develops into a series of workshops to develop the tools and techniques students require for creating their first project. These skills are then built on and the structure is replicated through out the course, covering all 4 assessment objectives. Students develop presentation skills and recap on the formal elements of Art through recording initial responses to the theme 'Natural Forms', mind mapping, collecting images, photographs and observational drawing.</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures</u></p> <p>Students will develop the skills required to research and show a visual understanding of Artists and cultures. They study the work of Karl Blossfeldt and use drawing with different materials, photography and printing to work in a monochrome style, depicting plant forms. Students then go onto research Agnes Cecile and work in her style using water colour and coloured pencil. They begin to build confidence with Portraiture, using accurate proportions and the application of paint.</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></p> <p><u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u></p> <p>Students will reflect on areas of strength and create 3 ideas based on Portraits, Plant Forms and Portraits or plant forms. Students will use recording in the form of Photography, mind mapping and annotation to explain their ideas and decision making. They will then create a final idea for the project</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></p> <p><u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u></p> <p>Develop a final response to the Natural Forms Project. Show clear evidence of links to Artists (at this point students can include a 3rd artist of their choice). Experiment with appropriate material and techniques to develop a thoughtful and detailed investigation of their chosen idea. Create the final piece of this idea in their choice of materials.</p>	<p><u>Unit 1:Project 2 'Masks'</u></p> <p><u>Ao3 RECORDING</u> <u>Ao2 Use of Materials</u></p> <p>This is an extended project. Students are now more confident using a variety of materials and techniques. They are able to reflect on the previous project and show their strengths. Students also have a better understanding of how to show their thought process in a visual form. Work is presented on Boards rather than in books. Students record initial responses to the theme 'Masks', mind mapping, collecting images, photographs and observational drawing.</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></p> <p><u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u></p> <p>Students look at Masks from around the world and choose 3 different cultures to research. Students complete a large-scale observational drawing of a mask from one of the areas they have researched. Working in oil pastel using a new technique and developing a better understanding of the application of colour and tone. Students present work on boards, developing presentation skills with the aim to show a progression in creative thought through an understanding of visual language.</p>

Year 11 Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 11 Unit 1: Course Work 60% Masks Unit 2: Externally Set Task 40%</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> Continuing to build on skills and techniques with new materials. Students complete a large-scale Acrylic Masks form their 'Masks form around the world' research. Students research the sculptor Glenys Barton in preparation for a 3D piece.</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u> Students reflect on their strengths and create 3 design ideas based on the Artist and cultures they studied so far. Students have the choice to take the theme of 'masks' down the traditional route or interpret it in a more conceptual way. Students make a 3D clay experiment in response to Glenys Barton and their chosen theme within 'Masks'. They then create a final design. Students will use recording in the form of Photography, mind mapping and annotation to explain their ideas and decision making.</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u> Develop a final response to the Masks Project. Show clear evidence of links to Artists (at this point students can include a final artist of their choice). Experiment with appropriate material and techniques to develop a thoughtful and detailed investigation of their chosen idea. Create the final piece of this idea in their choice of materials. <u>Introduction to Unit 2 Externally Set Task.</u> Students decide on a theme form the External Set Tasks and begin recording initial thoughts visually and in written form. Mind mapping, collecting images, photographs and observational drawing.</p>	<p><u>Unit 2 Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u> Students now have a strong foundation of knowledge and practical skills. They know their strengths. Students also have a better understanding of how to show their thought process in a visual form. Work is presented on Boards or in books. Students research 2 Artists OR cultures of their choice, relevant to their chosen theme. They produce small copies and work inspired by the research using their own photos. Students create 3 design ideas based on the Artist and cultures they studied so far. Showing accurate recording and skilful use of materials through, photography, observational drawing, annotations and experimenting.</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u> Develop a final response to the Project. Show clear evidence of links to Artists (at this point students can include a final artist of their choice). Experiment with appropriate material and techniques to develop a thoughtful and detailed investigation of their chosen idea. <u>Final EXAM 10 HOURS.</u> Create the final piece in their choice of materials. All externally set project preparation completed and presented at the start of the 10 hours.</p> <p>Final Improvements of coursework projects.</p>	

Sixth Form Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12 Introduction to A-level Art. Identity. Start course work UNIT 1 Personal Investigation	<p><u>INTRODUCTION Starting Identity Project</u> <u>Ao3 RECORDING</u> <u>Ao2 Use of Materials</u></p> <p>Students are introduced to the AOs for the A-level Art course and look at exemplar work. This develops into a series of workshops to develop the tools and techniques students require for creating their first project. These skills are then built on and the structure is replicated through out the course, covering all 4 assessment objectives. Students develop presentation skills and recap on the formal elements of Art through recording initial responses to the theme 'identity', mind mapping, collecting images, photographs and observational drawing.</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures</u></p> <p>Students will develop the skills required to research and show a visual understanding of Artists and cultures. They choose their own Artists relevant to the theme. Work shop style lessons, drawing with different materials and scales, photography, ink and painting help to build more sophisticated use of materials. They begin to build confidence with Portraiture, using accurate proportions and the application of a variety of materials.</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u></p> <p>Students will reflect on areas of strength and start to create 3 ideas based on identity. Students will use recording in the form of Photography, mind mapping and annotation to explain their ideas and decision making.</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u></p> <p>Develop a final response to the Identity Project. Show clear evidence of links to Artists (at this point students can include a 3rd artist of their choice). Experiment with appropriate material and techniques to develop a thoughtful and detailed investigation of their chosen idea. Create the final piece of this idea in their choice of materials.</p>	<p><u>Unit 1:Personal Investigation</u> <u>Ao3 RECORDING</u> <u>Ao2 Use of Materials</u></p> <p>This is an extended project. Students are now more confident using a variety of materials and techniques. They are able to reflect on the previous project and show their strengths. Students also have a better understanding of how to show their thought process in a visual form. Work is presented on either books, boards or in a portfolio. Students record initial responses to the theme of their choice, mind mapping, collecting images, photographs and observational drawing. Observational drawings are in a variety of materials and scales.</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u></p> <p>Students start extended essay complete 500 word introduction. Students research artists relevant to their chosen theme. Showing clear understanding of the Artist or culture and produce their own work in the style of the artist's or cultures. They will study three artists, showing a progression in creative thought through an understanding of visual language. Students complete further large-scale observational drawings and high quality photo shoots.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 13 Unit 1: Course Work 'Personal investigation' 60% Unit 2: Externally Set Task 40%</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u> Further 500 words of extended essay reflecting on artists. Students reflect on their strengths and start to create 4 design ideas based on the Artist and cultures they studied so far and their chosen theme. Students will use recording in the form of Photography, mind mapping and annotation to explain their ideas and decision making.</p>	<p><u>. Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u> Further 500 words of extended essay reflecting ideas and processes. 4 Ideas completed in any materials and scale as long as they are relevant the the theme, artists and show a visual journey. Students also complete a series of thumbnail sketches and annotations to describe inspiration and links between ideas as work develops. Further photoshoots and observational studies where needed</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u> Complete extended essay and present with photos of work 1000 -3000 words. Develop a final response to the Personal Investigation. Show clear evidence of links to Artists (at this point students can include a final artist of their choice). Experiment with appropriate material and techniques to develop a thoughtful and detailed investigation of their chosen idea. Create the final piece of this idea in their choice of materials. <u>Introduction to Unit 2 Externally Set Task.</u> Students decide on a theme form the External Set Tasks and begin recording initial thoughts visually and in written form. Mind mapping, collecting images, photographs and observational drawing.</p>	<p><u>Unit 2 Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u> Students now have a strong foundation of knowledge and practical skills. They know their strengths. Students also have a better understanding of how to show their thought process in a visual form. Work is presented on Boards, a portfolio or in books. Students research 2 Artists OR cultures of their choice, relevant to their chosen theme. They produce small copies and work inspired by the research using their own photos. Students create 3 design ideas based on the Artist and cultures they studied so far. Showing accurate recording and skilful use of materials through, photography, observational drawing,</p>	<p><u>Ao1 Developing ideas through understanding of Artists and cultures.</u> <u>Ao2 Use of Materials</u> <u>Ao3 RECORDING</u> <u>Ao4 Creating a personal response</u> Develop a final response to the Project. Show clear evidence of links to Artists. At this point students include a final artist of their choice. Experiment with appropriate material and techniques to develop a thoughtful and detailed investigation of their chosen idea. <u>Final EXAM 15 HOURS.</u> Create the final piece in their choice of materials. All externally set project preparation completed and presented at the start of the 15 hours. Final Improvements of coursework projects.</p>	