



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
<p><b>Year 7 Building blocks of Art.</b> Students will learn the Formal Elements of Art and Design, focusing on developing key skills and explorative strategies using a range of contextual research. Students will be using the skills they have acquired to develop their confidence through practical activities and Artist research.</p>	<b>LINE</b>		<b>Completion of Line. Moving onto SHAPE.</b>	<b>Shape</b>	<b>COLOUR</b>	<b>Completion of Colour.</b>
	<p><b>LINE</b> 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, observational drawing, tone, artist knowledge and design.</p> <p>Observational drawing using mark making techniques will be developed.</p> <p>With reference to the work of Bridget Riley, students create 'Op Art' design and a block print final outcome. Students will complete a single or two colour print from their own 'Op Art' designs.</p>		<p><b>SHAPE</b> 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 works. 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.</p>	<p>Students design and create larger Abstract mixed media pieces. Building skills with application of material, colour and composition.</p>	<p><b>COLOUR</b> Building on prior learning of line, shape and composition students learn how to use colour successfully in Art. Learning colour theory and its 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.</p>	<p>Students create a final painting or Oil Pastel piece in the style of the Fauvist artists. Students gain greater confidence with their observational drawing. Understanding the importance of light to create a 3D illusion. Using colour to illustrate tone.</p>

## Year 8 Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Year 8 Mexican Day of the Dead and Street Art</b></p> <p>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><b>Researching Mexican day of the dead</b></p>	<p><b>Observational drawing</b></p>	<p><b>Pattern</b></p>	<p><b>3D Skull sculptures</b></p>	<p><b>Street Art</b></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 observational drawing. Focusing on accuracy of shape and line, tone, colour blending and proportions of the human skull.</p>	<p>Students will utilise their skills 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 clay, then painted using Mexican style patterns. Students will be using clay construction and modelling techniques and improving painting skills. They will use their understanding of Proportions of the human Skull and Mexican Pattern.</p>	<p>Building their understanding of how Art is used in contemporary culture as a form of visual communication. Students will study the work of Banksy and 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. Students will research a current event or issue of their choice and create a final piece in the style of one of the graffiti artists.</p>	

## Year 9 Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 9 Art</b>	<b>Junk Food Goes Pop</b>		<b>Pop Art facial Features</b>	<b>Pop Art facial Features CONTINUED</b>	<b>Experimenting and Exploring</b>	
	<p>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.</p> <p><b>In Term 1 students take part in Manga Week, in collaboration with the LRC as part of LitFest 24.</b></p>		<p>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 using a variety of materials and focusing on colour and material application.</p>	<p><b>Pop Art Personal response</b> 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. They will use Photography and digital editing as A design method. Students will use their own choice of materials. This will allow students to explore techniques further and become more confident with decision making.</p>	<p>The emphasis will be on practical skills and using a variety of techniques to mirror the style of different Artists. Students will start to understand the GCSE framework and show clear understanding of different artist's techniques with printing methods, painting and clay work. Each practical outcome will focus on the exploration and experimentation of the technique whilst sticking to the style of the given artwork. Students will be gain confidence in application of materials, observational drawing, colour and 3d construction.</p>	

## Year 10 Art Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10 Introduction to GCSE Art &amp; Unit 1 Coursework 60%</b>	<p><b><u>INTRODUCTION TO GCSE Art and starting Unit 1 (coursework) 'Natural Forms'.</u></b></p> <p><b><u>Ao3 RECORDING</u></b></p> <p><b><u>Ao2 Use of Materials</u></b></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 throughout 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><b><u>Ao1 Developing ideas through understanding of Artists and cultures</u></b></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. Concentrating on sections of the face, using accurate proportions and a variety of painting techniques.</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b></p> <p><b><u>Ao3 RECORDING</u></b></p> <p><b><u>Ao4 Creating a personal response</u></b></p> <p>Students will reflect on areas of strength and create 2 ideas based on Plant Forms and Portraits or plant forms. Students will use recording in the form of drawing, photography, mind mapping and annotation to explain their ideas and decision making. They will then create a final idea for the project.</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b></p> <p><b><u>Ao2 Use of Materials</u></b></p> <p><b><u>Ao3 RECORDING</u></b></p> <p><b><u>Ao4 Creating a personal response</u></b></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 3<sup>rd</sup> 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><b><u>Unit 1:Project 2 'Masks'</u></b></p> <p><b><u>Ao3 RECORDING</u></b></p> <p><b><u>Ao2 Use of Materials</u></b></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><b><u>Ao1 Developing ideas through understanding of Artists and Cultures.</u></b></p> <p><b><u>Ao2 Use of Materials</u></b></p> <p><b><u>Ao3 RECORDING</u></b></p> <p>Students look at Masks from around the world and choose 3 different cultures to research. Students complete 2 large-scale observational pieces from one of the areas they have researched. Working in oil pastel and acrylic paint, 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><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b></p> <p>Continuing to build on skills and techniques with new materials. Students research the sculptor Glenys Barton in preparation for a 3D piece. Students then go onto research Henrietta Harris' distorted portraits. Students reflect on their strengths and create 3 detailed design ideas based on the Artists 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.</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b> <b><u>Ao4 Creating a personal response</u></b></p> <p>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 drawing, photography, mind mapping and annotation to explain their ideas and decision making.</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b> <b><u>Ao4 Creating a personal response</u></b></p> <p>Develop a final response to the Masks Project. Show clear evidence of links to Artists (at this point students have the option to include a final artist of their choice). Experiment with appropriate material and techniques to develop a thoughtful and detailed investigation of their chosen idea. This could be 2D or 3D. Create the final piece of this idea in their choice of materials.</p> <p><b><u>Introduction to Unit 2 Externally Set Task.</u></b> Students decide on a theme from the Externally Set Tasks and begin recording initial thoughts visually and in written form. Mind mapping, collecting images, photographs and observational drawing.</p>	<p><b><u>Unit 2 Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b> <b><u>Ao4 Creating a personal response</u></b></p> <p>Students now have a strong foundation of knowledge and practical skills. They know their own strengths. Students also have a better understanding of how to show their thought process in a visual form. Work is presented on Boards. Students will 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><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b> <b><u>Ao4 Creating a personal response</u></b></p> <p>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.</p> <p><b><u>Final EXAM 10 HOURS.</u></b> 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 and Term 6
<p>Year 12 Introduction to A-level Art. Exploring and Experimenting. Start UNIT 1, Personal Investigation (60% Final grade)</p>	<p><b><u>INTRODUCTION to A-level Art</u></b>  <b><u>Exploring and experimenting</u></b>  <b><u>Ao3 RECORDING</u></b>  <b><u>Ao2 Use of Materials</u></b></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 in order to build on skills from the previous year. These techniques are then built on and the throughout the course in all 4 assessment objectives. Students develop presentation skills and recap on the formal elements of Art through recording, photography and observational drawing.</p>	<p><b><u>Exploring and experimenting</u></b>  <b><u>Ao3 RECORDING</u></b>  <b><u>Ao2 Use of Materials</u></b>  <b><u>Ao1 Developing ideas through understanding of Artists and cultures</u></b></p> <p>Students will develop the skills required to research and show a visual understanding of Artists and cultures. Work shop style lessons, drawing with different materials and scales, photography, ink and painting help to build more sophisticated use of materials. They continue to build confidence with the application of a variety of materials and the ability to adapt and artist's style into their own work. This prepares them for the Personal Investigation and they learn where their strengths lie.</p>	<p>Students will reflect on areas of strength and start to create investigate potential themes for their Personal investigation</p> <p><b><u>Unit 1: Personal Investigation</u></b></p> <p>Students have one to one discussion with staff to decide on a theme. Students record initial responses to the theme of their choice, mind mapping, collecting images, photographs and observational drawing</p>	<p><b><u>Unit 1: Personal Investigation on</u></b>  <b><u>Ao3 RECORDING</u></b>  <b><u>Ao2 Use of Materials</u></b></p> <p>Students are now more confident using a variety of materials and techniques. Work is presented either in books, on boards or in a portfolio. Students focus on producing 3 high quality observational drawings in a variety of materials and scales.</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b>  <b><u>Ao2 Use of Materials</u></b>  <b><u>Ao3 RECORDING</u></b></p> <p>Students start extended essay complete 500word 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 based on high quality photo shoots. They will study three artists, showing a progression in creative thought through an understanding of visual language.</p>

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 13 Completion of Unit 1: Course Work 'Personal investigation' 60% Unit 2: Externally Set Task 40%</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b> <b><u>Ao4 Creating a personal response</u></b></p> <p>Further 500 words of extended essay reflecting on artists and the influence they have on the students ideas. 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 Drawing, photography, mind mapping and annotation to explain their ideas and decision making. Material exploration and experimentation will be integrated into the ideas.</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b> <b><u>Ao4 Creating a personal response</u></b></p> <p>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 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 Experimentation with appropriate material and techniques to develop a thoughtful and detailed investigation of their final chosen idea.</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b> <b><u>Ao4 Creating a personal response</u></b></p> <p>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). Complete relevant experiments to show thorough development of their chosen idea. Create the final piece of this idea in their choice of materials. <b><u>Introduction to Unit 2 Externally Set Task.</u></b> 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><b><u>Unit 2 Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b> <b><u>Ao4 Creating a personal response</u></b></p> <p>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 will research 3 Artists or cultures of their choice, relevant to their chosen theme. They produce work inspired by the research using their own photos. Students create 3 design ideas based on the Artists and cultures they studied so far.</p>	<p><b><u>Ao1 Developing ideas through understanding of Artists and cultures.</u></b> <b><u>Ao2 Use of Materials</u></b> <b><u>Ao3 RECORDING</u></b> <b><u>Ao4 Creating a personal response</u></b></p> <p>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. <b><u>Final EXAM 15 HOURS.</u></b> Create the final piece in their choice of materials. All externally set project preparation completed and presented at the start of the 15 hours.</p> <p>Final Improvements of coursework project.</p>	