

YEAR 7

The aims of this curriculum are:

- To foster all students' artistic aspirations through positive, memorable, and diverse cultural experiences both in and outside of the classroom
- To give all students the opportunity to become experts in a wide range of practical disciplines; painting, drawing, sculpture, photography and other art, craft, and design techniques
- To develop all students' theoretical knowledge of historical and contemporary contextual references; using artistic language to discuss, analyse, evaluate, and judge art forms
- To ensure that all students are confident and curious enough to ask questions, formulate their own ideas and opinions, are brave in their experimentations and have ambition to create original pieces of art
- To support students across the curriculum with their digital literacy

The below content is a detailed guide but is by no means limited to only this – changes can be made depending on class, teacher, or any other relevant reflections.

Timescale	Topics	Knowledge covered	Skills developed	Assessment
Autumn - February ½ Term	The Formal Elements Colour Theory Introduction to Photography	Introduction to line, shape, tone, texture, pattern, form and colour Contextual references: Mike Perry, Matisse, Cy Twombly, Bridget Riley, Contextual references: Rothko, Okuda San Miguel, Suzanne Saroff, Colour Theory - meaning of colour, harmonious and complementary colours, tints and shades, monochromatic colours Formal Elements in Photography - framing, composition, leading lines, shape, lighting and still life Contextual References: Abba Richman	Drawing – Observational, sketching, emotive, pastels and blending Painting – Watercolours, poster paints, drawing inks, blending Printing – Carbon prints and mono-printing Collage – paper cut outs, mixed media, tissue, magazines, fabric Photography – Use of digital camera, vantage points, contact sheet analysis, uploading, storage, printing, Photoshop editing Technology – Responsible internet searching and IT literacy Communications – Visual literacy, reading from a variety of sources, Artist analysis, written evaluations, technique processes, metacognition strategy, retrieval questioning, tier 2/3 key words, spellings and sketchbook presentation	Baseline Test Every lesson formative assessment will be used to guide and assess students Once per project students will complete a periodic assessment linked to knowledge they have learned Summative assessment is based on students sketch books linked to the four areas of assessment; Investigating and making, experimenting, refining ideas and knowledge and understanding.

YEAR 8

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CURRICULUM DOCUMENTS

		Contextual references; Rembrant Hannah Hoch, Wes Naman and Michael Wolf, self-motivated by students	processes, metacognition strategy, retrieval questioning, tier 2/3 key words, spellings and sketchbook presentation	books linked to the four areas of assessment; Investigating and making, experimenting, refining ideas and knowledge and understanding.
February ½ Term - Summer	Illustration	Recap and Retrieval - shape, line, tone, texture, pattern, colour and form Contextual references; Tim Burton, Jon Burgerman, Quentin Blake and German Expressionism	Drawing – creative doodling, imaginative, grid drawing, cross hatching and biro Sculpture – Simple clay techniques and processes and 3D Form Painting – watercolour Printing – mono printing and carbon printing Communications – Visual literacy, interpretation, reading from a variety of sources, poetry, artist analysis, written evaluations, technique processes, metacognition strategy, retrieval questioning, tier 2/3 key words, spellings and sketchbook presentation	

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Autumn - February ½ Term	Urban Jungle	Alternative drawing styles – mark making, focusing on texture, line and pattern Contextual references; Zentangle, pointillism and Abby Diamond	Drawing – observational drawing, first and second hand, pencil and ink drawing, proportion and grid technique, Printing – carbon printing, relief and collagraph printing Painting –watercolour experimentation, drawing ink and mixed media Collage –abstract cardboard relief Technology – Responsible internet searching and IT literacy Communications – Visual literacy, interpretation, reading from a variety of sources, artist analysis, written evaluations, technique processes, metacognition strategy, retrieval questioning, tier 2/3 key words, spellings and sketchbook presentation	Every lesson formative assessment will be used to guide and assess students Once per project students will complete a periodic assessment linked to knowledge they have learned Summative assessment is based on students sketch books linked to the four areas of assessment; Investigating and making, experimenting, refining ideas and knowledge and understanding.
	Photography	Architecture – perspective, structure, 2D and 3D form Contextual References – Olivier Catte Recap and Retrieval photography – architecture, framing, composition, leading lines, shape and lighting, Contextual References –Sebastian Weiss	Photography – Use of digital camera, photoshoots, vantage points, formats, contact sheet analysis, uploading, storage, printing, Photoshop, black and white editing, physical image editing and manipulation	
February ½ Term - Summer	Superhero's	Manga and Anime – history and characterisation – Comic books and superheroes as artistic inspiration Contextual references – Ozamu Tezuka, Sandra Chevrier, Mike Alacantha and Loui Jover	Drawing – observational drawing, second hand, grid technique and imaginative drawing, Sculpture – slab building and simple glazing Painting – mixed media drawing inks Printing – mono printing, carbon printing and lino printing Collage – paper collage Communications – Visual literacy, interpretation, reading from a variety of sources, poetry, artist analysis, written evaluations, technique processes, metacognition strategy, retrieval questioning, tier 2/3 key words, spellings and sketchbook presentation	

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Autumn - February ½ Term	Art – Under the Sea	Formal Elements – specifically line, colour, tonal variation, pattern, shape and texture and form AQA Assessment Objectives – Develop, refine, record and present Contextual References ; Dean Crouser, Abbey Diamond, Julia Colavita and Ernst Haeckle	Drawing – first/second-hand observational drawing (fish, crabs, lobsters), large scale (A3, A2), drawing inks and oil pastel Painting – mixed media and acrylic Printing – acrylic/sellotape image transfer and lino printing Sculpture – Textured clay relief, slab building and complex glazing Textiles – paper weaving, sewing machine, hand stitching and wet felting	Communications – Visual literacy, interpretation, reading from a variety of sources, artist analysis, written evaluations, technique processes, metacognition strategy and retrieval questioning, tier 2/3 key words, spellings and sketchbook/PowerPoint presentation	Every lesson formative assessment will be used to guide and assess students Once per half term students will have a 1-1 session with their teacher using their project checklist. Individual feedback will be given and students will react and improve their work These projects form part of Unit 1 60% of their final grade
	Photography – Textures and Surfaces	Macro photography – close up photography and basic photographic and Photoshop skills AQA Assessment Objectives – Develop, refine, record and present Contextual References – The Boyle Family, Vilde Rolfson and Laurens Kaldeway	Technology – Responsible internet searching, IT literacy – uploading, storing and quick printing Photography skills - camera etiquette, vantage points, lighting, format and composition Editing – basic workflow, black and white, use of blend modes, gradients, filters and colour popping		
	3D – Organic Forms	3D Forms – model making, prototyping, surface treatments, construction AQA Assessment Objectives – Develop, refine, record and present Contextual References – Barbara Hepworth, Henry Moore, Adrian Gray, Alexander Calder, Trevor Askin,	Construction – cardboard modelling and prototyping, joints, and hinges, assembling Surface Treatments – image transfer, vanishing, burnishing, waxing, pva, spray paint and plaster Drawing – 2- and 3-point perspective and design ideas 3D Sculpture – soap carving, oasis carving and modelling foam.		

		Giacoma Santini and Constantin Brancusi	3D Techniques – Abstract carving, soap, foam, potato, hot wire, vacuum forming, plaster casting, fabric dipping and reshaping.		
Timescale	Topics	Knowledge covered	Skills developed	Communications	Assessment
February ½ Term - Summer	Art – Portraiture	Technical Drawing – self portrait Formal Elements – shape, line and tone AQA Assessment Objectives – Develop, refine, record and present Contextual References – Max Gaspirini	Drawing – grid technique, first hand observational drawing, measuring, shading and adding texture Independence - Refining and developing an idea from a variety of contextual starting points	Communications – Visual literacy, interpretation, reading from a variety of sources, artist analysis, written evaluations, technique processes, metacognition strategy, retrieval questioning, tier 2/3 key words, spellings and sketchbook presentation	Every lesson formative assessment will be used to guide and assess students Once per half term students will have a 1-1 session with their teacher using their project checklist. Individual feedback will be given and students will react and improve their work These projects form part of Unit 1 60% of their final grade
	Photography – Portraiture	Traditional and Contemporary Portraiture – sepia, black and white, physical photo editing AQA Assessment Objectives – Develop, refine, record and present Contextual References – Helmo, Matt Wisniewski, Justin Bower, Antonio Mora, Curtis Mann, Jose Romussi, Aliza Razel and Cesa Biojo	Photography – Vantage points, camera format, backdrops, photoshoots, and props Photoshop techniques – manual sepia edits, anaglyphs, double colour exposure, layering and digital glitching Physical Editing and Distortions – Inks, burning, melting, chemicals, bleach, varnish, weaving, embroidery		
	3D – Architecture and Nonfunctional forms	Formal Elements – line, tonal variation, and form AQA Assessment Objectives – Develop, refine, record and present Health and Safety in the workshop Contextual references – Derwent Wise, Eric Cremers, Marilyn Henrion and Victor Passmore	Drawing – iterative idea generating, sketching, rotational viewpoints and orthographic/working drawings 3D Techniques – Cardboard constructions, clay slab building, joining techniques, hinges Finishing techniques – glazes, spray paint, variety of surface treatments		

YEAR 11

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Term	Topics	Knowledge covered	Skills developed	Assessment
Autumn Term	Mock exam Art, 3D, Photography	Introduction to exam process: • Develop ideas through investigations, demonstrating critical understanding of sources • Refine work by exploring ideas, selecting, and experimenting with materials, media, techniques, and processes. • Record ideas, observations, and insights relevant to intentions as work progresses • Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Students will: • Independently research • Gain interpretation skills • Problem solves • Explore personal thoughts relating to an idea/question • Make decisions on materials, media, techniques, and processes • Analyse their work and the work of others • Experiment purposefully • Time management, preparation and organisational skills • Acquire new technical knowledge relevant to their ideas • Present work in creative and inventive ways • Work consistently towards their goals • Demonstrate safe working practices	Every lesson formative assessment will be used to guide and assess students Once per half term students will have a 1-1 session with their teacher using their project checklist. Individual feedback will be given and students will react and improve their work These projects form part of Unit 1 60% of their final grade
Spring Term	Externally Set Assignment Art, 3D and	As above	As above	Unit 2 – 40% ESA marked and standardised by May 31st

	Photography			
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