

Art Curriculum Overview for Year 7 (KS3)

Year 7 Art students undertake a single hour of Art each week. All topics covered focus initially on working from observation. To start the year, students work from a selection of natural forms. The focus is on the Formal Elements and Tone, Line, Texture and Form then Colour, Shape and Pattern. Artists include Georgia O’Keeffe, Yayoi Kusama (also relating to zentangles) and the mathematician Fibonacci. Later, we look at African art and surface pattern textile printing in particular. At this stage students are encouraged to develop their design skills to create collograph prints from Term 4. Homework can vary from collecting objects to producing written presentations on artists.

Number of lessons	Media/Resources	Outline of Learning	Developing skills and understanding processes	Assessment	Literacy Opportunities	Numeracy Opportunities	Contribution to SMCS
Within the Art Dept. we understand students work at different paces in different ways. We encourage students to finish an item of classwork to their best ability work and evaluate it before starting another. This process can take them between 2-4 lessons depending on the complexity of the piece.	HB and 4B pencils, black fineliners, watercolour, charcoal, colouring pencils, A5 sketchbooks, scissors, tracing paper, PVA glue, polyprint, ink, rollers	Students respond to a range of artists, develop ideas and explore materials to create artwork in a variety of mixed-media.	Drawing skills and techniques are explored using different materials. Painting skills are developed along with elements of colour theory. An understanding of the printing process and using collage is explained. Students are encouraged to develop their visual literacy and demonstrate how the Formal Elements might be used within their own artwork.	<p>The Art Dept. has devised their own level descriptors to gauge levels of learning based on the National Curriculum programmes of study and the assessment objectives for GCSE.</p> <p>Students are given an indication of a ‘working towards’ (WT) level and an overall level when an item of classwork is finished. Homework is assessed with an A-C effort criteria which reflects quality and commitment shown.</p>	The ability to research and respond to other artists’ is expected in both a visual and written way. When evaluating their own work students explain links with other artists’ ideas.	An understanding of scale and links are made with Fibonacci (12 th Century Italian mathematician) with regards to the pattern and natural forms.	<p>Cultural Development Participating and responding to cultural activities <i>Ofsted 2014 - Pupils' willingness to participate in and respond positively to artistic, sporting and cultural opportunities</i></p> <p>Spiritual Development Using imagination and creativity in learning <i>Ofsted 2014 - Pupils' use of imagination and creativity in their learning</i></p> <p>Experiencing fascination, awe and wonder <i>Ofsted 2014 - Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them</i></p>

Art Curriculum Overview for Year 8 (KS3)

Year 8 Art students undertake a single hour of Art each week. All topics covered focus initially on working from observation. To start the year, students work from objects selected by themselves to develop their drawing and painting skills while making links to Michael Craig-Martin's artwork. Later in the year, the focus shifts to encouraging students to work from their imagination and creating artwork sympathetic with Matisse and Hundertwasser. From Term 4 Surrealism is introduced and students explore different methods of making art (depending on availability of ICT suites) using Photoshop, collage and/or drawing and painting. Homework can vary from collecting objects to producing written presentations on artists.

Number of lessons	Media	Outline of Learning	Developing skills and understanding processes	Assessment	Literacy Opportunities	Numeracy Opportunities	Contribution to SMCS
Within the Art Dept. we understand students work at different paces in different ways. We encourage students to finish an item of classwork to their best ability work and evaluate it before starting another. This process can take them between 2-4 lessons depending on the complexity of the piece.	Watercolour, poster paint, oil pastels, chalk pastels and charcoal, colouring pencils, felt-pens, black fineliners, paper, scissors, PVA glue, coloured paper for collage.	Students are encouraged to respond to artists, develop ideas and explore materials to create artwork in a variety of mixed-media.	Painting and drawing skills and techniques are explored using different materials. Manipulation of media when creating collage studies on Matisse. A variety of mixed-media is encouraged when studying Hundertwasser, which usually leads to a clay tile relief. Depending on availability, students develop their ICT skills using Photoshop to complete studies based on Surrealism and/or their drawing and painting skills. Students are encouraged to develop their visual literacy and demonstrate how the Formal Elements might be used within their own artwork and that of other artists'.	The Art Dept. has devised their own level descriptors to gauge levels of learning based on the National Curriculum programmes of study and the assessment objectives for GCSE. Students are given an indication of a 'working towards' (WT) level and an overall level when an item of classwork is finished. Homework is assessed with an A-C- effort criteria which reflects quality and commitment shown.	The ability to research, respond to and evaluate other artists' is expected in both a visual and written way. When evaluating their own work students explain links with other artists' ideas.	Knowledge of scale and proportion is needed when drawing portraits for the Surrealism topic.	<p>Cultural Development Participating and responding to cultural activities <i>Ofsted 2014 - Pupils' willingness to participate in and respond positively to artistic, sporting and cultural opportunities</i></p> <p>Spiritual Development Using imagination and creativity in learning <i>Ofsted 2014 - Pupils' use of imagination and creativity in their learning</i></p> <p>Experiencing fascination, awe and wonder <i>Ofsted 2014 - Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them</i></p>

Art Curriculum Overview for Year 9 (KS3)

Year 9 Art students undertake a single hour of Art each week. All topics covered focus initially on working from observation. To start the year, students work from digital photographic self-portraits and develop collages, oil pastel and painted studies then lino prints. Artists and art movements include Picasso and Cubism and German Expressionism amongst others. Later in the year, the focus shifts to drawing from items of food (from observation) and creating large-scale artworks in groups using mixed-media. At this stage, links are made with artists such as Claes Oldenburg, Wayne Thiebaud and Pop Art. At this level students are encouraged to respond to, explain and evaluate other artists' work and produce written material in a similar way to requirements at GCSE. The aim is to enable students to realise the degree of study required at their next level of study.

Number of lessons	Media	Outline of Learning	Developing skills and understanding processes	Assessment	Literacy Opportunities	Numeracy Opportunities	Contribution to SMCS
Within the Art Dept. we understand students work at different paces in different ways. We encourage students to finish an item of classwork to their best ability work and evaluate it before starting another. This process can take them between 2-4 lessons depending on the complexity of the piece.	Digital SLR camera, watercolour/poster paint, oil pastels, chalk pastels and charcoal, colouring pencils, felt-pens, black fineliners, paper, scissors, PVA glue, lino, ink rollers etc.	Students are encouraged to respond to artists, develop ideas and explore materials to create artwork in a variety of mixed-media.	Painting and drawing skills and techniques are explored using different materials. Manipulation of media when creating mixed-media collage portraits. Printmaking skills developed by creating a reduction lino-print (Health and Safety instruction is required due to the lino tools used). Students are encouraged to develop their visual literacy and demonstrate how the Formal Elements are used within their own artwork and that of other artists'. In groups students will work together to create large-scale Pop Art style installation pieces of artwork from different mixed-media and textile processes/techniques.	The Art Dept. has devised their own level descriptors to gauge levels of learning based on the National Curriculum programmes of study and the assessment objectives for GCSE. Students are given an indication of a 'working towards' (WT) level and an overall level when an item of classwork is finished. Homework is assessed with an A-C- effort criteria depending on quality and commitment shown.	Researching and responding to other artists' is expected in both a visual and written way. When evaluating their own work students explain links with other artists' ideas.	An understanding of scale is required when creating large-scale artwork from small sketches.	<p>Cultural Development Participating and responding to cultural activities <i>Ofsted 2014</i> - Pupils' willingness to participate in and respond positively to artistic, sporting and cultural opportunities</p> <p>Spiritual Development Using imagination and creativity in learning <i>Ofsted 2014</i> - Pupils' use of imagination and creativity in their learning</p> <p>Experiencing fascination, awe and wonder <i>Ofsted 2014</i> - Pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them</p>