



Summary Curriculum Plan

ART

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Topics	Topics	Topics	Topics	Topics	Topics
Year 7	Drawing styles. Students are exposed to a wide range of drawing processes and techniques. The fundamentals of art are emphasised to ensure that all students have the same baseline knowledge before moving on. Outcomes combine elements of learning from this scheme.	Drawing styles. Students are exposed to a wide range of drawing processes and techniques. The fundamentals of art are emphasised to ensure that all students have the same baseline knowledge before moving on. . Outcomes to combine elements of learning from this scheme	Portraiture. Formal drawing techniques and the exploration of the work of recognized artists lead students to develop both 2 and 3 dimensional work based on portraiture. Students encouraged to make choices about the way that they develop outcomes.	Portraiture. Formal drawing techniques and the exploration of the work of recognized artists lead students to develop both 2 and 3 dimensional work based on portraiture. Students encouraged to make choices about the way that they develop outcomes.	Colour theory. Prior knowledge of colour theory is expanded upon and students develop colour related work through consideration of the work of recognized artists. Scheme being used to be clarified	Colour theory. Prior knowledge of colour theory is expanded upon and students develop colour related work through consideration of the work of recognized artists. Scheme being used to be clarified
Year 8	Architecture. Development of formal	Architecture. Development of formal perspective	Figure drawing and sculpture.	Figure drawing and sculpture.	Colour theory through cultures	Colour theory through cultures

	perspective drawing techniques, consideration of the links between art skills and careers such as architecture. Consideration of the work of architects and of artists who have been influenced by architecture. Development of original artwork with clear links to space and solid. Outcomes to combine drawing, painting and sculptural forms	drawing techniques, consideration of the links between art skills and careers such as architecture. Consideration of the work of architects and of artists who have been influenced by architecture. Development of original artwork with clear links to space and solid. Outcomes to combine drawing, painting and sculptural forms	Formal drawing techniques continue to be expanded upon, leading to consideration of the work of relevant recognized artists and the subsequent development of original figure based artwork in both 2 and 3 dimensions.	Formal drawing techniques continue to be expanded upon, leading to consideration of the work of relevant recognized artists and the subsequent development of original figure based artwork in both 2 and 3 dimensions.	Further development of colour theory and compositional development through the exploration of the use colour in the artwork of different cultures. Leading to the development of colour and pattern based outcomes. Freedom given to students to choose the culture to be studied. This is to encourage greater diversity in the way that work develops through to outcomes.	Further development of colour theory and compositional development through the exploration of the use colour in the artwork of different cultures. Leading to the development of colour and pattern based outcomes. Freedom given to students to choose the culture to be studied. This is to encourage greater diversity in the way that work develops through to outcomes.
Year 9	Masks Extensive media experimentation and risk taking using the design and production of masks as a vehicle for the development of artwork. The work of	Masks Extensive media experimentation and risk taking using the design and production of masks as a vehicle for the development of artwork. The work of recognized artists and masks from a	Realism to abstraction Following on from the previous scheme, students will be observing and recording through a range of drawing / painting / mixed media approaches. Initially capturing	Realism to abstraction Following on from the previous scheme, students will be observing and recording through a range of drawing / painting / mixed media approaches. Initially	Drawing, drawing, drawing A re focussing on drawing in its many forms. Alternative ways of drawing, drawing for purpose, drawing to communicate, drawing to develop ideas and thoughts	Drawing, drawing, drawing A re focussing on drawing in its many forms. Alternative ways of drawing, drawing for purpose, drawing to communicate, drawing to

	recognized artists and masks from a wide range of cultures and situations (including popular culture, film, theatre and TV) is studied to inform work development. Disciplines including drawing, painting, claywork and papier mache work are incorporated. Greater emphasis is placed on independent decision making during this project and subsequent projects during Yr 9	wide range of cultures and situations (including popular culture, film, theatre and TV) is studied to inform work development. Disciplines including drawing, painting, claywork and papier mache work are incorporated. Greater emphasis is placed on independent decision making during this project and subsequent projects during Yr 9	realistic detail, before then exploring the work of relevant artists and moving into abstraction. Disparate elements will be studied and then pulled together to show students how to combine thoughts and develop their own ideas and visual language.	capturing realistic detail, before then exploring the work of relevant artists and moving into abstraction. Disparate elements will be studied and then pulled together to show students how to combine thoughts and develop their own ideas and visual language	and to challenge stereotypes. Skills previously developed will be revisited, but new, more challenging, individual ways of working will be introduced. A series of short, snappy workshops to engage and provide students with strong foundation skills for GCSE. Links to the history of drawing will be made to encourage students to learn from the work of others. A series of outcomes will be produced.	develop ideas and thoughts and to challenge stereotypes. Skills previously developed will be revisited, but new, more challenging, individual ways of working will be introduced. A series of short, snappy workshops to engage and provide students with strong foundation skills for GCSE. Links to the history of drawing will be made to encourage students to learn from the work of others. A series of outcomes will be produced.
<i>Year 10</i>	The GCSE course follows AQA GCSE Fine Art. The course builds on previous knowledge gathered during KS3. Students are encouraged to work in a progressively more independent manner. The start of the course is structured to lead students through workshops and tasks that expand on knowledge and skills and also link directly to the four Assessment Objectives. Students are introduced to as wide a range of processes and techniques as possible, including painting, drawing, photography and video, mixed media, 3D, printing and conceptual. This is to ensure that individual preferences and skills are tapped into and therefore students develop work that is				Component 1 continues with a shorter project. Students are encouraged to choose their own theme and take ownership from the very start. Work is developed in line with the four Assessment Objectives. The previously mentioned elements are explored during this project also.	

	pertinent to them. Through Component 1, students develop an extended project based on the theme of “Natural Forms”. Work develops through structured workshops before student take ownership and progress work in a direction of their choosing. From January of Yr I I students then develop work for Component 2. They choose a starting point from themes set by AQA during this phase. Throughout the course teachers support students in the development of their work through constructive dialogue and advice rather than instruction. Throughout the course students are introduced to the work of artists, designers and crafts people and potential further education and careers are discussed. The following elements run through the whole course and run parallel to each other as work develops. Element 1 – Drawing skills Students will be shown a range of observational drawing techniques Element 2 – Artist analysis Students will be shown how to analyse and interpret the work of recognised artists and designers. Element 3 – Media experimentation This stage will be visited frequently whilst students develop their observational drawing skills and respond to the work of recognised artists and designers. At regular intervals students should be introduced to new working methods. This will have started through the observational drawing stage and will continue throughout the course. Element 4 – Idea development Students will be shown how to develop ideas from the disparate parts of their work. They will be shown how to make links between different elements and make informed choices in order to refine ideas. The development of ideas will be seen running throughout the portfolio of work and will culminate in a final outcome or outcomes.	
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	Element 5 – Annotation Throughout the course students will be shown how to annotate intelligently to add a further layer of information and evidence of understanding. Element 6 – Presentation Students will be shown how to present work effectively. Element 7 – Review Students will be taught how to constantly review and analyse their performance. Course structure Component 1 (60% of overall mark – Natural Forms extended project, Metamorphosis short project, other unrelated workshop outcomes) Component 2 (40% of overall mark – themes set by AQA)	
Year 11	Component 1 continues with a shorter project entitled. During this project students are encouraged to take ownership from the very start. Work is developed in line with the four Assessment Objectives. The previously mentioned “elements are explored during this project also.	From January of Yr11 students then develop work for Component 2. They choose a starting point from themes set by AQA during this phase. The previously mentioned “elements are explored during this stage also.