



Year 7 Curriculum

To baseline and develop pupil's knowledge of the key skills as identified in the National Curriculum. To foster a love of learning and to introduce techniques so that pupils can be creative and expressive with their newly found skills. They will be introduced to artists, designers and cultures, including the masters and more contemporary artists that might influence decision making in design ideas and compositions. They will use their knowledge and creativity to make informed decisions when designing and producing 3D forms.

Learning Focus	Portrait – Features and Proportions	Portrait – Critical analysis and personal response	Beasts, Bugs & Butterflies – Design and structure
Learning Hours Associated	Term 1 15 hours	Term 2 11 hours	Term 3 13 hours
What pupils will know, understand and be able to do.	<ul style="list-style-type: none"> ✓ To know and be able to apply a range of drawing techniques ✓ Be able to map out proportions and accurately place features of the face ✓ To draw effectively to scale ✓ To understand principles of colour theory and how to mix secondary and tertiary colours ✓ To know and create skin tones with paint ✓ To be able to use observational techniques and record only what they can see ✓ To create an effective line drawing ✓ To understand tonal qualities and be able to create a range from light to dark ✓ To understand how to blend with pencil, pastel and paint expressively 	<ul style="list-style-type: none"> ✓ To know and develop a range of drawing techniques ✓ To be able to accurately map out proportions ✓ To draw with accuracy to scale ✓ To understand principles of colour theory and put them into practice ✓ To create skin tones with paint that match their own ✓ To use observational techniques with more precision ✓ To apply tonal qualities in the correct places ✓ To know how to blend with pencil, pastel and paint and apply with more precision ✓ To know how the Fibonacci spiral is used in art compositions ✓ To understand how to take photographs with purpose and be able to apply simple editing techniques ✓ To understand the works of the Byzantine era, Renaissance period, Post impressionism, cubism and contemporary works of art. 	<ul style="list-style-type: none"> ✓ To know and improve on a range of drawing techniques ✓ To draw with more accuracy from Nature & Man-Made objects using pencil, pen ✓ To be able to explore with collage ✓ To understand the processes the artists have used in their own work and why? ✓ To be able to explain their own informed decisions based on influences from the artists Sara Fanelli and Rosalind Monks. ✓ To understand how to create a 3D form from a 2D design ✓ To understand how to transform ideas from imagination into designs ✓ To be able to embellish their own work ✓ To understand how to be critically aware of their own and the work of others

			<ul style="list-style-type: none"> ✓ How artwork has emerged, along with the meanings / symbolism. ✓ To be able to develop common language for discussing, comparing and contrasting artwork. ✓ To understand how movements and periods have influenced others: 			
Subject Vocabulary	<p>Drawing Painting Shape Tone Detail Blend Observation Colour</p>	<p>Primary Secondary Tertiary Proportion Scale Plumb lines</p>	<p>Critical analysis Drawing Blending Collage composition Digital media Movements periods</p>	<p>Byzantine Renaissance Impressionism Post-Impressionism Cubism contemporary</p>	<p>Critical analysis Technique Illustration Shape colour pattern Collage Line Design</p>	<p>Observation Imagination Two-dimensional Three-dimensional Form Process Embellish Zentangle Illustration</p>
Subject Texts Used	<p>YouTube video links: http://www.drawright.com/before-after/ https://youtu.be/7ueWr2EseM0 https://youtu.be/3ymax7C9BpE https://www.youtube.com/watch?v=1kHzAh9sCH4</p>	<p>https://youtu.be/Avlyjumca1U https://youtu.be/CNFluVws5EA</p> <ul style="list-style-type: none"> • http://www.colormatters.com/color-and-design/basic-color-theory • http://www.bbc.co.uk/schools/gcsebitesize/art/practicalities/elementssofar7.shtml 	<p>Artist research and information: Harmonia Rosales Fibonacci Van Eyck Michelangelo Da Vinci</p>	<p>Vermeer Kehinde Wilde Picasso Michael Kilgore Mustafa Maluka</p>	<p>Artist research, information and illustrations: Sara Fanelli</p>	<p>Rosalind Monks</p>
Cultural Enrichment Opportunities	<p>Identity: Skin tones Skin colour Differences in appearances</p>		<p>Pupils will create a timeline of artists, craftspeople and designers. Understanding the artist's movements and relating these to world-wide historical events that affected the choices of materials / techniques and styles etc. Christ at Christmas, Madonna and Child, Byzantine art, Renaissance art, Cubism, Contemporary art</p>		<p>Contemporary illustrators working today. Understanding how artists and craftspeople work</p>	
Learning Behaviours	<p>Acceptance of differences in eye, ears, nose, mouth face shapes. Differences in textures of hair. Differences of skin tones, colour, type. Problem solving Resilience Creative thinking</p>		<p>Understanding of European art history and how this has influenced art around the world today. Mindful of what events may have affected cultural groups.</p>		<p>Encouraging the use of designing from imagination and from observation. Promoting decision making and the selection of appropriate materials. To develop problem solving and creative thinking to enable pupils to become more confident with materials and design ideas.</p>	

Year 8 Curriculum

To develop pupil's knowledge of the key skills as identified in the National Curriculum. To foster a love of learning and to introduce techniques so that pupils can be creative and expressive with their skills. They will be introduced to artists and designers that might influence developments when designing compositions and 3D forms. They will be encouraged to make informed decisions and explore materials with confidence.

Learning Focus	Line, Shape & Form – Natural Forms, Poppies		The Story of Easter		Buildings, Architecture & Perspectives	
Learning Hours Associated	Term 1 – 15 hours		Term 2 - 11 hours		Term 3 – 13 hours	
What pupils will know, understand and be able to do.	<ul style="list-style-type: none"> ✓ To know how to create a drawing with increasing accuracy using pencil, pen, chalks, charcoal. ✓ To understand how to use mark-making techniques effectively ✓ To understand contour and how it appears to give a 3D effect ✓ To understand cross-contour and how it can achieve a further 3D effect ✓ To understand the historical context of Remembrance Sunday and the symbolism of the poppy. ✓ To be able to create a 3D form with clay ✓ To understand how Natasha Clutterbuck and Katie De Groot use natural materials and techniques in their work ✓ To be able to develop further a common language for discussing, comparing and contrasting artwork. ✓ To know how to use natural materials to add colour creatively: coffee, tea, beetroot juice red cabbage juice ✓ To understand how to create a personal response and make informed decisions when selecting materials. 		<ul style="list-style-type: none"> ✓ To know and develop a range of drawing techniques with increasing accuracy ✓ To be able to draw with accuracy to scale ✓ To understand how to apply oil pastel creatively; blending by layering. ✓ To understand the Stations of the Cross and how these might compare to modern day life. ✓ To develop a further understanding of how to take photographs with purpose and be able to apply appropriate editing techniques ✓ To know the work of Eliza Linley and understand the relation between her work and the Station of the Cross ✓ To understand the process of oil pastel and ink resist 		<ul style="list-style-type: none"> ✓ To know how to create a drawing with increased proficiency using pencil. ✓ To understand the principles of perspective and how it can give the illusion of depth ✓ To know the work of Ian Murphy and Antoni Gaudi and how they were influenced ✓ To be able to explore with appropriate materials in the styles of the artists ✓ To know what architecture is and recognise buildings of interest ✓ To understand how to repeat a design effectively in straight, one and a half step and symmetrical pattern. ✓ To understand the process and technique of print ✓ To know how to create a structural outcome based on buildings of interest. 	
Subject Vocabulary	Line Shape Form	Observation Scale Experimentation	Line Shape Form	Observation Pattern Repeat	Line Shape Form	Pattern Scale Proportion

	Mark-making Technique Drawing Painting	3D Clay Ceramic refinement	Mark-making Technique Drawing Painting	Scale Experimentation 3D Photography	Mark-making Technique Drawing Observation	Perspective Structure Architecture
Subject Texts Used	<u>In Flanders Fields by John McCrae (May 1915) - YouTube</u> Line, shape & Form https://juliannakunstler.com/art1_ea_shape.html https://www.youtube.com/watch?v=1HjDjilaCqs		Artists, craftspeople and designers. The Story of Easter		Manchester architecture Antoni Gaudi	
Cultural Enrichment Opportunities	Ceramic poppies are created in time for Remembrance Sunday and funds are raised to donate to the British Legion charity. Historical events are discussed. Critical analysis of artists		Reference made to designers and craftspeople – surface pattern design, wallpaper, fabrics. Islamic Art The story of Easter		Antoni Gaudi Ian Murphy Architecture of Manchester and Europe Critical analysis	
Learning Behaviours	Pupils will be respectful Problem solving Resilience Creative thinking		Different cultures and beliefs are discussed. Students will be respectful.		Students will be encouraged to focus on buildings that are important or relevant to them. This may be local or from another place	

Year 9 Curriculum

To develop pupil's knowledge of the key skills as identified in the National Curriculum. To foster a love of learning and to introduce techniques so that students can be creative and expressive with their skills. They will be introduced to more artists, designers, cultures and historical events that might influence decision making when designing compositions. They will be encouraged to make informed decisions and explore materials with confidence and independence when creating personal responses.

Learning Focus	Journal Art	Identity	Buildings, Structures & Landscapes
Learning Hours Associated	Term 1 – 15 hours	Term 2 - 11 hours	Term 3 – 13 hours
What pupils will know, understand	✓ To know what Journal art is and what it might include	✓ To be able to draw with accuracy from observation	✓ To know how to use mixed media to work with a selection of papers and materials

and be able to do.	<ul style="list-style-type: none"> ✓ To understand how to apply text creatively and be able to stretch the letters to fill the space ✓ To understand how to plan a composition ✓ To know the work of journal artists Teesha Moore, Ingrid Dijkers, Lisa Kokin and Shantelle Martin and understand their way of working. ✓ To be able to explore with text, image, colour, collage and mixed media to fill the spaces on every page creatively ✓ To understand how to respond in the style of the artist to a theme: <ul style="list-style-type: none"> ✓ <i>Memories</i> ✓ <i>School life / Friends</i> ✓ <i>Home life / Family</i> ✓ <i>Future aspirations</i> 	<ul style="list-style-type: none"> ✓ To understand proportions of the face with increasing accuracy ✓ To be able to draw a portrait with accuracy ✓ To be able to apply tonal qualities in the correct places with precision ✓ To be able to create a composition taking inspiration from the journal artists ✓ To be able to further develop common language for discussing, comparing and contrasting artwork with confidence. ✓ To understand how identity can be used as inspiration for designing and creating a personal response ✓ To be able to work independently to create a final piece, inspired by the work of the journal artists 	<ul style="list-style-type: none"> ✓ To know the work of artists Ian Murphy, Kate Boyce, Eilidh and Liam Spencer and understand their way of working. ✓ To be able to further develop common language for discussing, comparing and contrasting artwork with increasing confidence. ✓ To understand the process of graphite onto textures surfaces and be able to explore creatively ✓ To understand the process of image transfer and to be able to explore creatively ✓ To understand the process of print and be able to print with wallpapers to create pattern ✓ To understand the principles of paint and know how to use it with expression ✓ To be able to explore with materials creatively, using informed decisions inspired by the styles of the artists. ✓ To understand how to use a camera skilfully ✓ To know how to select appropriate photographs to develop into design ideas ✓ To be able to plan and create a personal response inspired by the styles and techniques of the artists
Subject Vocabulary	Drawing, painting, mixed media, typography, photography, collage, composition, sketchbook presentation, personal response	Drawing, painting, colour placement, texture, print, collage, photography, Photoshop editing, composition, mixed media, graphite sketchbook presentation, personal response	Drawing, Painting, Shape, Tone, Detail, Blend, Observation, Colour, Primary, Secondary, Tertiary, Proportion, perspective, Scale, Plumb lines, Technique, Inspiration, Composition, Personal response
Subject Texts Used	https://www.ted.com/talks/shantell_martin_how_drawing_can_set_you_free	TBC	TBC
Cultural Enrichment Opportunities	Pupil's respond to: Memories, School life / Friends, Home Life / family, Future aspirations	Focusing on Identity	Pupil's own choice of artists

Learning Behaviours	Discussions will take place around these themes. Staff will watch for pupils' responses closely and understand some topics might present emotional outcomes.	Acceptance of differences in eye, ears, nose, mouth face shapes. Differences in textures of hair. Differences of skin tones, colour, type. Pupil's style and decisions are respected	Pupils will need to work independently and may need some guidance Problem solving Resilience Creative thinking
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For Information:

Autumn Term – 15 Weeks (Week 1 – 15)

Spring Term – 11 Weeks (Week 16 – 26)

Summer Term – 13 Weeks (Week 27-39)

Art Curriculum Time – 2 hours per fortnight (2 Week Timetable)