**Curriculum Intent**

The art curriculum is intended to build the skills, knowledge and creative curiosity required for students to become contemporary artists. A consequence of this being exam success at GCSE then A level and/or enriching cultural capital for those not opting for GCSE or beyond. The curriculum is structured to build diverse creative skills including drawing, using materials, writing about art (describing, analysing, and annotating), having ideas, being curious about the world and how context impacts our views, and realising ideas by making their own art. This is designed in a way to provide both support and ambitious growth for individual students.

The structure is designed to be clear, coherent and logically sequenced. It builds upon and revisits prior knowledge throughout the key stages. We aspire to always reference a diverse selection of art, artists, designers, craftspeople, photographers and makers so all students can see themselves represented at some stage. The department is a supportive, inclusive community that celebrates difference and the achievement of our artists of all ages and stages. At KS4 and KS5, the curriculum is highly personalised, designed to stretch and challenge individuals to be personally ambitious in their skills and thinking, so they can achieve strong results and progress to their preferred destinations.

**Curriculum Implementation**

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|  | | | **Autumn** | | **Spring** | | **Summer** | |
| HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| **Year 7** | **BROAD** | Core content, knowledge and skills | **The Drawing Myth:** Students build their knowledge and understanding of drawing by exploring formal elements including line, tone, texture, and form. They create a sequence of work that enhances their knowledge of techniques and artists’ use of these skills. They practise the skill of drawing. | **The Drawing Myth:** Students engage with the work of other artists including Ernst Haeckel, and begin to combine imagery and techniques to build towards a guided personal response. | **Colour:** Students are introduced to colour theory including the colour wheel, colour mixing, painting, artists’ use of colour including monochromatic colour palettes, use of complementary colours. | **Colour:** Students continue to explore colour and the use of materials through a series of activities including the analysis of artwork. Students develop a personal response by engaging with the work of installation artist Jen Stark, community artist Beatrix Milhazes and Fauvist artist Henri Matisse. | **Food/Sweet as Candy:**  Students work primarily with 3D media when exploring the subject of food. Work is created using card and paper nets to form ice creams/ cakes/other food items.  Drawing skills are utilised for planning, developing ideas and as part of the assessment. | **Food/Sweet as Candy:** students reference artists such as Wayne Thiebaud and Claus Oldenberg to develop food outcomes. These could be card/clay items of food such as cakes/pizza slices. |
| **COHERENT** | Prior knowledge required to access this unit | None required, students usually have drawing and art material experiences, but this varies in skill and understanding. | Understanding of line tone, form and texture. How to apply these to draw. A grasp of how to look at and begin to analyse artwork. | Understanding of line tone, form and texture. How to apply these to draw. A grasp of how to look at and begin to analyse artwork. | Building knowledge of colour, colour mixing, and tools use to create this including colouring pencils and paint. | A grasp of the formal elements including line, tone, texture and colour. | A building knowledge of methods used to create form and 3D objects. An understanding of a sequential process and the need for drying time. |
| **EMPOWERING** | Key vocabulary | Develop  Refine  Record  Personal response  Drawing  Tone | | Texture  Mark-making  Line  Form  3D  Sculpture | | Textiles  Installation  Contemporary art  Analysis  Annotation  Evaluation. | |
| **CHALLENGING** | Super curricular recommendations | Visit Art galleries in spare time, use YouTube videos to practise or learn skills and techniques. | | | | | |

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| HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| **Year 8** | **BROAD** | Core content, knowledge and skills | **Urban Art:** Students are introduced to Urban Art and a range of urban artists. They explore a range of mixed media techniques with paint and collage. They research, discuss and record the ideas and concepts investigated by artists including ROA, JR and Nina Chanel Abney. | **Urban Art:** Students develop a personal response using mixed media influenced by the street artist ROA. They work from animals and develop the piece in layers looking at the animal, skeleton and inner organs such as bowel or brains. Students refine their drawing skills and ability to compose an outcome. | **Identity:** Students explore what identity is and ways it can be presented. They explore portraiture including drawing from direct observation in a mirror and learn the grid method to create further portrait drawings. | **Identity:** Students explore various collage-based artists and create an outcome that incorporates relevant imagery/ portraiture and drawing. Links with exquisite Corpse. Possible artist links: Louie Jover, Greer Lankton, Hannah Hoch… | **Typography/Image and Text:** Students explore what typography is, researching letter forms and typography. Students create illustrative images using text to describe or explain within the illustration. | **Typography/Image and Text:** Students explore letterforms and making abstract pieces using letter forms, stencils and collage. | |
| **COHERENT** | Prior knowledge required to access this unit | * Understanding of line tone, form and texture. * How to apply these to draw. * A grasp of how to look at and begin to analyse artwork. * A basic understanding of the need for drying time and process when working in layers. | | | | | | |
| **EMPOWERING** | Key vocabulary | Develop  Refine  Record  Personal response  Drawing  Tone | | Texture  Mark-making  Line  Form  3D  Sculpture | | Textiles  Installation  Contemporary art  Analysis  Annotation  Evaluation. | | |
| **CHALLENGING** | Super curricular recommendations | External gallery visits, YouTube tutorials for new materials/techniques and processes, MOOCS, Reading List: Watch: The Shock of the New <https://www.youtube.com/playlist?list=PLFtSvldL7Mh4ismj4BgH33pBR9hbtBkxz> What Do Artists Do all Day? <https://www.bbc.co.uk/programmes/b01rjr1d/episodes/guide>  All in the Best Possible Taste-Grayson Perry, The Power Of Art-Simon Schama BBC, The Private Life of a Masterpiece-BBC.  Listen-podcasts/talks: Talk Art Podcast, Reith Lectures, Only Artists. | | | | | | |

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| HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
| **Year 9** | **BROAD** | Core content, knowledge and skills | **Architecture:** students explore photography looking at angles and perspective, the learn 1 and 2 point perspective and create a city from a bird’s eye viewpoint. They explore building facades and detailed mark making. | **Architecture:** Students look at vorticism and using angles and perspective to create a layered mixed-media outcome. Their personal response is a 3D piece using building forms and drawing to create a pop-up city. | **Symbolic Objects:** Students look at how objects can have symbolic meaning in Art. They explore the work of Vanitas, identifying the historical context and meaning of specific objects. Students create still life drawings and paintings to practise this skill. | **Symbolic Objects:** Students learn about the Day of the Dead Festival in Mexico, explore ways of creating vibrant mixed media skulls and then evolve this into a 3D personal response. | **Pop Art:** Students explore what Pop Art is including a personal research project focusing on two artists of their choice. They explore painting and collage. | **Pop Art:** Students develop their work in 3D sweets or food items influenced by pop art. |
| **COHERENT** | Prior knowledge required to access this unit | * Understanding of line tone, form and texture. * How to apply these to draw. * A grasp of how to look at and begin to analyse artwork following a sequence. * A basic understanding of the need for drying time and process when working in layers. | | | | | | |
| **EMPOWERING** | Key vocabulary | Develop  Refine  Record  Personal response  Drawing  Tone | | Texture  Mark-making  Line  Form  3D  Sculpture | | Textiles  Installation  Contemporary art  Analysis  Annotation  Evaluation. | |
| **CHALLENGING** | Super curricular recommendations | External gallery visits, YouTube tutorials for new materials/techniques and processes, MOOCS, Reading List: Watch: The Shock of the New <https://www.youtube.com/playlist?list=PLFtSvldL7Mh4ismj4BgH33pBR9hbtBkxz> What Do Artists Do all Day? <https://www.bbc.co.uk/programmes/b01rjr1d/episodes/guide>  All in the Best Possible Taste-Grayson Perry, The Power Of Art-Simon Schama BBC, The Private Life of a Masterpiece-BBC.  Listen-podcasts/talks: Talk Art Podcast, Reith Lectures, Only Artists. | | | | | |