

Art 7 Year Curriculum Journey

Curriculum Aim	Curriculum Aim for the year group <i>Year 7: By the end of the year, students will understand tonal and colour theory and demonstrate tonal values with a wide range of media, create basic mark making techniques to show texture, blend and mix acrylic and watercolour. They will understand the fundamentals of art and the formal elements and demonstrate this in an individual final response(s). Students are introduced to art movements and artists from a wide range of cultures. Students will have an understanding of the Key Concepts of Structure and Pattern in art and design, and will have been introduced to Key Concept Meaning.</i>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment Focus	Jasper Johns - Letters Drawing a 3D object on a 2D surface from observation and applying and using tone, line and directional light. Critique and evaluation.	Jasper Johns - Numbers Drawing a 3D still life composition on a 2D surface from observation and applying the knowledge of line, tone and texture. Critique and evaluation	Skateboard Project Observational drawing using colour developing processes, materials and theory. Adding a limited colour palette to the composition to convey an emotion.	Skateboard Project Presentation of research of a selected artist and production of a replica of a piece of work from that artist through materials and techniques.	DOD- Print Creation of a balanced repeat reduction print influenced by a non-Western culture using formal elements	DOD- 3D Creation of a 3D structure using the formal elements, inspired by a non-Western culture
Topic	Tonal Theory Shading, Tonal Values	Tonal Theory and Mark Making Line, Texture, Scale and Proportion	Colour Theory Colour combinations and mixing and blending.	Contextual and Cultural Connections Art Movements and Styles	Media and Material Performance Line, Texture and Pattern	Construction from 2D into 3D. Surface pattern and design.
Powerful Knowledge/ skills	Drawing and shading Shapes, spaces and measures. Technical drawing Fine motor skills	Students understand that mark making techniques (hatching/crosshatching, stippling, etc) can add to the illusion of 3-dimensionality to a 2-dimensional drawing and can link this to the Key Concept of Structure. Drawing and shading	Students understand the theory of colour mixing and can apply colour to create meaning in an observational drawing. Students understand that this relates to the Key Concept of Meaning.	Students understand that there are visual differences in the work of individual artists and art movements. Students understand that this relates to the Key Concept of Pattern (the rules of	Students link the mechanical reproduction of their design to the Key concept of Pattern. Project design Project realisation	Students link designing and making a 3-dimensional sculpture to the Key Concept of Structure. 2D design into 3D construction Technical drawing

	Visual communication	Shapes, spaces and measures. Fine motor skills Visual communication	Drawing and shading Shapes, spaces and measures. Fine motor skills Visual communication	the style are a pattern). Contextual and cultural understanding An openness to new influences and concepts Exploration of ideas and views Critical and evaluative skills	Experimentation of media, materials, techniques and processes	Experimentation of media, materials, techniques and processes Project design Project realisation Creative problem solving
Useful online resources	National Gallery young learners https://www.nationalgallery.org.uk/learning/young-producers Tate Gallery https://www.tate.org.uk/kids BBC Bitesize Student art guide Khan Academy					
Sequenced from	Part in primary settings and the National Curriculum entitlement.	Development of the formal elements Shading tonal theory	Development of the formal elements Texture, Scale and proportion	Development of the formal elements Colour theory	Visual analysis in Art, critical annotation and evaluation	Media and material performance
Sequenced to	Development of the formal elements Shading Tonal theory	Development of the formal elements Texture, Scale and proportion	Development of the formal elements Colour theory	Visual analysis in Art, critical annotation and evaluation	Media and material performance	Experiment and develop 2D ideas in to a 3D structure.

Curriculum Aim	Curriculum Aim for the year group <i>Year 8: By the end of the year students will develop a broader range of drawing skills that stretch and challenge their creativity and develop a body of work to produce a final piece. They will begin to forge cultural and contemporary connections in Art and Design to their own work, and use these to shape their work. They will understand the process of developing a design using primary and secondary sources and be able to refine this by refining the initial idea. Students will begin to experiment with media and techniques in order to select the appropriate processes and materials for the final piece.</i>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment Focus	Still Life- Contemporary Experimental drawing from observation in a wide range of media.	Still Life- Contemporary Observational drawing using individually selected media. Annotation, critical analysis and evaluation.	Masks Artist research page or a small study in the style of the chosen artist including a written analysis that includes personal opinions about the art. Culturally diverse, local Artists and Artists from the LGBTQ+ community will be explored here.	Masks Production of sample tiles using media of cardboard in prep for 3D outcome. Texture and manipulation of material will be explored.	Masks- 3D Design development and interim evaluation of the sculpture to inform modification and refinement.	Masks 3D Realisation of final sculpture, observational drawings of sections of the sculpture and final evaluation.
Topic	The formal elements through experimental drawing from observation	Application of media and acquisition of techniques	Contextual and contemporary connections and artist research Developing artistic language	Experimentation and design development and refinement	3D and mixed media Texture, line, form, and exploration of 2D developing to 3D	3D to 2D Working from a design plan
Powerful Knowledge/ skills	Students will understand the structural composition of objects through observational studies and how 2-dimensional forms can be made to appear 3-dimensional using shading and perspective and can	Students will understand the properties, performance and technical application of a wide range of mark making techniques and media that can add to the illusion of 3-dimensionality to a 2-dimensional drawing and can link this to the Key Concepts of Structure and Performance..	Students will be able to identify the visual characteristics of an artist's work , discuss their findings with others, and record them in written annotations. Students will be able to link this to the Key Concept of Pattern.	Students will understand the pattern between shapes in the observational drawings and identify family of shapes through material manipulation and processes informed by their self-chosen artist from the list and can link this to	Students will understand the connection between the performance of materials, the structural composition and the surfaces and planes of the sculpture and can link this to the Key Concepts of Structure and Performance.	Students will understand the process of the transition of 3D to 2D and select relevant materials to convey meaning and value and can link this to the Key Concepts of Meaning and Performance.

	link this to the Key Concept of Structure.			the Key Concepts of Pattern and Performance.		
Useful online resources	The National Society for Education in Art and Design (NSEAD) https://www.nsead.org Arts Council England www.artscouncil.org.uk GCSE Art and Design- GOV.UK https://www.gov.uk/government/publications/gcse-art-and-design National Gallery young learners https://www.nationalgallery.org.uk/learning/young-producers Tate Gallery https://www.tate.org.uk/kids					
Sequenced from	The introduction of the formal elements and key concepts in Y7	Observational drawing and tonal values- Year 7	Artist research and Analysis – Year 7	Experimentation of materials- year 7	Refinement of ideas year 7	A 2D- 3D shape- year 7
Sequenced to	The embedding of the formal elements	Recording visually- linked to their theme	Cultural and contextual connections through written and visual analyses	Exploration and experiments with media and techniques trying out a range of processes and techniques	Refinement of ideas and selective experimentation	the ability to produce a final piece

Curriculum Aim	Curriculum Aim for the year group <i>Year 9: By the end of the year students will consolidate their skills and knowledge acquired in year 7 and 8, being able to show fluency with drawing, painting and mark making. Students will be able to make independent choices when developing their work, experimenting and refining the final piece. Student will be able to independently select relevant information when researching and produce a visual analysis of a chosen artist or art form from a wide range of cultures that will then influence their work</i>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment Focus	Portraiture Tonal drawing of the face from observation (portrait of a peer or self-portrait).	Portraiture Observational (from life or a photo) painting of a selected feature, conveying a chosen emotion, and using the appropriate material to convey identity.	Portraiture Artist research page in the style of the chosen artist including a written analysis that includes the key elements of the art work their identity and personal opinions about the art	Portraiture Critical analysis and evaluation of material tests and selection of materials to use in the final piece.	Portraiture Painted portrait in the style of the artist, exploring identity, meaning through their artwork and methods of self-expression through their fluency in materials, emotional and cultural connections. Analysis and evaluation of the final piece.	Portraiture Creation of a low relief piece in the style of the artist, showing fluency in materials, identity and cultural connections. Analysis and evaluation of the final piece.
Topic	Human form and proportion, facial proportions and structure.	Media and techniques to convey identity and express emotion of the face.	Contextual and contemporary connections and artist research. Embedding artistic, analytical and evaluative language.	Experimentation and design development and refinement. Scale and transformation.	2D portrait painting. With meaning	2D into low relief. Selection and development.
Powerful Knowledge/ skills	Students understand the connection between the structural proportion of the face and the position of the facial features. 2-	.Students understand the visual connection between application of media and the meaning that colour and texture can convey emotion and identity. Students can express and can link this to the Key Concept of Meaning.	Students understand the meaning of the artists' concepts, identity, messages and ideas through critical analysis and personal response and understanding and	Students will understand that the outcome of an artwork is affected by the choice of media and materials and can choose these with purpose to	Students will understand the importance of personal style and self-expression, exploring ideas in connection to their chosen artist to inform meaning and	Students will understand the process of the transition of 2D to low relief and independently selecting relevant materials to convey personal meaning and value and can link

	dimensional forms can be made to appear 3-dimensional using shading and perspective to create a realistic tonal portrait and can link this to the Key Concept of Structure.		can link this to the Key Concept of Meaning.	reflect identity. Students can link this to the Key Concept of Performance. Students can link scale and proportion to the Key Concept of Structure	identity, and can link this to the Key Concept of Meaning.	this to the Key Concepts of Meaning and Performance.
Useful online resources	The National Society for Education in Art and Design (NSEAD) https://www.nsead.org Arts Council England www.artscouncil.org.uk GCSE Art and Design- GOV.UK https://www.gov.uk/government/publications/gcse-art-and-design National Gallery young learners https://www.nationalgallery.org.uk/learning/young-producers Tate Gallery https://www.tate.org.uk/kids					
Sequenced from	Introduction, developing and embedding of the formal elements year7/8	Recording visually linked to their theme- year 8	Cultural and contextual connections through written and visual analyses- year 8	Exploration and experiments with media and techniques trying out a range of processes – year 8	Refinement of ideas and selective experimentation- year 8	the ability to produce a final piece- year 8
Sequenced to	Consolidation of the formal elements	Visual connections	Meanings and concepts	Purpose of materials	Personal style and self-expression	A meaningful outcome to the project

Curriculum Aim	Curriculum Aim for the year group <i>Year 10: By the end of the year students will be able to confidently select relevant secondary sources to produce sensitive, articulate and detailed observational work that demonstrates an embedded knowledge of the formal elements. They will be able to critically analyse artists' work and produce a thought provoking visual analysis in a refined way. Students will be able to exploit the qualities of materials independently and skilfully through experimentation and be able to critically evaluate and articulate the outcomes</i>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment Focus	Portfolio Holistic grading against OCR marking grid encompassing A01-A04					
Topic	Coursework (Portfolio) THEME IS SET BY THE SCHOOL LEAD & SUBJECT TEACHER. – Students will pick from a range of starting points that change every year					
Powerful Knowledge/ skills	<ul style="list-style-type: none"> • To know how to access/collect / collate and interpret information from a variety of sources • To be able to visually critique artwork using own opinions, art terminology and Formal Elements of Art • To have a good understanding of the historical context in which a piece of art was created. • To be confident in the use of a variety of media and technical processes • To know how to confidently realise their own intentions by working independently and creating a final outcome 					
Useful online resources	www.artcyclopedia.com www.tate.org.uk www.saatchiart.com/ www.studentartguide.com https://www.vam.ac.uk/ https://www.ftmlondon.org/ www.art2day.co.uk www.theartstory.org/artists/ https://www.moma.org/ www.tate.org.uk/art/student-resource/exam-help https://www.centrepompidou.fr/en www.nsead.org https://www.khanacademy.org/					
Sequenced from	Consolidation of Key skills and knowledge from Key Stage Three.	OCR Coursework portfolio A01- Develop ideas through investigation, demonstrating critical understanding of sources	OCR Coursework portfolio A03- Record ideas, observations and insights relevant to intentions as work progresses	OCR portfolio coursework project(s). A02- Refine work by exploring ideas, selecting and experimenting with	OCR portfolio coursework project(s). A02- Refine work by exploring ideas, selecting and experimenting with	OCR portfolio coursework project(s). A02- Refine work by exploring ideas, selecting and experimenting with

				appropriate media, materials, techniques and processes	appropriate media, materials, techniques and processes
Sequenced to	OCR Coursework portfolio A01- Develop ideas through investigation, demonstrating critical understanding of sources	OCR Coursework portfolio A03- Record ideas, observations and insights relevant to intentions as work progresses	OCR portfolio coursework project(s). A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	OCR portfolio coursework project(s). A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	OCR portfolio coursework project(s). A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

Curriculum Aim	Curriculum Aim for the year group <i>Year 11: By the end of the year students will be able to demonstrate mastery in recording from observation, developing ideas and exploring media and techniques. They will be able to confidently and independently realise this body of work and research in an original and sophisticated final piece. They will be able to critically evaluate and comment on their work both visually and verbally.</i>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment Focus	Portfolio/ ESA Holistic grading against OCR marking grid encompassing A01-A04					
Topic	Experimentation, material testing and refining. Annotation. Realisation of the final piece.	Realisation of the final piece and critical evaluation.	Exam set task. Observational drawing from selected secondary sources and artist research.	Exam set task. Design development, experimentation. Final exam and realisation. Completion of coursework tasks. Course end.	Course End	
Powerful Knowledge/ skills	<ul style="list-style-type: none"> To know how to access/collect / collate and interpret information from a variety of sources To be able to visually critique artwork using own opinions, art terminology and Formal Elements of Art To have a good understanding of the historical context in which a piece of art was created. To be confident in the use of a variety of media and technical processes To know how to confidently realise their own intentions by working independently and creating a final outcome 					
Useful online resources	www.artcyclopedia.com www.tate.org.uk www.saatchiart.com/ www.studentartguide.com www.art2day.co.uk www.theartstory.org/artists/ www.tate.org.uk/art/student-resource/exam-help					
Sequenced from	OCR portfolio coursework project(s). A02- Refine work by exploring ideas,	OCR portfolio coursework project(s). A04 – Present a personal and meaningful response that realises intentions and	OCR portfolio ESA A01- Develop ideas through investigation, demonstrating	OCR portfolio ESA A03- Record ideas, observations and insights relevant to	OCR portfolio ESA A04 – Present a personal and meaningful response that realises intentions	N/A

	selecting and experimenting with appropriate media, materials, techniques and processes	demonstrates understanding of visual language	critical understanding of sources	intentions as work progresses	and demonstrates understanding of visual language	
Sequenced to	OCR portfolio coursework project(s). A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	OCR portfolio coursework project(s). A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	OCR portfolio ESA A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	OCR portfolio ESA A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	OCR portfolio ESA A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	N/A

Curriculum Aim	Curriculum Aim for the year group <i>Year 12: By the end of the year students will be able to confidently select relevant secondary sources to produce sensitive, articulate and detailed observational work that demonstrates an embedded knowledge of the formal elements. They will be able to critically analyse artists' work and produce a thought provoking visual analysis in a refined way. Students will be able to exploit the qualities of materials independently and skilfully through experimentation and be able to critically evaluate and articulate the outcomes</i>					
Term	Autumn 1	Autumn 2		Spring 2	Summer 1	Summer 2
Assessment Focus	Experimentation/ Skill building		Portfolio Holistic grading against AQA marking grid encompassing A01-A04 Spring 1			
Topic	Workshops in a variety of Art and Design disciplines to skill build and push students out of their GCSE comfort zone		Coursework (Portfolio) THEME IS SET BY THE SCHOOL LEAD & SUBJECT TEACHER. – Students will pick from a range of starting points that change every year			
Powerful Knowledge/ skills	<ul style="list-style-type: none"> • To be confident in the use of a variety of media and technical processes • To know how to confidently realise their own intentions by working independently and creating a final outcome • To know how to access/collect / collate and interpret information from a variety of sources • To be able to visually critique artwork using own opinions, art terminology and Formal Elements of Art • To have a good understanding of the historical context in which a piece of art was created. 					
Useful online resources	www.artcyclopedia.com www.tate.org.uk www.saatchiart.com/ www.studentartguide.com https://www.vam.ac.uk/ https://www.ftmlondon.org/ www.art2day.co.uk www.theartstory.org/artists/ https://www.moma.org/ www.tate.org.uk/art/student-resource/exam-help https://www.centrepompidou.fr/en www.nsead.org https://www.khanacademy.org/					
Sequenced from	Consolidation of Key skills and knowledge from Key Stage Four.	Workshops A02- Refine work by exploring ideas, selecting and experimenting with	Consolidation of Key skills and knowledge from the workshops.	AQA Coursework Portfolio A01- Develop ideas through investigation, demonstrating	AQA Coursework Portfolio A03- Record ideas, observations and insights	

		appropriate media, materials, techniques and processes		critical understanding of sources	relevant to intentions as work progresses
Sequenced to	Workshops A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Workshops A03- Record ideas, observations and insights relevant to intentions as work progresses	AQA Coursework Portfolio A01- Develop ideas through investigation, demonstrating critical understanding of sources	AQA Coursework Portfolio A03- Record ideas, observations and insights relevant to intentions as work progresses	AQA Coursework Portfolio A02- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

Curriculum Aim	Curriculum Aim for the year group <i>Year 13: By the end of the year students will be able to demonstrate mastery in recording from observation, developing ideas and exploring media and techniques. They will be able to confidently and independently realise this body of work and research in an original and sophisticated final piece. They will be able to critically evaluate and comment on their work both visually and verbally.</i>					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment Focus	Portfolio/ ESA Holistic grading against AQA marking grid encompassing A01-A04					
Topic	Experimentation, material testing and refining. Annotation. Realisation of the final piece.	Realisation of the final piece and critical evaluation.	Exam set task. Observational drawing from selected secondary sources and artist research.	Exam set task. Design development, experimentation. Final exam and realisation. Completion of coursework tasks. Course end.	Course End	
Powerful Knowledge/ skills	<ul style="list-style-type: none"> To know how to access/collect / collate and interpret information from a variety of sources To be able to visually critique artwork using own opinions, art terminology and Formal Elements of Art To have a good understanding of the historical context in which a piece of art was created. To be confident in the use of a variety of media and technical processes To know how to confidently realise their own intentions by working independently and creating a final outcome 					
Useful online resources	www.artcyclopedia.com www.tate.org.uk www.saatchiart.com/ www.studentartguide.com www.art2day.co.uk www.theartstory.org/artists/ www.tate.org.uk/art/student-resource/exam-help					
Sequenced from	AQA Coursework Portfolio A02- Refine work by exploring ideas, selecting and	AQA Coursework Portfolio A04 – Present a personal and meaningful response that realises intentions and demonstrates	AQA set task. A01- Develop ideas through investigation, demonstrating	AQA set task. A03- Record ideas, observations and insights relevant to	AQA set task A04 – Present a personal and meaningful response that realises intentions and	N/A

	experimenting with appropriate media, materials, techniques and processes	understanding of visual language	critical understanding of sources	intentions as work progresses	demonstrates understanding of visual language	
Sequenced to	AQA Coursework Portfolio A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	AQA Coursework Portfolio A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	AQA set task. AO3- Record ideas, observations and insights relevant to intentions as work progresses	AQA set task. A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	AQA set task A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	N/A