

## Art 7 Year Curriculum Journey

<b>Curriculum Aim</b>	<b>Curriculum Aim for the year group</b> <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>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Assessment Focus</b>	<b>Jasper Johns – Letters</b> Tonal theory and mark making. Observational pencil drawing.  Critique and evaluation.	<b>Jasper Johns - Numbers</b> Tonal Theory Mark making exploring line, tone and texture with a wide range of materials.  Critique and evaluation	<b>Skateboard Project</b> Colour theory and the fundamentals of the colour wheel. Mixing and blending using paint	<b>Skateboard Project</b> Developing contextual and cultural connections through the introduction of art movements and artists.	<b>DOD- Print</b> Exploring pattern, colour, texture, line and shapes in non-Western Art and print.	<b>DOD- 3D</b> 2D into a 3D outcome. Understanding surface decoration and connecting surfaces and planes together.
<b>Topic</b>	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  Printing process  Line, Texture and Pattern	Construction from 2D into 3D.  Surface pattern and design.
<b>Powerful Knowledge/ skills</b>	Formal elements Drawing and shading  Shapes, spaces and measures.  Technical drawing  Fine motor skills	Students understand that mark making techniques (hatching/crosshatching, stippling, etc)  Drawing and shading	Colour theory  Mixing .	Critique and evaluation.  Artist research skills	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

	Visual communication	Shapes, spaces and measures.  Fine motor skills  Visual communication	Drawing and shading  Shapes, spaces and measures. Fine motor skills  Visual communication	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
<b>Useful online resources</b>	National Gallery young learners <a href="https://www.nationalgallery.org.uk/learning/young-producers">https://www.nationalgallery.org.uk/learning/young-producers</a> Tate Gallery <a href="https://www.tate.org.uk/kids">https://www.tate.org.uk/kids</a> BBC Bitesize Student art guide Khan Academy					
<b>Sequenced from</b>	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
<b>Sequenced to</b>	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.

<b>Curriculum Aim</b>	<b>Curriculum Aim for the year group</b> <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>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Assessment Focus</b>	<b>Still Life- Sweets/biscuits</b>  Developing the formal elements. Experimental drawing from observation. Exposure to a wide range of materials and techniques. Dry media	<b>Still Life- Sweets/biscuits</b>  Developing the formal elements. Experimental drawing from observation. Exposure to a wide range of materials and techniques. Wet and Dry media  using individually selected media.  Developing competency and confidence of application of media.	<b>Masks- Research</b> Contextual and contemporary connections and artist research. Developing descriptive and analytical language both written and visual. Key concepts: Meaning	<b>Masks</b> Combination of media. Producing using skills and what has been learned through the media exploration in response to Contextual and contemporary connections	<b>Masks- 3D</b> Design development- masks Combination of media. Producing using skills and what has been learned through the media exploration in response to Contextual and contemporary connections	<b>Masks 3D</b> Experimentation of 2D into 3D using mixed media investigating texture, line and form. Design development and refinement through a 3D outcome. Critical analysis and annotation.
<b>Topic</b>	The formal elements through experimental drawing from observation	Application of media and acquisition of techniques  Observational drawing	Contextual and contemporary connections and artist research  Developing artistic language	Mask Designs in relation to a range of artists	3D and mixed media  Texture, line, form, and exploration of 2D developing to 3D	2D to 3D Working from a design plan- producing an outcome
<b>Powerful Knowledge/ skills</b>	Formal elements  Proportion  Scaling up method  Tone  Observational drawing	Proportion  Scaling up method  Tone  Observational drawing	Research  Evaluation  Critique  Literacy skills	Experimentation of media, materials, techniques and processes	Experimentation of media, materials, techniques and processes	Project realization  Refinement of media, materials, techniques and processes

<b>Useful online resources</b>	The National Society for Education in Art and Design (NSEAD) <a href="https://www.nsead.org">https://www.nsead.org</a> Arts Council England <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a> GCSE Art and Design- GOV.UK <a href="https://www.gov.uk/government/publications/gcse-art-and-design">https://www.gov.uk/government/publications/gcse-art-and-design</a> National Gallery young learners <a href="https://www.nationalgallery.org.uk/learning/young-producers">https://www.nationalgallery.org.uk/learning/young-producers</a> Tate Gallery <a href="https://www.tate.org.uk/kids">https://www.tate.org.uk/kids</a>	
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<b>Sequenced from</b>	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
<b>Sequenced to</b>	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	<b>Curriculum Aim for the year group</b> <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
<b>Assessment Focus</b>	<b>Portraiture- Facial structure</b>  Understanding human form and proportion  Understanding facial proportions and structure.	<b>Portraiture- Facial Features</b>  Drawing from primary and secondary resources using a wide range of media and materials	<b>Portraiture- Facial features</b>  Drawing from primary and secondary resources using a wide range of media and materials	<b>Portraiture- Research</b> Independent selection and research of an artist chosen by the student 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	<b>Portraiture- Outcome</b>  Outcome in response to portraiture	<b>Portraiture- Outcome</b>  <b>Outcome in response to portraiture</b>  Analysis and evaluation of the final piece.
<b>Topic</b>	Human form and proportion, facial proportions and structure.	Facial features observational drawings	Experimentation and design development and refinement. Scale and transformation.	Contextual and contemporary connections and artist research.  Embedding artistic, analytical and evaluative language.	Outcomes Selection and development.	Final outcome
<b>Powerful Knowledge/ skills</b>	Formal elements proportion of the face a position of the facial features.	Developing competency and confidence of application of media. Annotation, critique and reflection	Experimentation and design development and refinement	Developing descriptive and analytical language both written and visual	Design development and refinement  Personal style	Producing an outcome

<b>Useful online resources</b>	The National Society for Education in Art and Design (NSEAD) <a href="https://www.nsead.org">https://www.nsead.org</a> Arts Council England <a href="http://www.artscouncil.org.uk">www.artscouncil.org.uk</a> GCSE Art and Design- GOV.UK <a href="https://www.gov.uk/government/publications/gcse-art-and-design">https://www.gov.uk/government/publications/gcse-art-and-design</a> National Gallery young learners <a href="https://www.nationalgallery.org.uk/learning/young-producers">https://www.nationalgallery.org.uk/learning/young-producers</a> Tate Gallery <a href="https://www.tate.org.uk/kids">https://www.tate.org.uk/kids</a>					
<b>Sequenced from</b>	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
<b>Sequenced to</b>	Consolidation of the formal elements	Visual connections	Meanings and concepts	Purpose of materials	Personal style and self-expression	A meaningful outcome to the project

<b>Curriculum Aim</b>	<b>Curriculum Aim for the year group</b> <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>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Assessment Focus</b>	<b>Portfolio- Workshops</b> <b>Photography, observational drawing, Painting, print, textiles, digital</b>			<b>Portfolio- Personalised project</b> Holistic grading against OCR marking grid encompassing A01-A04		
<b>Topic</b>	Coursework (Portfolio) THEME IS SET BY THE SCHOOL LEAD & SUBJECT TEACHER. – Students will pick from a range of starting points that change every year					
<b>Powerful Knowledge/ skills</b>	<ul style="list-style-type: none"> <li>• To know how to access/collect / collate and interpret information from a variety of sources</li> <li>• To be able to visually critique artwork using own opinions, art terminology and Formal Elements of Art</li> <li>• To have a good understanding of the historical context in which a piece of art was created.</li> <li>• To be confident in the use of a variety of media and technical processes</li> <li>• To know how to confidently realise their own intentions by working independently and creating a final outcome</li> </ul>					
<b>Useful online resources</b>	<a href="http://www.artcyclopedia.com">www.artcyclopedia.com</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.saatchiart.com/">www.saatchiart.com/</a> <a href="http://www.studentartguide.com">www.studentartguide.com</a> <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a> <a href="https://www.ftmlondon.org/">https://www.ftmlondon.org/</a> <a href="http://www.art2day.co.uk">www.art2day.co.uk</a> <a href="http://www.theartstory.org/artists/">www.theartstory.org/artists/</a> <a href="https://www.moma.org/">https://www.moma.org/</a> <a href="http://www.tate.org.uk/art/student-resource/exam-help">www.tate.org.uk/art/student-resource/exam-help</a> <a href="https://www.centrepompidou.fr/en">https://www.centrepompidou.fr/en</a> <a href="http://www.nsead.org">www.nsead.org</a> <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>					
<b>Sequenced from</b>	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	

				appropriate media, materials, techniques and processes	appropriate media, materials, techniques and processes
<b>Sequenced to</b>	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



<b>Curriculum Aim</b>	<b>Curriculum Aim for the year group</b> <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>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Assessment Focus</b>	Portfolio/ ESA Holistic grading against OCR marking grid encompassing A01-A04					
<b>Topic</b>	Experimentation, material testing and refining. Annotation. Realisation of the final piece.	Realisation of the final piece and critical evaluation.	Exam set task. Observational drawing form selected secondary sources and artist research.	Exam set task. Design development, experimentation. Final exam and realisation. Completion of coursework tasks. Course end.	Course End	
<b>Powerful Knowledge/ skills</b>	<ul style="list-style-type: none"> <li>To know how to access/collect / collate and interpret information from a variety of sources</li> <li>To be able to visually critique artwork using own opinions, art terminology and Formal Elements of Art</li> <li>To have a good understanding of the historical context in which a piece of art was created.</li> <li>To be confident in the use of a variety of media and technical processes</li> <li>To know how to confidently realise their own intentions by working independently and creating a final outcome</li> </ul>					
<b>Useful online resources</b>	<a href="http://www.artcyclopedia.com">www.artcyclopedia.com</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.saatchiart.com/">www.saatchiart.com/</a> <a href="http://www.studentartguide.com">www.studentartguide.com</a> <a href="http://www.art2day.co.uk">www.art2day.co.uk</a> <a href="http://www.theartstory.org/artists/">www.theartstory.org/artists/</a> <a href="http://www.tate.org.uk/art/student-resource/exam-help">www.tate.org.uk/art/student-resource/exam-help</a>					
<b>Sequenced from</b>	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	Level 3 study
<b>Sequenced to</b>	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	Level 3 study

<b>Curriculum Aim</b>	<b>Curriculum Aim for the year group</b> <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>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>		<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Assessment Focus</b>	Experimentation/ Skill building		Portfolio Holistic grading against AQA marking grid encompassing A01-A04 <b>Spring 1</b>			
<b>Topic</b>	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			
<b>Powerful Knowledge/ skills</b>	<ul style="list-style-type: none"> <li>• To be confident in the use of a variety of media and technical processes</li> <li>• To know how to confidently realise their own intentions by working independently and creating a final outcome</li> <li>• To know how to access/collect / collate and interpret information from a variety of sources</li> <li>• To be able to visually critique artwork using own opinions, art terminology and Formal Elements of Art</li> <li>• To have a good understanding of the historical context in which a piece of art was created.</li> </ul>					
<b>Useful online resources</b>	<a href="http://www.artcyclopedia.com">www.artcyclopedia.com</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.saatchiart.com/">www.saatchiart.com/</a> <a href="http://www.studentartguide.com">www.studentartguide.com</a> <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a> <a href="https://www.ftmlondon.org/">https://www.ftmlondon.org/</a> <a href="http://www.art2day.co.uk">www.art2day.co.uk</a> <a href="http://www.theartstory.org/artists/">www.theartstory.org/artists/</a> <a href="https://www.moma.org/">https://www.moma.org/</a> <a href="http://www.tate.org.uk/art/student-resource/exam-help">www.tate.org.uk/art/student-resource/exam-help</a> <a href="https://www.centrepompidou.fr/en">https://www.centrepompidou.fr/en</a> <a href="http://www.nsead.org">www.nsead.org</a> <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>					
<b>Sequenced from</b>	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
<b>Sequenced to</b>	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

<b>Curriculum Aim</b>	<b>Curriculum Aim for the year group</b> <i><b>Year 13:</b> 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>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Assessment Focus</b>	Portfolio/ ESA Holistic grading against AQA marking grid encompassing A01-A04					
<b>Topic</b>	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	
<b>Powerful Knowledge/ skills</b>	<ul style="list-style-type: none"> <li>• To know how to access/collect / collate and interpret information from a variety of sources</li> <li>• To be able to visually critique artwork using own opinions, art terminology and Formal Elements of Art</li> <li>• To have a good understanding of the historical context in which a piece of art was created.</li> <li>• To be confident in the use of a variety of media and technical processes</li> <li>• To know how to confidently realise their own intentions by working independently and creating a final outcome</li> </ul>					
<b>Useful online resources</b>	<a href="http://www.artcyclopedia.com">www.artcyclopedia.com</a> <a href="http://www.tate.org.uk">www.tate.org.uk</a> <a href="http://www.saatchiart.com/">www.saatchiart.com/</a> <a href="http://www.studentartguide.com">www.studentartguide.com</a> <a href="http://www.art2day.co.uk">www.art2day.co.uk</a> <a href="http://www.theartstory.org/artists/">www.theartstory.org/artists/</a> <a href="http://www.tate.org.uk/art/student-resource/exam-help">www.tate.org.uk/art/student-resource/exam-help</a>					
<b>Sequenced from</b>	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. AO3- 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	
<b>Sequenced to</b>	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

