

Art, Craft & Design Curriculum

Year 7				
Term	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Autumn 1	Colour Theory	<ul style="list-style-type: none"> • Introduction to colour theory and categories of colour • How to blend colours, contrasting, harmonising and neutral colour schemes. • Design composition for gradient colour 	<p>Promotes understanding of colour theory with the use of media to create artistic illusions.</p> <p>This unit allows students to develop their understanding of how the world is interpreted using colour theory.</p>	<p>A foundation skill that is fundamental to increase student's knowledge and confidence.</p> <p>Builds upon skills learnt at KS2.</p>
Autumn 2	Tonal Value	<ul style="list-style-type: none"> • Introduction to Tonal Value Scale and its importance in Art & Design. • Practise tonal value in a variety of formats, including pencil and pen • Observational drawing of objects • Tonal/ Rendering 	<p>Promotes understanding of tonal value with the use of media to create artistic illusions.</p> <p>This unit allows students to develop their understanding of how the world is viewed and represented using tonal value.</p>	<p>To embed the importance of tonal value in our visual world.</p> <p>Skills that are fundamental to increase student's knowledge and confidence.</p> <p>Builds upon skills learnt at KS2.</p>
Spring 1	Perspective	<ul style="list-style-type: none"> • Step by step approach to drawing 1, 2, and 3 point perspective. • The technical terminology of how perspective works and how we see the world. • Draw landscapes in the different points of perspective. • Combine the use of tonal value to enhance the visual illusion. 	<p>Perspective is an important element of how humans view the world.</p> <p>Connects to autumn term foundation skills.</p>	<p>Fundamental skill of art, craft & design and the function of the eye.</p> <p>Strengthens connections to visual world and builds upon skills learnt on half term 1 & 2.</p>

Spring 2	Pop Art Reliefs (Typography/ Text)	<ul style="list-style-type: none"> • Students will study the Pop Art movement work of Roy Lichtenstein. • Pop Art reliefs to be designed with the emphasis on impact of colour and tonal value using cardboard layers. • Study the importance of text messages through graphic design using onomatopoeia. 	<p>To understand how typography can convey powerful messages.</p> <p>Demonstrate how recycling can be used to create artwork.</p>	<p>Students to make connections with the foundation skills learnt during the autumn term.</p> <p>Realise the importance of the Pop Art movement within the world of the visual arts.</p>
Summer 1 Summer 2	Mark making (Animals) Mark Making (cont)	<ul style="list-style-type: none"> • Students will study artists that use mark making prominently in their work. (Claire Youngs) • They will use collage to construct animals that could be used for interior design and animation. • Different media to be combined and students to explore the potential of mark making. 	<p>Students to explore the potential of mark making and how to combine different media, a skill that is used by many artists.</p>	<p>Links to the topics in autumn term and extends student understanding.</p>

Year 8

Term	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Autumn 1 Autumn 2	Repeat patterns	<ul style="list-style-type: none"> • Experiment with design skills using balance and symmetry. • Students to research Islamic design & traditions, learn & use key words. • Translations, reflections and rotations are to be learnt connecting to how they are used in the design world. • Explore the printing process using a repeat rotational printing technique. • Repeat pattern designs are to be printed using a block and aligning correctly. 	<p>To make connections to how repeat patterns are designed, constructed, and used in the visual world in different artistic disciplines.</p> <p>Students can make the connections to design and mathematics.</p>	<p>Investigating the importance of Islam design and how it has influenced the art world.</p> <p>Links with Maths_ Ruler, balance, proportion, symmetry, enlargement, rotation, reflection and translation.</p>
Spring 1 Spring 2	Fantastical Creature/ Aliens	<ul style="list-style-type: none"> • Pupils will be introduced to the work of Yinka Shonibare and discover how he represents how alien you can feel in a new environment. • Students will use their imagination and the research into surrealism to create their own fantastical creature sculpture and develop their skills in construction by using found materials to build with. 	<p>To develop an understanding of the historical art context of the game 'Consequences' and surrealism techniques to unlock the potential of the sub-conscious.</p> <p>Be able to combine found images and imagination to realise their ideas and work successfully.</p> <p>To identify the most appropriate materials to experiment with and make a sculpture.</p>	<p>Links with Geography with studying the trail of Shonibare's fabrics across the world.</p> <p>Understanding keywords such as globalisation, multiculturalism, race, identity, stereotypes.</p> <p>Learning about different cultural heritages linked to the artists.</p>

		<ul style="list-style-type: none"> • They will develop a pattern based on their cultural heritage to decorate their fantastical creature. • They will be introduced to surrealist artists who explored their sub-conscious as a creative force. 		
<p>Summer 1</p> <p>Summer 2</p>	Movement in Art	<ul style="list-style-type: none"> • Looking at how a variety of artists have experimented with ways of depicting the human figure in motion. • Experiment with various drawing techniques to record the human figure in proportion and to create the illusion of movement. • Explore the techniques of colour blending. • Draw the figure in perspective by demonstrating foreshortening. • Research the pioneers of movement in art, Muybridge, Marey and Duchamp and how their work influenced the visual world. • To produce sequential drawings to create the illusion of movement. • Stop Go animations to be created using software available. 	<p>To develop an understanding of proportion and scale through use of line and tone to describe the human form.</p> <p>Students can record the human figure and demonstrate the use of scale and proportion.</p> <p>Students understand how the early pioneers (Muybridge and Marey) developed animation and cinematography.</p>	<p>The topic links the traditional arts to more contemporary methods of creating visual outcomes.</p> <p>Links with:</p> <ul style="list-style-type: none"> - Science, the study of movement to a basic level and the development of motion picture in photography & film production - Maths, measuring the proportions and scales of the human figure.

Year 9

Term	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Autumn 1 Autumn 2	Selfies	<ul style="list-style-type: none"> • Investigate the role of the self-portrait throughout the centuries and explore different techniques and processes to create our own self portrait using the selfie as a starting point. • Explore the term selfie and its place in contemporary society. • Look at self-portraits from different centuries and explore the visual elements that make up a portrait. • Students will create a self-portrait in a chosen style. • Exploring how a portrait can be abstracted through different techniques. 	<p>This project aims to inspire debate around the cultural position of the selfie and its place in our contemporary visual landscape i.e. - can selfies be considered art?</p> <p>To understand the proportions of the human face and how these can be represented and altered.</p> <p>Understanding how portraiture is constantly evolving and can reflect society.</p>	<p>Investigating the importance of portraiture and how it has been used over the centuries.</p> <p>To understand and appreciate that portraiture is a genre that continues to be explored and investigated by many artists.</p>
Spring 1 Spring 2	Objects & Viewpoints	<ul style="list-style-type: none"> • Pupils will be taught about the genre of still life and explore the work of different artists. • They will practise working from direct observation by experimenting with a range of materials and processes. • To produce a series of studies using different drawing styles. 	<p>To gain an understanding of still life composition using different media, processes and techniques.</p> <p>To develop an understanding of how objects & viewpoints have been represented by different artists.</p>	<p>Links with:</p> <ul style="list-style-type: none"> - English, investigating artists and analysing their work. - Science, understanding the physical structure of objects and their placement. - Maths, measuring the proportions of an object. Ruler, balance,

		<ul style="list-style-type: none"> • Investigate the work of artists that exploit and use negative space. • Create studies that reveal research into artists that use the theme as a starting point. • Create digital collages from photographs of everyday objects. 		proportion, symmetry, enlargement, scale.
<p>Summer 1</p> <p>Summer 2</p>	Insects & Entomology (Assemblage)	<ul style="list-style-type: none"> • Pupils are introduced to insect anatomy and investigate artists who have recorded insects for different purposes. • Record observations from secondary sources and artist inspiration. • Design sculpture, enlarging, colour schemes, select appropriate materials to create a 3D model. • Experiment with various drawing techniques to record what they see. • Explore the process of creating sculptures using 3D materials and tools to transform their insect drawings. 	<p>To enable pupils to gain knowledge, skill and understanding of techniques specifically associated with drawing and sculpture.</p> <p>To be able to recognise and identify the role of these creatures in our world, artistically and ecologically.</p>	<p>Realise how this topic has been used in the visual arts and can be explored to create interesting artwork.</p> <p>Links with:</p> <ul style="list-style-type: none"> - Entomology, understanding the basic structure of insects in order to grasp design concepts. - English Literature, investigating Famous Insects in Literature. - Maths, Measuring the proportions of an object. Ruler, balance, proportion, symmetry, enlargement, rotation

Year 10

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<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p>	<p>Topic 1</p> <p>Theme: Portraiture Identity</p>	<p>Students are to be introduced to portraiture. They will be taught the basic rules of drawing a portrait-positioning of features, eyes, nose, mouth etc.</p> <p>Observational studies using primary and secondary and photograph sources. (AO3)</p> <p>Exploring a variety of Art mediums linked with selected artists (AO1) including pencil techniques - shading and tone. Watercolour and Acrylic studies. Colour theory. Oil pastel studies, collage.</p> <p>Producing experiments and studies in the style of the artists using drawing and painting techniques (AO2). They will explore line, tone, colour, shape and proportion before developing individual pieces based on their own identity & influenced by the artists they have studied.</p> <p>Students will look at the work of several different contemporary artists who will be chosen for their distinct style (AO1).</p> <p>Students will work independently exploring designs for their personal response to identity (AO3)</p> <p>Students' personal response to the theme of portraiture/ identity. Independent selection of materials. Completed in lessons and at home (AO4).</p>	<p>The topic will address the four assessment objectives for AQA.</p> <p>AO1- Artist research AO2- Analyse & Evaluate AO3- Record visual information AO4- Personal response</p> <p>Students will learn how to respond to stimulus materials and how to structure a project.</p>	<p>Building on KS3 study of portraiture this unit requires students to apply knowledge of key portrait elements.</p> <p>To develop student's experiences of art, craft & design.</p> <p>It will establish student's as artists and develop confidence.</p> <p>The topic will develop student's planning skills and time management.</p> <p>To use skills and knowledge to plan and prepare for a final piece.</p>

		Teachers will assess knowledge and understanding of this topic throughout the unit referring to the assessment criteria of the exam board and selecting specified pieces of work.		
Summer 1 Summer 2	Topic 2 Theme: Natural Forms	<p>Students will complete photography exercises and be taught the basic rules of photographing natural forms, concentrating upon composition, lighting, aperture (depth of field) and focal points. Using their set of photographs as a starting point, students will be introduced to a range of photographers including Andreas Feininger, Edward Weston, Nick Knight, Ansel Adams, Karl Blossfeldt.</p> <p>They will investigate 'Natural Forms' exploring line, tone, colour, shape and proportion before developing individual pieces based on their own research and influenced by the artists they have studied.</p> <p>They will present all work in their sketchbooks carefully considering the layout and annotations.</p>	<p>The topic will address the four assessment objectives for AQA.</p> <p>AO1- Artist research AO2- Analyse & Evaluate AO3- Record visual information AO4- Personal response</p> <p>Students will learn how to respond to stimulus materials and how to structure a project.</p>	<p>To develop student's experiences of art, craft & design.</p> <p>It will establish student's as artists and develop confidence.</p> <p>The topic will develop student's planning skills and time management.</p> <p>To use skills and knowledge to plan and prepare for a final piece.</p>

Year 11

Term	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Autumn 1 Autumn 2	Theme; Natural Forms (cont)	<p>Students will research the work of several different artists who have based their work upon 'Natural Forms' in Photography and Fine Art. They will produce copies of the artist's work to demonstrate an understanding of the techniques that the artists used and to develop their drawing skills.</p> <p>Students will then complete final piece ideas using their research, combining work tackled in their sketchbook to formulate designs. Pupils will produce several pages of final piece designs in their sketchbook before deciding which area to develop into final outcomes. The designs should show experimentation where appropriate with a range of materials and media.</p> <p>Final Piece/Pieces are to be produced and students will have the option to develop their final piece as: a painting, textile design, or mixed media.</p>	<p>The topic will address the four assessment objectives for AQA.</p> <p>AO1- Artist research AO2- Analyse & Evaluate AO3- Record visual information AO4- Personal response</p> <p>Students will learn how to respond to stimulus materials and how to structure a project.</p>	<p>To develop student's experiences of art, craft & design.</p> <p>It will establish students as artists and develop confidence.</p> <p>The topic will develop student's planning skills and time management.</p> <p>To use skills and knowledge to plan and prepare for a final piece.</p>
Spring 1 Spring 2 Summer 1	Externally Set Assignment (ESA)	<p>Exam board issue a number of starting points (questions). Students choose one to develop with the final piece produced under timed conditions.</p> <p>Students will work independently, researching and exploring designs for the personal response to their chosen question (A03).</p>	<p>This accounts for 40% of GCSE grade.</p> <p>The ESA is tackled in a shorter time period than the coursework projects and the final piece/s are</p>	<p>The ESA will test how well students can plan, research and produce work in an independent manner.</p>

		<p>Students personal response to their selected question. Independent selection of materials. Completed under controlled exam conditions during the exam timetable (AO4).</p> <p>Students will ensure AO1-AO4 are all completed to expected level for all coursework project entries. All students will finalise projects for marking and moderation across all art subjects.</p>	<p>completed in school under timed conditions.</p>	
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