



**Curriculum Statement**

The Art and Design curriculum is designed to provide students with the opportunity to discover a range of artists, craftspersons and art movements from different contexts, time periods and disciplines. Students will develop their understanding and ability of how to analyse artwork, using critical thinking skills and subject specific art vocabulary. They are also encouraged to creatively express themselves and explore and experiment with a range of techniques, skills and materials, both 2D and 3D. As part of this, they are shown how to critically reflect on their own practice and the work of others with consideration of quality, value and meaning. These core skills are revisited throughout the seven year journey to embed and enhance our students to be aspirational young artists.

	Year 7	Year 8	Year 9
Term 1	<p><b>Visual Elements</b></p> <p>Exploring the basics in art such as line, shape, tone, colour and texture. Using HB pencils and coloured pencils.</p> <p>Students are able to explore the basics of art and strengthen their drawing skills within this topic.</p>	<p><b>Birds</b></p> <p>Exploring viewfinder drawings (drawing one small section of an image)</p> <p>HB pencil drawings Coloured Pencil Drawings</p> <p>Abby Diamond Research Page</p> <p>Students will revisit how to create tonal pencil drawings with an extra level of challenge.</p>	<p><b>Abstract Architecture</b></p> <p>Introduction to Abstract Architecture</p> <p>Jonathan Powell Artist Page</p> <p>Jonathan Powell interpretation - abstract drawn building using watercolour techniques</p> <p>Use of Cardboard and Acrylic Paint within an abstract building</p> <p>Use of Cardboard, Charcoal and Chalk</p> <p>Students will build on and expand on their knowledge of Abstract Art.</p>

<p><b>Term 2</b></p>	<p><b>Visual Elements</b></p> <p>Exploring texture using pencil, the colour wheel using watercolour paints and rounding off the project with an assessment task by creating a visual elements wheel.</p> <p>Students are able to summarise all of the skills learnt in this term, using both wet and dry materials.</p>	<p><b>Birds</b></p> <p>Exploring continuous line drawings</p> <p>Use of watercolour in an abstract way</p> <p>Mark Powell Artist Page</p> <p>Stitching into a drawing</p> <p>Students will explore abstract art through a variety of different materials.</p>	<p><b>Abstract Architecture</b></p> <p>Laura Cadman Artist Page</p> <p>Exploring textiles, stitches and fabric to create art</p> <p>Final piece planning using techniques from project</p> <p>Creating a final piece to complete the project</p> <p>Students will explore a diverse range of materials in order to select and refine their preferred techniques in order to create a final piece. This can be in 2D or 3D.</p>
<p><b>Term 3</b></p>	<p><b>Bugs and Butterflies</b></p> <p>Learning how to create a drawing using symmetry, shape and pattern. Exploring shading and showing depth and tone within this.</p> <p>Lucy Arnold Research page</p> <p>Students will explore how to analyse artwork, create drawings using symmetry and blend and layer coloured pencils.</p>	<p><b>Abstract Portraits</b></p> <p>Continuous line portraits using newspaper, watercolour and biro pen</p> <p>Loui Jover Artist Page</p> <p>Loui Jover interpretation - exploring collage, drawing, shapes and patterns.</p> <p>Students will expand on their knowledge of abstract art from Year 7 in new ways.</p>	<p><b>Magazine Project</b></p> <p>Introduction to Project</p> <p>Creating a moodboard and collage for magazine ideas</p> <p>Exploring Photography Techniques</p> <p>Planning and designing own magazine</p> <p>Students will be introduced to Photography and Digital editing techniques.</p>
<p><b>Term 4</b></p>	<p><b>Bugs and Butterflies</b></p> <p>Exploring using stencils and spray paints to create a background.</p> <p>Using ink to paint an ink bug or butterfly onto the sprayed background.</p>	<p><b>Abstract Portraits</b></p> <p>Sandra Silberzweig Abstract Portraits</p> <p>Use of a template and drawing in your own face design with unusual facial features and patterns and colours on face.</p>	<p><b>Magazine Project</b></p> <p>Planning and shooting for magazine</p> <p>Digital editing techniques</p> <p>Digitally creating a magazine</p>

	<p>Use of collaged text to explore cutting and sticking and using art vocabulary to describe their work.</p> <p>Students will learn how to carefully use and apply spray paints.</p>	<p>Scribble Portraits using biro</p> <p>Collaged Faces using imagery</p> <p>Students will be able to design their own abstract portraits through this term.</p>	<p>Students will create their own magazine cover by researching into this topic and using their own photographs.</p>
<b>Term 5</b>	<p><b>Day of the Dead</b></p> <p>Research page on Day of The Dead</p> <p>Exploring repeated pattern, colour and symbolism.</p> <p>Coloured pencil techniques, Sgraffito and Watercolour</p> <p>Clay sugar skull final outcome</p> <p>Students will explore a cultural event and create work in a range of materials inspired by it.</p>	<p><b>Natural Forms</b></p> <p>Tonal pencil drawing of a natural form object</p> <p>Hatching pen techniques</p> <p>Marcia Baldwin Artist Page</p> <p>Students will revisit their observational drawing skills.</p>	<p><b>Everyday Objects</b></p> <p>Artist Research Pages for Everyday Objects Artists</p> <p>Observational Drawing Skills</p> <p>Line Drawings</p> <p>Tonal Drawings</p> <p>Students will build upon their drawing skills, particularly with scale and proportion.</p>
<b>Term 6</b>	<p><b>Cubism</b></p> <p>Research page on Pablo Picasso</p> <p>Creating an abstract drawn portrait inspired by Picasso</p> <p>Cutting up and collaging a photograph in a Cubist Style</p> <p>Drawing from the collage</p> <p>Students will learn about this art movement and explore how to create abstract art.</p>	<p><b>Natural Forms</b></p> <p>Oil Pastel Drawing</p> <p>Coloured Pencil Drawing</p> <p>Mixed Media outcome containing all of the techniques throughout this project</p> <p>Students will learn how to create a final piece of work which incorporates mixed media materials.</p>	<p><b>Sealife</b></p> <p>Charcoal drawing of sea life creature</p> <p>Tonal pencil drawings</p> <p>Oil Pastel Monoprint</p> <p>Steampunk Artist Page</p> <p>Mixed media steampunk sea creatures using collage, pencil and pen</p> <p>Students will build upon their drawing skills by learning new techniques.</p>

	Year 10	Year 11
Term 1	<p><b>Introduction to Unit 1</b>            Create cover page for “Identity”            Mind Map for “Identity”            Primary Research Pages (use of own photographs)            Experimental Drawings - exploring a range of techniques, skills and materials</p> <p><b>Pati Hill Research Page</b>            Scanography work explored</p> <p><b>Charcoal Techniques</b></p> <p><b>Maurizio Anzeri Research Page</b>            Stitching into photographs/drawings</p>	<p>Continue and finalise final piece plans  <b>Unit 1 - 10 Hour Exam for Final Piece</b></p>
Term 2	<p><b>Melinda Gibson Research Page</b>            Exploring cutting into photographs/paper</p> <p><b>Pencil Techniques</b></p> <p><b>Chuck Close Artist Page</b>            Exploring finger painting mark making techniques</p>	<p>Final Piece evaluation            Complete final sketchbook work for unit 1</p>
Term 3	<p><b>Chuck Close Interpretation</b>            Creating 1x Chuck Close copy, 1x Own Interpretation from own photograph</p> <p><b>Stephen Bennett Artist Page</b>            Exploring Oil Pastels, creating an oil pastel portrait</p> <p><b>Kate Watkins Artist Page</b>            Introduction to printmaking</p>	<p><b>Introduction to ESA (Unit 2)</b>            Select Question from Paper            Moodboard            Primary Research</p> <p><b>3x Artist Research Pages</b>            Interpretations            Combine ideas and techniques</p>

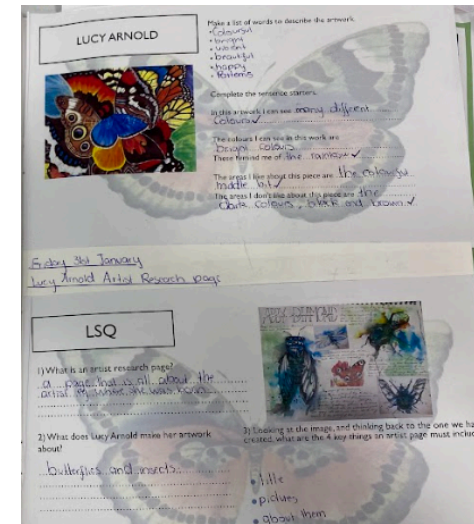
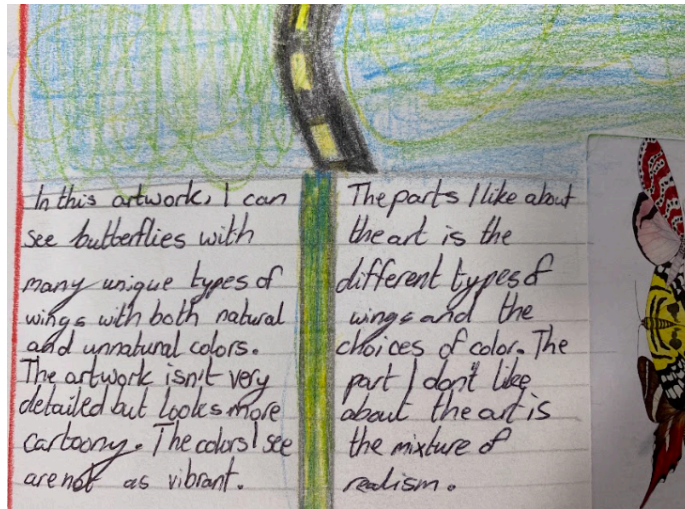
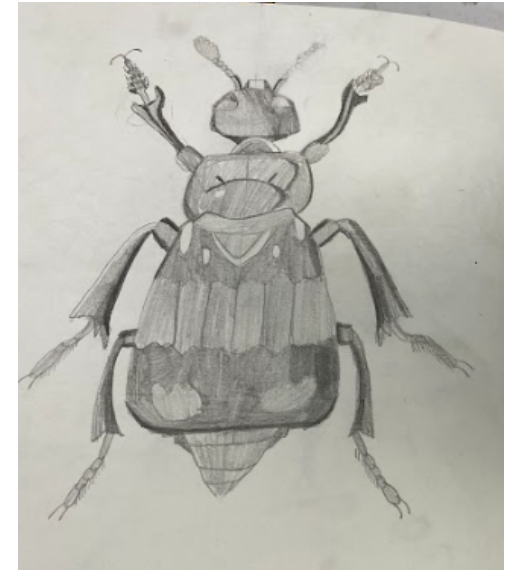
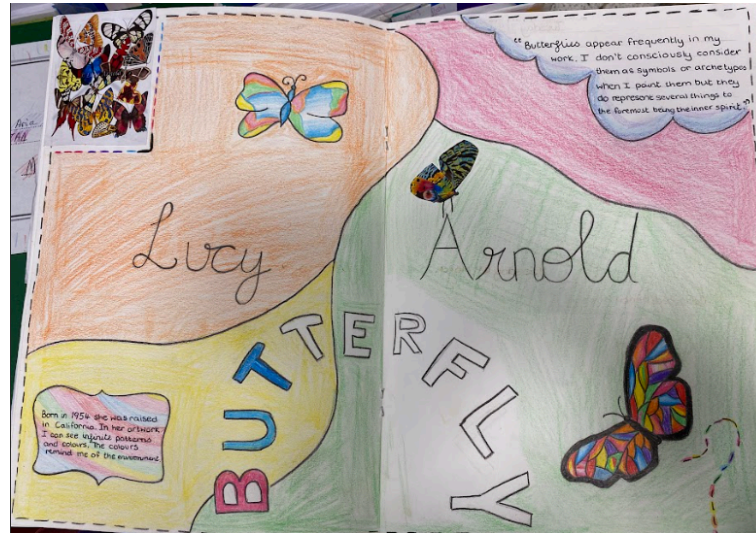
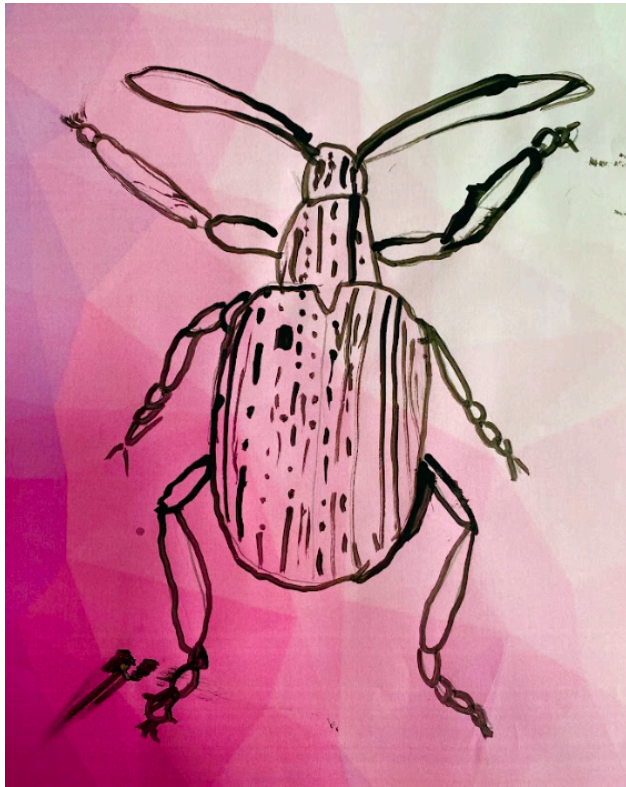
<p><b>Term 4</b></p>	<p><b>Printmaking</b> Exploring printmaking process by creating own unique designs and printing them Use of different coloured paint, backgrounds and layering techniques</p> <p><b>Mark Powell Artist Page</b> Exploring biro pen drawings</p> <p><b>Micheal Craig Martin Artist Page</b> Creating simpler illustrations of objects</p> <p><b>2-3 Own Artists</b> Pupils to research their own artists and create work inspired by them</p>	<p><b>4th Artist Page</b> Interpretation Combine ideas and techniques</p> <p><b>Final Piece Planning</b> 4x Final Piece Plans 10 hour final piece exam</p>
<p><b>Term 5</b></p>	<p><b>Own Artists Continued</b> Pupils to continue with their own independent artist research and interpretations</p> <p><b>Combining Ideas and Techniques from Artists work</b> Using at least 2 artists techniques from artists work to combine together into 1 piece</p> <p><b>Final Piece Planning</b> 3x Final Piece Drawn Plans with written annotations</p>	<p>Evaluating Unit 2 coursework and final piece Revisiting Unit 1 ensuring all work is complete Complete paperwork for Unit 1 and 2</p>
<p><b>Term 6</b></p>	<p><b>Final Piece Planning Continued</b></p> <p><b>Mock final piece</b> Pupils will create a smaller version of their final piece to test out the idea, record the process and reflect on it</p>	<p>Mounting pupil work for moderation Ensuring all work from Unit 1 and 2 is complete</p>

## Curriculum Impact - How do you know students know more and remember more as a result of your curriculum?

In Art and Design, there are a wide range of opportunities for students to display that they know more and remember more as a result of the curriculum. One of these ways is through a core routine used in lessons, which is used across all year groups. This is our retrieval practice in the form of Low Stakes Quizzes or Low Stakes Tasks at the start of each lesson. Students are able to demonstrate their subject knowledge and understanding of relevant artists, techniques and skills in which we have been focused on. Another way is through our "Try Now" lessons, in which pupils will have feedback on one piece of work and they are tasked with creating a piece of work focused on the targets provided. Students are expected to develop their work and by the end of the lesson produce a sentence or two to reflect on their progress and what exactly they have improved on. When they are able to independently identify areas for improvement and critically reflect on their own work, this demonstrates a clear understanding of what is expected of them within Art and Design. The use of written annotations to explain artists work and their own, is a key aspect across all year groups, and if students can successfully do this, they are displaying their understanding of art, art movements and what makes an artwork successful. This also can be shown when students can make clear connections between their work and the artists they have studied. Another key aspect within Art and Design lessons is the use of "Turn and Talk" in which pupils are able to provide an answer about a particular topic to the person next to them and then feed it back to the class. If the students are able to articulate their answers well and use key art vocabulary, this is a way of showing that students are retaining that information.

At GCSE, pupils often demonstrate their knowledge through their coursework. It is designed to be a more independent project than what pupils do at Key Stage 3. An example of when pupils show they know more and remember more is through the use of setting their own individual targets for each lesson. This allows students to have a clear, focused success criteria for themselves which they can work through with the support of their teacher. As each pupil's work differs, it is essential for pupils to be able to identify what they personally need to work on and how to achieve it. The ability to set their own targets comes through guidance during Year 10 when pupils are given clear success criteria and a variety of resources to help support them.

The two key aspects within Art and Design is the ability to produce a clear, neat presentation of visual art and critical reflections within their annotations. Below are examples of this across each year group:



Year 8



Sandra Silberweig

Create a mind map describing what you can see in this image, think about what message the artist is trying to convey

Chromelicious  
dark

tropical fruit

beauty of earth, nature + life itself

blue

radiant

peaceful

flow patterns everyone is unique + beautiful

intense distorted

bright colours

blue, yellow, red, green

person

abstract

dramatic

butterflies crowded

Wednesday 5th March  
Sandra Silberweig Portrait

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**Low Stakes Quiz**

What is the name of the artist who created these paintings?  
Sandra Silberweig ✓

How would you describe the style of her work?  
wrapped, vibrant, extreme ✓

What stands out to you the most in her work?  
The colours ✓

What is an abstract portrait?  
Use using unconventional methods to create art that does not reflect reality. Why do you think the artist has chosen these particular colours? ✓

So her work is bold and stands out. It represents her visual synthesis.

**MARK POWELL**  
(artist page)

I've been inspired by Mark Powell.

I decided to draw a piece.

50% of that went my pen & 50% was from the data.

Biscuits were central line.

circle line

distance line

I like it because it looks strange.

bird (real)

LONDON

change

more

reality

He is a British artist, born in 1980. He studied Fine art in Brunel University. His work is known for his central and distance drawings.

His art is exhibited around the world.

He uses a fine pen to create the lines of his art, on the background.

It plays on the idea of a distance relationship.

*Pete Monaghan Interpretation Monday 7th October 2024*

Compare the two diagrams showing the similarities and differences between the two artists work.

*Jonathan Powell*  
 - realistic buildings  
 - water colours  
 - buildings  
 - dull colours  
 - abandoned

*Pete Monaghan*  
 - cardboard  
 - acrylic paint

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*Acrylic paint interpretation Tuesday 17th October 2024*

**Low Stakes Quiz**

What does Pete Monaghan create his work about?  
*Broken abandoned buildings*

Where does he find his inspiration?  
*Outside*

What materials does he use?  
*Cardboard, acrylics*

What is your opinion of his work?  
*Bring something to create*

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*Laura Lachman Interpretation Thursday 7th Nov 2024*

**Low Stakes Quiz**

1) What are the genres of these artists?  
*Contemporary, Abstract, Street art*

2) What is the medium of the artists that were studying in her work?  
*Laura Lachman*

3) Name 3 artists we have looked at so far in this project.  
*Jonathan Powell, Pete Monaghan, Laura Lachman*

4) What is abstract architecture?  
*Buildings that wouldn't work in real life*

5) Name one technique that you have used in this project.  
*Painting*

*Pete Monaghan interpretation D*

**LSQ**

In this artwork I can see *Abandoned, neglected, dilapidated*

The colours the artist has chosen to use are *Acrylics, water colours, cardboard*

I think the artist created this piece by using *water colours, acrylics, cardboard*

If I was inside this artwork I think it would smell like *rust*

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**Pete Monaghan**

"Neglected and dilapidated places fascinate Pete Monaghan. He has returned to them over and over again until they have become firmly established as the subject matter of his paintings. What is it that draws some of us to the ramshackle farms and rusting remains of abandoned buildings? These are fairly unattractive places. Many people turn their gaze away from them but for those with eyes to see them, their forms are beautiful and their stories are compelling. Every detail reflects some labour: the solution to some problem, each bolt on the dry-stone walls was once filed into place by hand, each patch made in compensation roofs at the ghost of someone's ladder-reach. These places all were once the centre of someone's life." (Dr. Peter Wakelin 2015)

