



<p><b><u>Year 7 Overall Curriculum Goal &amp; Intent</u></b>          Year 7 students are challenged to consider and explore the topics of COLOUR, ABSTRACT ART, TEXTURE, AFRICAN ART, INTERIORS and STILL LIFE. They are immediately exposed to a wide variety of influencing artists, art disciplines and media. Over the course of the year pupils will develop six projects, each designed to equip them with a different set of skills. All pupils will get the opportunity to work with pencils, paint, collage, digital software, fabric, wood and clay.</p> <p>Each of the six projects has a written research element to them. Throughout the year pupils will gain the knowledge to research and assess information from the library and the internet to aid their projects.</p>	<p><b><u>Key prior knowledge and skills</u></b></p> <p>Students will arrive with a varying knowledge and experience of painting and colour theory.</p> <p>They will hopefully have a love of painting and enthusiasm for the subject.</p> <p>They may have also discussed pieces of Art using a simply structured template</p>
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Year 7 SOW Overview – 6 projects

Topic Focus	Colour	Abstract Art	Texture	African Art	Interiors	Still Life
<p><b>Summary of key knowledge &amp; skills</b></p>	<p>Pupils learn about the primary colours and gain the knowledge to create secondary and tertiary colours independently.</p> <p>Pupils study colour theories and famous artist known to use colour as a tool to express their emotions, such as Henri Matisse, Edvard Munch and Vincent Van Gogh.</p> <p>Pupils are taught skills and techniques to control the media of colouring pencils and paint.</p> <p>In addition to this SOW, all pupils start the year by learning how to draw a tonal self-portrait. Pupils learn to draw the</p>	<p>Pupils learn about the key elements of line, shape and pattern. They are taught how to deconstruct an image into its simplest form.</p> <p>Pupils are exposed to a several abstract artists, including Wassily Kandinsky, Pablo Picasso and Henri Matisse.</p> <p>Pupils learn how to create art from a variety of inspiring starting points, such as drawing in footsteps of Kandinsky and drawing with scissors in the style of Matisse.</p> <p>Pupils are taught skills and techniques to control the media of</p>	<p>Pupils learn about surface patterns and designs. They are taught the differences between natural and man-made textures.</p> <p>Pupils take a close up look at the world around them and study surface textures of everyday objects in great detail. Pupils are challenged to record textures by taking rubbings and photographs.</p> <p>Pupils again inspiration by studying abstract clay tiles by Brian Gartside, Russell Wrangle and Chris Gryder. Pupils are tasked to design their own clay tile in the style of Brian Gartside.</p>	<p>Pupils learn about African patterns and symbols. They are educated about cultural art from the African continent and study the art from the country of Ghana in detail.</p> <p>Pupils learn the difference between symbols, pictures and illustrations. They study Ashanti folk tales and Adinkra symbols.</p> <p>Pupils gain the knowledge to communicate meanings, messages and stories through their artwork.</p> <p>Pupils are taught illustrative drawing techniques and are given the skills to</p>	<p>Pupils learn about perspective, interior design and architecture. They are taught how to draw an interior of a room in one-point perspective, using mathematical drawing techniques and equipment.</p> <p>Once pupils have gained the confidence to draw rooms in one-point perspective, pupils are challenged to draw a building or street view.</p> <p>Pupils study the mathematically graphical artwork of M.C Escher. Creating technical tonal drawings inspired by his architectural and interior optical illusions.</p>	<p>Pupils learn tonal shading skills and techniques, gaining the knowledge to draw and render three-dimensional objects.</p> <p>Pupils practise drawing three-dimensional shapes with different lighting angles.</p> <p>Pupils study still life artwork and are educated in several artists who used tonal shading in their compositions. Such as Paul Cézanne, Giorgio Morandi, Wayne Thiebaud and Luc Tuymen.</p> <p>Pupils are challenged to collect, compose and draw their own still life</p>



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<p>Year 7 SOW Overview – 6 projects</p>						
	<p>proportions of a human face and tonal pencil techniques to create a 3 dimensional study of their face.</p>	<p>paper collage and digital paint software.</p>	<p>Pupils are taught the core principles of pottery. Learning techniques and skills to manipulate and control the media of clay.</p>	<p>construct a wooden printing block, which they use to create their own printed textiles.</p>	<p>Pupils also study the painting The Annunciation, with Saint Emidius by Carlo Crivelli.</p>	<p>studies from direct observation, focusing on the angle of light and shadows it casts.</p>
<p><b>Main common assessments</b></p>	<p>Baseline tests            1. Creative box drawing            2. Tonal self portrait            3. Written questionnaire</p>	<p>Abstract Design            Pupils design and develop a piece of artwork in three different media. We assess the development of ideas, and the progression of their media control.</p>	<p>Textured Pottery            Pupils design and develop a clay tile. We assess their ability to design a three dimensional tile, their ability to control clay and their links to their chosen inspiring artist.</p>	<p>Adinkra Print            Pupils design and develop a wooden printing block and a sampler of printed textile. We assess their understanding of cultural art, their ability to design and construct a wooden printing block and their skills to print a clear and unique piece of textiles art.</p>	<p>Perspective Drawing            Pupils design and develop a one-point perspective study of their bedroom. We assess their understanding and ability to use mathematical equipment and tools to create technical drawings.</p>	<p>Tonal Drawing            Pupils design and develop a tonal still life composition. We assess their ability to record from real life, their understanding of tonal sketching techniques and their skill to create the illusion of a three dimensional object on a two dimensional surface.</p>
<p><b>Extended writing tasks</b></p>	<p>Colour theories research, and a critical studies analysis of the painting 'Green Stripe' by Henri Matisse 1905.</p>	<p>Kandinsky artist research</p>	<p>Critical studies analysis of Brian Gartside's textures ceramic tiles.</p>	<p>Adinkra symbols research</p>	<p>M.C Escher artist research</p>	<p>Still life art research</p>



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<p><b>Examples of opportunities for challenge</b></p>	<p>Experimenting with watercolour pencils to develop a portrait of Henri Matisse and or pastels to develop a study of the Scream by Edvard Munch.</p>	<p>Experimenting with a variety of digital software to develop designs.</p>	<p>Experimenting with professional pottery glazes to add colour to the tiles.</p>	<p>Simplify the Ashanti story illustration into a readable symbol summarising the whole story.</p>	<p>To make an accurate tonal copy of M.C Esher’s ‘Drawing Hands’ drawing.</p>	<p>To draw a still life composition in coloured tonal pencil or paint.</p>
<p><b>Links to numeracy, literacy and other subjects</b></p>	<p>Maths – Pupils use mathematical equipment to measure and divide the colour wheel.</p>	<p>Literacy – Pupils have a list of technical words in their sketchbooks. Spelling tests occur periodically throughout the year.</p>	<p>Geography – Pupils learn about the textured Australian landscapes in Brian Gartside’s art.</p>	<p>Geography – Pupils research and learn about cultural Art from Africa.</p>	<p>Maths – Pupils use mathematical equipment and theories to create technical measured drawing.</p>	<p>Maths – Pupils use is to measure objects to scale.</p>
<p><b>Enrichment, clubs, trips and other extra-curricular activities</b></p>	<p>Art Club daily at 12.55-1.15pm – Room 21                  Homework Club daily at 12.30-1pm – Room 16                  Pottery Club Monday’s 3.25-5pm – Room 28</p>					
<p><b><u>Opportunities for links to careers</u></b>                  Dividing the pupils first year of secondary school into 6 smaller projects, gives them the opportunity to learn and understand a wider variety of Art, Craft and Design disciplines. Educating them on multiple careers within creative industries.</p>				<p><b><u>Opportunities for links to SMSC, PSHE, ethos and values</u></b>                  Empathy with Picassos ‘Blue Period’ while painting ‘The Old Guitarist’ and Henri Matisse’s Collage years in reference to his perseverance as an artist threw illness.</p>		
<p><b><u>How can parents support learning?</u></b>                  Encourage regular art practise at home. Engage in conversations about artists that inspire you and your children. Watch television documentaries about artist who have or are making a difference to the world we live in. Even if you do not see yourself as an artist, creating art with a loved one can be a bonding and pleasurable experience.</p>				<p><b><u>Other comments</u></b></p>		



<p><b>Year 8 Overall Curriculum Goal &amp; Intent</b>          The intent of the Art Curriculum in Year 8, is to provide students with the necessary skills to develop their basic learning of the visual elements, into larger termly projects. Students complete three major projects. They are not taught in any numerical order. Students will develop skills: drawing with pencil and colouring pencil, watercolour paint, mixed media collage, reduction printmaking and ceramics. They will develop their knowledge and understanding of both theoretical and practical Art applications. Students will be very familiar with Analysing artworks using the Critical Studies Guideline Sheet.</p>		<p><b>Key prior knowledge and skills</b>          Students will have covered all of the basic visual elements in Year 7 and experienced using a wide range of art media – consisting of Line, Shape, Colour, Tone, Texture, Perspective, drawing, painting, printing and digital art.          In Year 8, these skills will be developed into producing larger and longer projects, designed to integrate a number of skills together.</p>	
	<b>Unit One</b>	<b>Unit Two</b>	<b>Unit Three</b>
<b>Topic Focus</b>	<b>Breakfast Table Collage</b>	<b>African Art</b>	<b>Egyptian Art</b>
<p><b>Summary of <u>key</u> knowledge &amp; skills</b></p> <p><b>What do you want students to know and learn?</b></p> <p><b>What are the opportunities for repetition and over-learning?</b></p>	<p>Students learn how to develop their understanding of perspective from one point into two-point perspective. They learn how to add tone with a range of different media to add realism and depth to their work – pencil, pencil crayon, fine liner pens and watercolour paint. Students also learn how to draw ellipses on the top and bottom of cylindrical objects and finally, how to compose their Breakfast Table Collage. Students also study the history of Still Life Collage and produce a power point of Breakfast Table Still life paintings and collages.</p>	<p>Students explore the Art of African Culture and the use of pattern in design. They study African Art from a range of different areas of Africa, particularly focusing on the use of regular patterns. They develop their work from relief printing in Year 7, to reduction printing using linoleum. They then carve and print their own repeated designs onto tissue paper or fabric, creating their own African Print, in two-tone ink. Students also study the History of African Art and produce a power point exploring African Patterns.</p>	<p>Students explore traditional Egyptian Art, focusing on Portraiture and Figure Drawing, Hieroglyphics, Colour, Composition and Layout. They will use a range of different media, including pencil, watercolour pencil, fine liners and papyrus to complete their own interpretation of Egyptian Art. This may be developed into a larger painting, revising from Year 7, how to mix and paint tertiary colour skin tones. Students also study the History of Egyptian Art and produce a power point of Egyptian Gods and Goddesses.</p>
<b>Main common assessments</b>	Homework - Holistic Group Assessment End of Unit Assessment	Homework – Holistic Group Assessment End of Unit Assessment	Homework – Holistic Group Assessment End of Unit Assessment
<b>Extended writing tasks</b>	Evaluate the project, including all stages of development and using the Key Words from their word bank.	Evaluate the project, including all stages of development and using the Key Words from their word bank.	Evaluate the project, including all stages of development and using the Key Words from their word bank.
<b>Example of opportunities for challenge</b>	Produce a digital image of one of the breakfast table objects in digital media such as Photoshop.	Design a poster celebrating African Arts, including images of Dancers and Musicians.	Design and make an additional Cartouche in clay, and glaze.



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	<b>Unit One</b>	<b>Unit Two</b>	<b>Unit Three</b>
<b>Links to numeracy, literacy and other subjects</b>	Two-point Perspective and Ellipses Unit End of Unit Evaluation using the Specialised Word Bank	Specialised Word Bank When studying African Art, the integration of Dance and Music play a vital role and is occasionally accompanies the Art Lessons. <u>Geometry and Symmetry in design</u>	End of Unit Evaluation using Specialised Word Bank
<b>Enrichment, clubs, trips and other extra-curricular activities</b>	Art Club daily at 12.55 – Room 21 Homework Club	Art Club daily at 12.55 – Room 21 Homework Club	Art Club daily at 12.55 – Room 21 Homework Club
<p><b><u>Opportunities for links to careers</u></b>          Illustration, printmaking, exploration multiple careers in the creative industries</p>		<p><b><u>Opportunities for links to SMSC, PSHE, ethos and values</u></b>          Exploring and understanding different cultures, particularly African and Egyptian through Art, together with exploring different spiritual beliefs of these cultures</p>	
<p><b><u>How can parents support learning?</u></b>          Visits to Art Galleries and Sculpture Parks outside of school hours are always encouraged – particularly The Pitt Rivers Museum, Oxford and The British Museum, London. Discuss with students their interpretation of both traditional and contemporary Artworks.</p>		<p><b><u>Other comments</u></b></p>	



<p><b><u>Year 9 Overall Curriculum Goal &amp; Intent</u></b></p> <p>Students in Year 9 are challenged to revisit and develop their skills in most of the Art media used in Years 7 &amp; 8, so that they may attain a higher and more complex level of work. They start to develop their individual areas of strength, together with exploring different media such as Collage and Digital Media. These enable the students to ‘show off’ more of their individual and unique styles. Similarly, to Year 8, students complete three major projects. They are not taught in any numerical order. Students will be very familiar with Analysing artworks using the Critical Studies Guideline Sheet, and will look to developing this more within the Design industry.</p>		<p><b><u>Key prior knowledge and skills</u></b></p> <p>Students will arrive in Year 9 having developed the following Artistic skills: One and Two Point Perspective Drawing, Tone, Ellipses, Line, Shape, Pattern, Texture</p> <p>They will have produced work in the following media: Drawing, Painting, Digital Media, Lino and Relief Printmaking, Collage and Ceramics.</p> <p>They will also have learnt about the following Artistic Movements and Theories: Abstract Art, Colour Theory, African Art Symbols and Patterns, Egyptian Art, Composition, Art History and Critical Analysis</p>	
	<b>Unit One</b>	<b>Unit Two</b>	<b>Unit Three</b>
<b>Topic Focus</b>			
<p><b>Summary of <u>key</u> knowledge &amp; skills</b></p> <p><b>What do you want students to <i>know and learn</i>?</b></p> <p><b>What are the opportunities for <i>repetition and over-learning</i>?</b></p>	<p>Exploring the historical work of the Surreal Movement and contemporary work of Digital Surreal Artists.</p> <p>Students will learn how to create their own Surreal pictures and how to use Photoshop to create Digital Surreal Compositions</p>	<p>Exploring the Art and Graphic Design industries through advertising and designing Computer Game Covers.</p> <p>Students will learn how to research, develop ideas and create their own Computer Game Design</p>	<p>Exploring the development of ‘The Steam Punk Movement’ in the 1980’s combining Victorian Art, industrial machine design, fashion and futuristic/fantasy Art</p> <p>Students will learn about the combination of drawn and manmade objects to create a mixed media collage.</p>
<b>Main common assessments</b>	Homework – Holistic Group Assessment End of Unit Assessment	Homework – Holistic Group Assessment End of Unit Assessment	Homework – Holistic Group Assessment End of Unit Assessment
<b>Extended writing tasks</b>	Critical Analyse of ‘The Three Sphinxes of Bikini’ – Salvador Dali	Deconstruction of a Computer Game Design of the students choice	Critically Analyse the work of Vladimir Gvozdev
<b>Examples of opportunities for challenge</b>	Produce three different Surreal Collages, illustrating a clear connection between traditional Surreal Painting and their own interpretation	Produce a Game Design using Digital Media	Decorate an accessory such as a hat, jewellery, gloves, tie etc
<b>Links to numeracy, literacy and other subjects</b>	Critical Analyse of ‘The Three Sphinxes of Bikini’ – Salvador Dali Specialised Word Bank	Layout measuring, lettering Deconstruction of a Computer Game Design of the students’ choice Specialised Word Bank	Critically Analyse the work of Vladimir Gvozdev Specialised Word Bank



<b><u>Year 9 Overall Curriculum Goal &amp; Intent</u></b>		<b><u>Key prior knowledge and skills</u></b>	
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<b><u>Opportunities for links to careers</u></b>		<b><u>Opportunities for links to SMSC, PSHE, ethos and values</u></b>	
Careers in Digital Image Manipulation, Graphic Design, Surface Pattern and Fashion Design		<p>Studying 'The Three Sphinxes of Bikini' gives students the opportunity to recognise the destruction of nature and the negative effects of WW2</p> <p>Deconstructing contemporary computer designs provides the students with opportunities to consider visual social influences on young adults</p>	
<b><u>How can parents support learning?</u></b>		<b><u>Other comments</u></b>	
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