

## Curriculum Overview for Year 7 in Art

The table below details the skills and knowledge students will be covering each half term in Year 7 in this subject area.

Half Term	1	2	3	4	5	6
<p>Knowledge and skills which will be covered this year</p>	<p><b>Developing Skills project Insects</b></p> <p>Students will explore the fundamental printing, painting and drawing skills used in Art including: colour wheel, tonal scales, shading and mark making. with the theme - Insects.</p> <p><b>Assessment Point (Formative)</b></p> <p>The students' knowledge of primary and secondary colours, insect drawing in tone, and their blending of pencil crayons will be assessed in their sketchbooks. Regular feedback given and students</p>	<p><b>Developing Skills project Insects part 2</b></p> <p>Students will be introduced to how the Scarab beetle was a symbol of Hope for Ancient Egyptians. They will be taught colour blending, hot and cold colours and the colour wheel. How to enlarge using a viewfinder and they will create two paintings. One in an Egyptian style, one their own final piece using a repeat pattern.</p> <p><b>Assessment Point ( Summative)</b></p> <p>Final insect inspired paintings will be assessed. Students composition, their choice of colour</p>	<p><b>Portraits/ Facial Features project</b></p> <p>Students will look at drawing facial features starting with pencil- tonal study of eyes, then Manga style eyes. Enlarging using a grid draw lips and practice using oil pastels for colour blending in Jenny Saville realistic style.</p> <p><b>Assessment Point (Summative)</b></p> <p>The use of tracing paper to create a repeat pattern of an insect and their use of tone. A baseline test on the formal elements, Egyptian Scarab beetles and their symbolism are assessed as a</p>	<p><b>Portraits/ Facial Features project part 2</b></p> <p>Students will continue to do studies of facial features by painting Noses and Ears in Picasso abstract style. All of the features will be used in a final collage piece to bring together the different styles into one portrait. Paul Klee will be introduced finally for the background and face shape. Students will divide the portrait up into sections and create a colourful portrait in paint, oil pastels and tissue paper.</p> <p><b>Assessment Point (Summative)</b></p>	<p><b>Journeys Clay project</b></p> <p>Students will develop a clay bust inspired by their journey through life so far. They will be introduced to the basic clay building techniques. Explore imagery and symbols that could represent life experiences. Apply their knowledge of drawing facial features to modelling them in clay. Eyes may be replaced with symbols to represent experiences they have had as individuals. It celebrates who they are and where they have been. Students will be</p>	<p><b>Journeys Clay project part 2</b></p> <p>Building on their primary school experience of using clay. Pinch pot clay portraits on the theme of journeys.</p> <p><b>Assessment Point (Summative)</b></p> <p>Final clay pieces will be assessed and students will complete a test with multiple choice questions about portrait Artists that we have covered in previous lessons with a drawing task- draw their reflection in a spoon..</p>

	are encouraged to be self reflective on their developing skills.	and application of paint to create an original artwork in an ancient Egyptian and a contemporary style.	multiple choice google form.	The student's Multi-style portrait is used to assess all the skills the students have learnt so far. These skills include drawing, mark making, painting and colour theory.	given choices to develop a piece that explores who they are.  <b>Assessment Point (Formative)</b> Conversation and discussion to develop student's creativity and freedom to explore their own direction in this project.	
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## Curriculum Overview for Year 8 in Art

The table below details the skills and knowledge students will be covering each half term in Year 8 in this subject area.

Half Term	1	2	3	4	5	6
Knowledge and skills which will be covered this year	<b>Different Cultures Still Life/ project</b>  Students will be introduced to a range of Art from different cultures to explore pattern, symbolism and celebration:	<b>Cubist Still Life/ Musical instruments project</b>  Students will be introduced to Cubist drawing techniques and draw from observation musical	<b>Pop Art Onomatopoeia words drawing project</b>  Students will explore the Artist Roy Lichtenstein and Pop Art. Starting with using	<b>Pop Art Ice cream painting</b>  Students will explore how to create a painting in the style of Roy Lichtenstein using complementary colours and Ben	<b>Pop Art Printing</b>  Students will design a simplified motif from their observational drawings of fruit.	<b>Assessment Point (Summative)</b>  Final print pieces will be assessed and students will complete a test with multiple choice

	<p>Peruvian vase design, Day of the Dead symbolism They explore basic 3-D card construction techniques, Colour theory, fundamental painting and colour blending skills and tone/ mark making skills. They will have a range of techniques introduced to them including collage, oil pastel transfer and colour mixing of hot and cool colours. They produce a 3-D simple card vase, a Calavera oil pastel skull and a shattered guitar tonal drawing/collage.</p> <p>Assessment Point ( Formative)</p> <p>The students' sketchbooks are assessed holistically and highlighters indicate whether students are developing/</p>	<p>instruments as a still life. They will be introduced to drawing using charcoal and chalk. Sculpture designs are drawn and templates cut for a second more independent card construction of a Cubist musical instrument. Muted Colours are explained and after papier mache techniques are applied to the sculpture they are painted using muted colours.</p> <p><b>Assessment Point (Formative)</b> Group work is part of this process and ability to collaborate and use their construction skills in small groups is assessed formatively through discussion, Q and A and through outcome. Their</p>	<p>oil pastel transfer, students design their own onomatopoeia word in vibrant colours.</p> <p><b>Assessment Point (Summative)</b> The student's drawing of a Cubist style fragmented mug using tone and a variety of mark making techniques is assessed. A Google forms multiple choice test checks their understanding of colour theory, Cubism and key terms for mark making.</p>	<p>Day dots.</p> <p><b>Assessment Point (Formative)</b> The student's will be assessed on their painting technique and control. Their colour mixing of complementary colours and ability to work in the style of Roy Lichtenstein.</p>	<p>They will use press print and create repeat patterns. They will work in pairs for this to produce a range of printed outcomes.</p> <p><b>Assessment Point (Formative)</b> The students' sketchbooks and press prints are assessed along with teacher observations taken during practical printing workshops.</p>	<p>questions about Pop Artists that we have covered in previous lessons with a drawing element to create a repeating pattern based on the work of Artists Keith Haring and Jon Burgerman.</p>
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	meeting or exceeding expected progress.	understanding of how Cubism abstracts the image and makes it fragmented will be assessed from designs and drawing experiments in their sketchbook and their final piece.				
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## Curriculum Overview for Year 9 in Art

The table below details the skills and knowledge students will be covering each half term in Year 9 in this subject area.

Half Term	1	2	3	4	5	6
Knowledge and skills which will be covered this year	<p><b>Natural forms - Clay project</b> <b>Peter Randall-Page</b></p> <p>Students will look and create work in the style of Yinka Shonibare and explore Art of</p>	<p><b>Natural forms observational drawing-tonal/monotone painting</b></p> <p>Students will draw and paint natural forms of shells from observation.</p> <p><b>Assessment Point</b></p>	<p><b>Perspective and Architecture project</b></p> <p>Students are to develop their understanding of single and double point perspective. They will draw a cityscape and a landscape to create</p>	<p><b>Architecture inspired by Nature /Gaudi/ Hadid</b></p> <p>Students will be introduced to two types of mosaic - Roman and Trencadis (fragmented) used by Gaudi. They will produce a painting</p>	<p><b>Inside/Outside Local environment observational drawing-photography</b></p> <p>Students will explore the local environment of buildings seen from inside and outside. Photographic</p>	<p><b>Inside/Outside Painting inspired by Patrick Caulfield</b></p> <p>Students will build on their photography project and analyse the paintings of Patrick Caulfield. They will be taught ways of</p>

	<p>ideas- conceptual Art. Another culture will be explored in line with the Global Perspectives theme for the school. Chinese and Celtic good luck knots were studied and created.</p> <p><b>Assessment Point (Formative)</b></p> <p>The students' mark making, tonal skills and ability to create a half drop pattern will be assessed.</p>	<p><b>(Summative)</b></p> <p>The student's drawing of a pine cone will be assessed along with a multiple choice set of questions checking their understanding of conceptual Art, pattern and the visual elements of Art.</p>	<p>3-dimensional effects. They will use a variety of mark making techniques to explore texture. Students will be introduced to examples of contemporary and local Architecture from Murdoch's footbridge in Hull to Santiago Calatrava's architectural designs based on birds' and flight.</p> <p><b>Assessment Point (Formative)</b></p> <p>The student's initial observational drawing of buildings and perspective drawings will be used to assess their drawing skills.</p>	<p>in Hot or cool colours of their name in Trencadis style and a Gaudi collage of an animal. They will also explore the Architect known as 'Queen of the Curves' Zaha Hadid. Her style was also inspired by organic forms. They will experiment with wet media such as watercolours and wax and wash.</p> <p><b>Assessment Point (Summative)</b></p> <p>The students' sketchbook work on Gaudi and Zaha Hadid will be assessed. They will have produced a collage, watercolour and wax and wash drawings using techniques learnt in class.</p>	<p>observations developed into studies with a focus on structures/line and different views.</p> <p><b>Assessment Point (Formative)</b></p> <p>The students' photographs and edits will be assessed along with their development drawings.</p>	<p>painting smooth flat colours and create imaginative outcomes focusing on what they would like to see through the windows.</p> <p><b>Assessment Point (Summative)</b></p> <p>The students will complete a test with multiple choice questions on the work of Architects Gaudi and Hadid. Additionally, their drawing skills are assessed with a transcript of a Karl Blossfeldt natural forms photograph in charcoal and chalk.</p>
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## Curriculum Overview for Year 10 in Art

The table below details the skills and knowledge students will be covering each half term in Year 10 in this subject area.

Half Term	1	2	3	4	5	6
<p><b>AQA GCSE Art</b></p> <p>Knowledge and skills which will be covered this year</p>	<p><b>Natural forms extended project- 2-D painting and drawing workshops</b></p> <p>Students learn how to and create independent work as a response to the Natural forms theme. Teacher-led workshops to develop skills in drawing/ painting and printmaking.</p> <p><b>Assessment Point (Formative)</b></p> <p>The student's initial sketchbook explorations and artist research pages will be assessed and</p>	<p><b>Natural forms themed extended project</b></p> <p>Students</p> <p><b>Assessment Point (Summative)</b></p> <p>The students complete an observational drawing of natural forms. For 3 hours in exam conditions. This extended study will be assessed as part of their coursework.</p>	<p><b>Natural forms themed extended project</b></p> <p>Students further explore their chosen theme and research Karl Blossfeldt photography then produce a large scale tonal study in charcoal and chalk.</p> <p><b>Assessment Point (Formative)</b></p> <p>Students' work is assessed for coursework (60% of overall grade) and exam unit (40%). Teacher assessment is moderated internally and</p>	<p><b>Natural forms themed extended project</b></p> <p>Students will draw from source materials to create different outcomes related to their theme with the development of their project to become personal to them. Working more independently the composition of the final piece is considered.</p> <p><b>Assessment Point (Summative)</b></p> <p>The student's range of pieces in their sketchbook is assessed according to the four assessment objectives for AQA</p>	<p><b>3-D workshops</b></p> <p>Students will be introduced to various hand building methods in clay. They will be given advice and guidance on how to use clay and how to decorate it using addition and subtractive methods. They will be asked to create a design for a final 3-D piece on their theme.</p> <p><b>Assessment Point (Formative)</b></p> <p>The student's final piece will be completed under exam conditions in a 3 hour session. They will produce a</p>	<p><b>2-D Craft workshops</b></p> <p>Students will be introduced to printmaking and given advice and guidance on how to use printing methods. They will be asked to create a range of printed outcomes and they will study the work of Artist Grayson Perry.</p> <p><b>Assessment Point (Summative)</b></p> <p>The student's final artwork for the year is assessed as the coursework component of the GCSE which counts for 60% of their overall grade.</p>

	feedback given one to one.		externally by an AQA moderator.	GCSE Art.	clay outcome and it will be assessed as part of their coursework.	Students are to complete a final piece for the Natural forms project and check that they have evidence for all of the assessment criteria.
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## Curriculum Overview for Year 11 in Art

The table below details the skills and knowledge students will be covering each half term in Year 11 in this subject area.

Half Term	1	2	3	4	5	6
<p><b>AQA GCSE Art</b></p> <p>Knowledge and skills which will be covered this year</p>	<p><b>Mock Exam Project focusing on Natural Forms</b></p> <p>Students will explore the work of a range of artists who use the theme of natural forms in their work. They will then use a range of different materials to visually explore this subject matter.</p> <p><b>Assessment Point</b></p>	<p><b>Mock Exam Project focusing Natural Forms</b></p> <p>Students will develop their own artwork and a final outcome in response to their research and visual understanding of the theme of natural forms.</p> <p><b>Assessment Point</b></p>	<p><b>Exam unit</b></p> <p>Students will begin their own personal projects based on the exam questions given out by the exam board.</p> <p><b>Assessment Point (Formative)</b></p> <p>The student's initial artwork will form the basis of this initial assessment.</p>	<p><b>Exam unit</b></p> <p>Students will complete their final artwork under exam conditions and have all their work from the entire course clearly presented in their sketchbook.</p> <p><b>Assessment Point (Summative)</b></p> <p>The students' work from their exam</p>	<p><b>Coursework completion</b></p> <p>Students will complete outstanding coursework to count for 60% of their overall grade. They</p> <p><b>Assessment Point (Summative)</b></p> <p>The students' work will be graded for</p>	<p><b>Course completed. Students will revise other subjects in Art lessons.</b></p>

	<p><b>(Formative)</b></p> <p>The students' artwork based on the theme of Natural Forms will be used to assess a range of creative skills including drawing and use of mixed media.</p>	<p><b>(Summative)</b></p> <p>The students' final response to the theme of Natural Forms will be used to assess their ability to develop an original idea based on their source materials, as well as the use of their chosen creative medium, such as drawing, painting, 3-D and printmaking</p>		<p>project so far will form the basis for this assessment point. Students' work is assessed for coursework (60% of overall grade) and exam unit (40%). Teacher assessment is moderated internally and externally by an AQA moderator.</p>	<p>the final assessment and marks once moderated will be sent to the exam board by the 31st May.</p>	
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