

Intent

Pupils are encouraged to explore and develop their creativity in a supportive, enriching and inspirational environment. Our curriculum is designed to enable pupils to acquire and develop art skills, using a wide range of materials and processes. Work such as drawing, painting, 3 –D art, textiles, multimedia and printing are all covered over the course of KS3 and KS4 so that pupils experience a wealth of opportunities. Our schemes of work are specifically designed so that all abilities can access the curriculum and make progress. We help pupils to develop their independence by encouraging them to make their own decisions when choosing a path for their coursework and final pieces. We aim to inspire pupils by looking at a wide range of artists, we create opportunities for them to express their ideas and help pupils to become analytical thinkers.

Year group	Term 1	Term 2	Term 3
7	Colour A01: Artist research pages of an artist linked to the colour theme (David Hockney / Hannah Werning) – next year this will be just David Hockney	Still Life A01: Artist research pages of an artist linked to Still Life (Carolee Clark). Looking at the masters	Aboriginal Art A01: Artist research pages of Aboriginal art.
	A02: Experimental colour mixing (colour wheel, colour theory) Experimental mark making linked to David Hockney Development printing Pattern making linked to Werning	A02: Pattern development linked to Carolee Clark Fitting a pattern within a shape	A02: Symbol story development Scraffito technique practice
	A03: Landscape drawing / animal drawings Homework tasks	A03: Still Life Observational drawings Homework tasks	A03: Australian animal drawings Homework tasks
	A04: Final outcome: David Hockney inspired landscape drawing, Oil pastel print Hannah Werning inspired final outcome	A04: Final outcome: Carolee Clark inspired Still Life drawing using watercolour paint and pencil crayon	A04: Aboriginal art inspired Scraffito hand (symbols to tell story) Aboriginal animal clay sculpture
	New skills gained: Artist appreciation / opinions Colour theory and mixing Mark making, observational drawing Oil pastel printing	New skills gained: Pattern development and composition Development of prior skills: Artist appreciation / opinions. Observational drawing Paint mixing	New skills gained: Scraffito technique. Symbol understanding Understanding of a culture. 3D clay work Development of prior skills: Artist appreciation / opinions Observational drawing and composition
8	Tone A01: Artist research pages of an artist linked to Tone (A. Joseph) Looking at the masters	Urban Art / Architecture A01: Artist research pages of an artist linked to Graffiti art (Banksy) Artist page linked to Architecture	
	A02: Experimental mark making Linked to Andrea Joseph Experimenting with different materials to show tone	A02: Developing / creating a range of graffiti lettering styles and tags Enlargement of tag design and building drawing / section of a building Fitting lettering and drawings within a shape of a building Experimenting with shading techniques, using acrylic paint	

	AO3: Observational drawings of everyday objects Homework tasks		AO3: Enlargement drawing. Homework tasks. Drawing of famous buildings Using stencils
	AO4: Final outcome: Andrea Joseph inspired arrangement of objects. Tone added using a range of techniques		AO4: Final outcome: Chosen tag design added to a drawing of a famous building, painted using watercolour and acrylic paint, cardboard relief buildings (3D effect)
	New skills gained: Shading using a range of techniques and materials Development of prior skills: Artist appreciation / opinions Observational drawing Composition		New skills gained: Lettering – graffiti style tag Enlargement drawings, drawing buildings Trace and transfer, blending acrylic paint, cardboard relief Development of prior skills: Artist appreciation / opinions / debate Observational drawing. Shading. Composition
9	Groups AO1: Artist research pages of an artist linked to ‘Groups’ Pupil independent research Homework tasks		‘Wish you were here’ AO1: Artist research pages of an artist linked to ‘Wish you were here’ Pupil independent research
	AO2: Ideas for a final piece Experimenting with different materials		AO2: Ideas for a final piece Experimenting with different materials
	AO3: Observational drawings of relevant objects Homework tasks		AO3: Observational drawings of relevant objects Homework tasks
	AO4: Final outcome linked to the style of chosen artist		AO4: Final outcomes: collage shell, mixed media. Enlargement oil pastel ice cream
	New skills gained: Independent research, working independently Working to a brief Creating design ideas Development of prior skills: Artist appreciation / opinions Observational drawing and composition		New skills gained: Mixed media collage, large scale oil pastel work Development of prior skills: Artist appreciation / opinions Observational drawing and composition Independent research, working independently Working to a brief Creating design ideas
Year group	Term 1	Term 2	Term 3
10	Surrealism AO1: Artist research pages of an artist linked to ‘Surrealism’ and book sculptures (Jade Harvey – Brown, Sue Blackwell) Pupil independent research Homework tasks		Natural Forms AO1: Artist research pages of an artist linked to Natural Forms (Lucy Arnold) Pupil independent research Homework tasks
	AO2: Ideas for a final piece (Book sculpture plans) Experimenting with different materials onto book pages Paper manipulation experiments		
	AO3: Observational drawings of objects linked to Alice in Wonderland, wide range of media Homework tasks		AO3: Observational drawings of objects linked To pupils own choice of Natural Form, wide range of media Homework tasks
	AO4: Final outcomes (as planned independently) Book sculpture? Paper manipulation final piece Book (including front cover design) displaying successful book pages		
	New skills gained: Paper manipulation techniques Development of prior skills: Artist appreciation / opinions		Development of prior skills: Artist appreciation / opinions Observational drawing and composition Independent research, working independently

	Observational drawing and composition Independent research, working independently Working to a brief Creating design ideas			Working to a brief Creating design ideas
11	Natural Forms (continued) AO2: Ideas for a final piece Experimenting with different materials	Mock Exam AO1: Artist research	Exam preparation AO1: Artist research pages of an artist linked to chosen question	Exam preparation AO1: Artist research pages of an artist linked to chosen question
		AO2: Experimenting Ideas	AO2: Ideas for a final piece Experimenting with different materials	AO2: Ideas for a final piece Experimenting with different materials
	AO4: Final outcome (as planned independently)	AO3: Drawings	AO3: Observational drawings of relevant objects. Photos / collages / collecting	AO3: Observational drawings of relevant objects. Photos / collages / collecting
		AO4: Final outcome	AO4: Final outcome (as planned independently)	AO4: Final outcome (as planned independently)
	Development of prior skills: Artist appreciation / opinions Observational drawing and composition Independent research, working independently Working to a brief Creating design ideas	Development of prior skills: Artist appreciation / opinions Observational drawing and composition Independent research, working independently Working to a brief Creating design ideas	Development of prior skills: Artist appreciation / opinions Observational drawing and composition Independent research, working independently Working to a brief Creating design ideas	Development of prior skills: Artist appreciation / opinions Observational drawing and composition Independent research, working independently Working to a brief Creating design ideas

Functional Skills:	
Literacy	Numeracy
<p>Class discussions using key words (on board and around the classroom). Bloom's taxonomy used (random selection colour coded questions) to ensure the questioning is challenging for every pupil and to encourage higher thinking skills.</p> <p>Annotating artwork by the pupil's chosen artist using Bloom's taxonomy questions. Pupils encouraged to include their own opinions.</p> <p>Writing frames used where necessary.</p> <p>Planned MAD time and written and verbal peer and self- assessment activities (planned support where needed)</p>	<ul style="list-style-type: none"> • Working out the layout / composition • Drawing to scale, using a ruler • Drawing 3D shapes and forms • Constructing 3D models / sculpture • Repeat patterns • Working from a 2D plan

Contribution to students social, moral, spiritual, cultural, personal development & wellbeing				
Social	Moral	Spiritual	Cultural	Personal development & wellbeing
<p>Pupils learn about a range of art movements and artists.</p> <p>Pupils express their own ideas, opinions and feelings about the artwork during class discussions. We use Bloom’s taxonomy questioning to encourage pupils to express their thoughts and opinions about a given piece of artwork. When a pupil is explaining their thoughts / opinions, the rest of the class are expected to listen carefully. The behaviour expectations are displayed and explained at the start of the lesson.</p> <p>Pupils also express their opinions through written work. Pupils are able to justify their opinions.</p> <p>Pupils are encouraged to be experimental and to take risks in their work.</p> <p>Pupils regularly reflect on their own work. This includes responding to my written feedback which gives the pupils strengths and targets for improvement in their work.</p>	<p>Pupils are encouraged to discuss any moral issues linked to the artist / style / movement.</p> <p>Pupils actively contribute in class discussions about the opinion of art critics. Pupils have the opportunity to learn about the life, work and inspirations of a wide range of artists and art movements, including reference to the Great Masters</p>	<p>Pupils work is celebrated around the school. ‘Excellent homework’ boards and classroom displays also celebrate the hard work of pupils.</p> <p>We study a wide range of male and female artists from all over the world. Pupils develop communication skills through actively contributing in class / group discussions. Pupils express their own opinions; Bloom’s taxonomy to help pupils to use higher level thinking skills.</p> <p>Regular peer and self-assessment is completed regularly. Pupils are taught to give and receive positive criticism in order to inform ideas and decisions about their work.</p>	<p>Pupils are encouraged to experiment with a variety of traditional and non-traditional art materials and processes.</p> <p>We study a wide range of male and female artists from all over the world and from a wide range of cultures. Following their initial research, pupils will link their findings to their own work. Pupils will develop their knowledge and understanding of artist’s ideas and concepts and how they have been informed by their cultural environment.</p>	<p>In Art, we regularly discuss the skills we are using and how they link to different careers. We discuss our Art careers board. Pupils are encouraged to express feelings and emotions through creating their artwork</p> <p>Our lunchtime art club is well attended.</p>

Careers / Gatsby benchmark links				
Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounters with further / higher education
<p>Art display (outside the art rooms) shows links to careers and further education. KS3- When discussing criteria links are made to art skills needed for all industries.</p> <p>KS4 – Through 1:1 progress meetings time is given to discuss future pathways linking learning to their future.</p>	<p>Year 8 - Presentation by a successful landscape artist (also an ex pupil). Artist to present their journey. To be confirmed</p>	<p>Regular research by staff are undertaken to explore the changes in the industry.</p>	<p>Yorkshire sculpture park visit planned for July 2020. Pupils will work alongside professional artists. Year 9 pupils visited Manchester gallery (September 2019), pupils had the opportunity to speak to gallery workers</p>	<p>Arranging for two past pupils to come and present to year 10 about college life and art courses.</p> <p>Year 8 pupils complete a trip to university to experience University life and gain valuable info for subject choices.</p> <p>Year 10 receive taster days for local colleges. Summer term.</p>