

# Curriculum Overview - Art



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

## Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- 'To provide students with an introduction to the essential knowledge that they need to be educated citizens. To introduce students to the best that has been thought and said; and help engender an appreciation of human creativity and achievement'.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students' knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

## Numeracy and literacy

Teachers should take opportunities to develop students' mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

## Purpose of study

*'Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As students progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.'* Adapted from National Curriculum, DfE, 2014.

## **Curriculum Aims**

Everything we do in Art and Design will help shape a positive future for life beyond school.

- Learners will have creative confidence, having acquired the necessary skills to design and develop a range of personal ideas and outcomes. They will have resilience and independence inside and outside of the classroom, with a desire and belief to take creative risks and seek to embrace opportunities to access the work of practitioners in the wider community. They will be encouraged to design and create independent projects and realise the intentions of a theme or project through developing, exploring, recording and presenting.
- Art and Design learners will be experienced and confident in the formal elements and will be able to demonstrate a mastery of using line, tone, colour, form, texture and pattern in their work. Through the varied curriculum learners will be challenged to build a strong portfolio of subject specific practical skills including 3D model making and digital art techniques, in addition to the traditional processes of drawing and painting. An ability to analyse critically and evaluate their own work and that of others, identifying key features and drawing comparisons will be established, informing their actions and improving outcomes. The foundations established at KS3 will enable learners to extend this practice to create independent, innovative and original fine art or photography portfolios.
- Learners will have an awareness and appreciation of art and design and its role in creative and cultural industries that enrich their lives. Above all our learners will be passionate about Art and Design and the plethora of possible opportunities that await them in their further studies and broader creative industries.
- We provide opportunities that are enjoyable but also provoke interest and curiosity, considering a range of Art movements and genres from different contexts, historical time frames and cultures, broadening their cultural capital. They will have an appreciation of aesthetic and cultural values and how art can contribute to their own wellbeing.

## **Building on prior learning**

Students should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Students should be taught:

- recording their observations and how to use them to review and revisit ideas in sketchbooks
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- about great artists, designers and craft practitioners in history and from contemporary life
- How ideas are generated and developed to successful personal conclusions

## **What can students do by the end of KS2?**

Most students leaving KS2 have basic drawing skills, have experimented with tone, texture and proportion within their drawings and have the ability to identify detail within images. Some students understand basic colour theory and colour mixing, have experimented with collage and basic sculptural techniques using basic materials such as cardboard clay. All students are generally familiar with use of tools such as scissors, rulers, glue etc. and can work with paper and glue to create simple images. Some students have knowledge of a variety of artistic movements and artists.

## **What are the skills gaps?**

Students arrive to KS3 having had a very varied exposure to art as a subject. Some students arrive highly advanced with well-developed skills, particularly from our feeder junior school, however, some arrive with less well-developed practical skills. Experiences are varied, and do not often cover specialisms such as print, digital, sculpture, collage, or photography. Most can manipulate some art equipment and materials with some control.

### Curriculum Structure

<p><u>Skills</u></p> <p>Skills and techniques are sequenced, interwoven and built upon throughout the units of exploration to allow students to work towards a broad understanding of the art, design and craft environment. Students develop competences through emulating key artists work and generating ideas which develop to personal outcomes.</p>	<p>Control - Organising materials, holding tools and careful actions.            Accuracy - Correct visual attributes, precision, and attention to detail.            Emulate - Learning skills by copying and emulating key artists.            Interpret - Study key artists to master skills and create own outcomes.            Invent - Use imagination to generate own ideas and outcomes.            Express - Use emotion and express to convey thoughts and feelings.            Analyse - Ability to identify, describe and express meanings.            Time Management - Planning and completing projects within deadlines.            Presentation Skills - Displaying and explaining work effectively.            Visual Literacy - Reading and interpreting images and symbols.            Idea Development - Generating and refining concepts through sketchbooks.            Experimentation - Trying new techniques and taking creative risks.</p>
<p><u>Techniques</u></p> <p>Skills and techniques are sequenced, interwoven and built upon throughout the units of exploration to allow students to work towards a broad understanding of the art, design and craft environment. Students develop competences through emulating key artists work and generating ideas which develop to personal outcomes.</p>	<p>Drawing – pencil, oil pastel, pencil crayons, pen            Painting – Watercolour, acrylic, oil, spray paint            Printing – Relief, poly, monoprint, etching, lino, screen            Collage - Joiners, montage, papercutting, photomontage, stencil, decollage            Photography - Still life, close-up, portrait, landscape            Sculpture – Building, modelling, casting.            Digital – Image manipulation, Photoshop editing            Mixed media – Image transfer, textiles            Perspective &amp; Proportion - Applying rules for realistic or stylized drawing            Composition - Arranging elements effectively within a space.            Colour Theory - Understanding and applying hue, tone, shade, and colour mixing</p>
<p><u>Themes</u></p> <p>As a department we cover a wide range of themes and genres allowing for maximum engagement, skills development and knowledge acquisition. Each unit of exploration allows students to experience contemporary and historical references while understanding the world of the artist, designer and craftsperson through materials, techniques and processes in the pursuit of personalisation.</p>	<p>Investigating the Formal Elements – Line, Tone, Colour, Shape &amp; Form, Pattern &amp; Texture            Still Life – Paul Cezanne            Cubism            African Masks            Natural Forms – Georgia O’Keeffe            Urban Environments – Graffiti            Word and Image            Food – Photography and Digital Manipulation</p>

## Progression Overview

Skill Area	Year 6 Expectations	Year 7	Year 8	Year 9	Year 10	Year 11
Drawing	Mark-making to depict shadows, hatching, and cross-hatching Selecting the most appropriate drawing tools	Basic observational skills, the grid method	Confident proportions & tone	Expressive mark-making, working with non-traditional materials	Fine Art: Technical accuracy Photography: To communicate ideas	Fine Art: Personal style Photography: To communicate ideas and adaptations in conjunction with annotations
Painting	Name the primary colours, mix secondary colours, mix tints and shades	Primary colour mixing	Colour blending & texture	Abstract & conceptual use	Fine Art: Advanced techniques Photography: N/A	Fine Art: Controlled application Photography: As appropriate to develop ideas
3D / Sculpture	Natural and manmade materials used for sculpting	Introduction to forming clay 3D	Use of card to create 3D supports, Clay manipulation including joining, surface pattern, and holes	Clay manipulation using tools to create relief	Fine Art: Independent choice of materials Photography: N/A	Fine Art: Large-scale / thematic as appropriate Photography: As appropriate to develop ideas
Digital Media	Use of digital cameras Presentation of images on digital software	N/A	N/A	Digital collage and image manipulation	Fine Art: Personal digital resources Photography: Camera and lighting techniques, image manipulation using Photoshop	Fine Art: Exam theme digital responses as appropriate Photography: Camera and lighting techniques, image manipulation using Photoshop to demonstrate personal style
Printmaking	May have used sponges or fruit blocks. Rolling, pressing, stamping, rubbing	Single line monoprinting	Lino printing	N/A	Fine Art: Lino reduction printing Photography: N/A	Fine Art: Large-scale / thematic as appropriate Photography: N/A

Critical Studies	May have discussed and answered questions about artists and their work	Describe artworks Use sketchbooks effectively	Analyse and compare	Contextual understanding	Independent artist research and creative presentation in sketchbooks	Critical evaluation and development of personal themes related to contextual investigations.
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### Vocabulary

Having a rich, ambitious, broad vocabulary is vital for learners to succeed, both in school and throughout their lives. Tier 1 vocabulary is the simplest. These are the words we use in everyday conversation, such as “put”, “get”, “walk”, etc. Tier 2 vocabulary are challenging, ambitious words that don’t usually crop up in day-to-day conversation. These are the words that allow learners to access academic texts, such as high-level literature, newspaper articles and exam papers.

Tier 3 vocabulary is the subject-specific vocabulary of a particular discipline. These are words that are uncommon outside of the context of a specific subject and enable learners to communicate effectively within the subject. At Cottingham High School, tier 3 vocabulary is explicitly taught across our school curriculum and is mapped within the schemes of learning.

### Key Subject Skills

Assessment Objective	FOCI
A01 (25%)	Develop ideas through investigations, demonstrating critical understanding of sources.
A02 (25%)	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
A03 (25%)	Record ideas, observations and insights relevant to intentions as work progresses.
A04 (25%)	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
<b>Project</b>	Baseline Formal Elements: Line, Tone (Vincent Van Gogh)	Formal Elements: Colour (Fauvism, Andre Derain)	Formal Elements: Shape & Form (Henry Moore), Pattern & Texture (Op Art)
<b>Objective</b>	Identify baseline skills from KS2 Introduce line, shape, tone, and their role in composition	Explore colour theory and expressive use of colour	Develop observational drawing and 3D skills Investigate patterns and textures in art
<b>Key Skills</b>	Line drawing, tonal shading, proportion, mono-printing, grid method	Colour mixing, brush control, mark-making	Observational drawing, clay modelling, mono-printing Pattern creation, collage, layering, lino-cut

<b>Tier 3 Vocabulary</b>	Composition, Formal Elements, Grid method, Monoprint	Primary, Secondary, Tertiary, Tint, Shade, Fauvism	Form, Sculpture, Pattern, Symmetry, Collage
<b>Assessment and Success Criteria</b>	Tonal pencil drawing of 3D objects; Continuous line drawing  <i>Success Criteria:</i> Demonstrates accurate tonal range, proportion, and understanding of formal elements	Final Fauvist-inspired portrait; Knowledge-based quiz  <i>Success Criteria:</i> Applies colour theory accurately; expressive brushwork evident	Interim holistic review of practical work; Final term holistic assessment  <i>Success Criteria:</i> Creates accurate observational drawings and 3D clay forms Produces layered, textured outcomes inspired by studied artists

### Key Stage 3: Year 8 – Long Term Planning

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>Project</b>	Still Life (Paul Cezanne)	Cubism (Pablo Picasso, Juan Gris, Georges Braques)	African Masks
<b>Objective</b>	Explore the formal elements through still life compositions	Explore Cubism through distortion and collage	Study traditional and contemporary mask design
<b>Key Skills</b>	Observational drawing, oil pastel blending, mono-printing	Continuous line, collage, mixed media	Tonal drawing, poly-printing, ceramic relief
<b>Tier 3 Vocabulary</b>	Still Life	Cubism, Collage, Perspective, Abstraction	Relief, Glaze, Wedging
<b>Assessment and Success Criteria</b>	Tonal pencil drawing; Oil pastel study  <i>Success Criteria:</i> Demonstrates accurate observation and colour blending	Mixed media still life; Cubist portrait  <i>Success Criteria:</i> Shows creative risk-taking and understanding of Cubist style	Tonal drawing; Ceramic mask  <i>Success Criteria:</i> Combines traditional and modern influences in final mask designs Creative and skillful use of 3D materials

### Key Stage 3: Year 9 – Long Term Planning

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>Project</b>	Natural Forms (Georgia O’Keeffe)	Natural Forms continued Urban Environments (Shepherd Fairey)	Urban Environments
<b>Objective</b>	Investigate organic shapes and textures	Investigate organic shapes and textures; Explore man-made forms and urban art	Explore man-made forms and urban art
<b>Key Skills</b>	Drawing, painting, lino printing	Sculpture Contour portraits	Observational drawing, mixed media, digital manipulation

<b>Tier 3 Vocabulary</b>	Macro, Mixed Media	Cutting tools/gouge, Bench hook, roller	Urban, Architecture, Graffiti
<b>Assessment and Success Criteria</b>	Stick and Ink work, Mixed media Outcomes, Lino Print  <i>Success Criteria:</i> Demonstrates ability to experiment and refine work	Clay Artist research page  <i>Success Criteria:</i> Skilful manipulation of clay Demonstrates ability to critically analyse art work Skilful and creative presentation of research.	Mixed media and photographic outcomes  <i>Success Criteria:</i> Shows conceptual thinking and technical skill

Key Stage 4 Year 10 – Long Term Planning AQA GCSE Art & Design – Fine Art

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>Project</b>	Word & Image (Ruth Vissing, William Morris, Ben Eine, Jasper Johns, Cyril Vouilloz)	Word & Image continued	Word & Image continued
<b>Objective</b>	Develop typography and contextual studies	Develop creative outcomes inspired by contextual research	Design and create a sculpture inspired by contextual research
<b>Key Skills</b>	Photography, Observational drawing using a variety of media, Collecting and presenting research, Lino printing,	Lino reduction printing, Collecting and presenting research, Clay relief,	One/two-point perspective, clear development of ideas, 3D card construction with evidence of layering
<b>Tier 3 Vocabulary</b>	Typography, Printmaking, Relief, Perspective, Reduction print	Reduction Printing	
<b>Assessment and Success Criteria</b>	Title page, Lino prints presented in sketchbook and critically annotated  <i>Success Criteria:</i> Demonstrates refinement and creative interpretation   Linked to AO1–AO4	Lino prints, clay tile  <i>Success Criteria:</i> Demonstrates refinement and creative interpretation   Linked to AO1–AO4	Completed 3D construction following contextual research  <i>Success Criteria:</i> Demonstrates refinement and creative interpretation   Linked to AO1–AO4 Meets GCSE criteria with originality and technical skill

Key Stage 4: Year 11 – Long Term Planning AQA GCSE Art & Design - Fine Art

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>Project</b>	Extended Personal Project	Externally Set Task	Externally Set Task
<b>Objective</b>	Create a personal theme-based project	Respond to GCSE exam theme	Respond to GCSE exam theme

<b>Key Skills</b>	Artist research, media experimentation, planning	Artist research, media experimentation, planning	Artist research, media experimentation, planning
<b>Tier 3 Vocabulary</b>	Contextual Study, Annotation, Refinement	Contextual Study, Annotation, Refinement	Contextual Study, Annotation, Refinement
<b>Assessment and Success Criteria</b>	AO1–AO4 cycle applied to project <i>Success Criteria:</i> Semi-independent, meaningful final outcome Linked to AO1–AO4 Meets GCSE criteria with originality and technical skill	AO1–AO4 cycle applied to project <i>Success Criteria:</i> Semi-independent, meaningful outcome Linked to AO1–AO4 Meets GCSE criteria with originality and technical skill	Final 10hour Supervised Time <i>Success Criteria:</i> Independent, meaningful final outcome Linked to AO1–AO4 Meets GCSE criteria with originality and technical skill

Key Stage 4: Year 10 – Long Term Planning AQA GCSE Art & Design - Photography

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
<b>Project</b>	Introductory Techniques (Surrealism, Michael Bosanko)	Colour Nature and Symmetry (Traci Griffin) Joiners (David Hockney)	Food (Martin Parr, Sarah Graham, Edward Weston)
<b>Objective</b>	Learn key photographic techniques	Develop creative responses to stimuli Explore digital manipulation techniques Explore physical manipulation of images	Develop an Extended theme-based project
<b>Key Skills</b>	Composition, depth of field, digital editing	Image manipulation, manipulation,	Artist research, media experimentation, planning
<b>Tier 3 Vocabulary</b>	Aperture, Shutter Speed, ISO, Composition	Joiner photo	Contextual Study, Annotation, Refinement
<b>Assessment and Success Criteria</b>	Formative feedback on practical tasks <i>Success Criteria:</i> Produces technically accurate and creative photographs   Linked to AO1–AO4	Formative feedback on practical tasks <i>Success Criteria:</i> Produces technically accurate and creative photographs   Linked to AO1–AO4	AO1–AO4 cycle applied to project <i>Success Criteria:</i> Semi-independent, meaningful final outcome Linked to AO1–AO4 Meets GCSE criteria with originality and technical skill

Key Stage 4: Year 11 – Long Term Planning AQA GCSE Art & Design – Photography

	<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
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<b>Project</b>	Urban Environments (Independent selection of artists)	Externally Set Task	Externally Set Task
<b>Objective</b>	Explore the ideas and techniques used by photographers specialising in the Urban Environment	Respond to GCSE exam theme	Respond to GCSE exam theme
<b>Key Skills</b>	Artist research, media experimentation, planning, creative explorations of media, refinements of ideas Developing independence and planning	Artist research, media experimentation, planning	Artist research, media experimentation, planning
<b>Tier 3 Vocabulary</b>	Contextual Study, Annotation, Refinement	Contextual Study, Annotation, Refinement	Contextual Study, Annotation, Refinement
<b>Assessment and Success Criteria</b>	AO1–AO4 cycle applied to project  <i>Success Criteria:</i> Semi-independent, meaningful final outcome Linked to AO1–AO4	AO1–AO4 cycle applied to project  <i>Success Criteria:</i> Semi-independent, meaningful outcome Linked to AO1–AO4 Meets GCSE criteria with originality and technical skill	Final 10hour Supervised Time  <i>Success Criteria:</i> Independent, meaningful final outcome Linked to AO1–AO4 Meets GCSE criteria with originality and technical skill