

Year 7 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ul style="list-style-type: none"> 1. Introduction to drawing 2. Drawing still life 3. Begin ceramics project 	<ul style="list-style-type: none"> • Drawing skills and techniques. • Formal elements of line, shape, proportion, form and texture. • Composition • Photography and lighting. • Art specific vocabulary • Making connections/taking inspiration from Artists. • Research and writing about a ceramic vessel 	<ul style="list-style-type: none"> • Still life drawing 1 • Still life drawing 2 • Written presentation of ceramic vessel. 	<ul style="list-style-type: none"> • Support with homework, one per fortnight. • Encourage practising drawing from observation in various media. • Encourage watching art programmes such as 'The Great Pottery Throw Down'
Spring Term	<ul style="list-style-type: none"> 1. Ceramics project; Making, researching, inventing and designing. 2. Colour Theory Name project 	<ul style="list-style-type: none"> • Understanding the properties of clay. • Slabbing technique. • Practising skills and techniques such as carve, imprint, build and cut away • Understanding a design brief. • Recap on skills from term 1. • Introduction to colour theory 	<ul style="list-style-type: none"> • Clay tile. • Final ceramic vessel. • Colour name front cover 	<ul style="list-style-type: none"> • As above. • It would be great if you could ask questions about their work especially the designing stage and colour theory as this will help with creative thoughts and understanding.
Summer Term	<ul style="list-style-type: none"> 1. Insects; Drawing and collage. Research and writing. Steam Punk Insect 2. Recycle mini project 	<ul style="list-style-type: none"> • Recap on drawing skills, formal elements of line, shape and proportion. • Introduction of use of collage and an illustrative tool. • Recap on research and writing from term 1 based on Steam Punk and how to take an influence from the work of professionals. • Observation and creative invention through designing own Steam Punk insect. 	<ul style="list-style-type: none"> • Collage insect. • Steam Punk research and analysis. • Steam Punk Insect • Recycle work 	<ul style="list-style-type: none"> • As above. • Discussions about recycling and how certain materials can be used to create art. • Support in making the recycle artwork.

Year 8 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Fauvism and colour 2. Perspective 	<ul style="list-style-type: none"> • Introduction to Fauvism • Colour theory • Wax resist and painting skills • Development of own landscape composition • Descriptive writing • Introduction to one and two-point perspective • Mathematical drawing skills • Interior and architectural drawing 	<ul style="list-style-type: none"> • Final fauvist landscape • One point perspective interior 	<ul style="list-style-type: none"> • Support with homework, one per fortnight. • Encourage practising drawing and taking pictures of landscapes. • Watch and follow YouTube tutorials of how to draw different buildings and objects using one and two-point perspective.
Spring Term	<ol style="list-style-type: none"> 1. Perspective continues 2. Digital art 	<ul style="list-style-type: none"> • Digital artwork • David Hockney's artwork • Use of Sketchbook app • Building up layers, textures, mark-making and colour. • How to compare two artworks in writing. 	<ul style="list-style-type: none"> • Two-point perspective street scene • Written comparison of Hockney and the Fauves. 	<ul style="list-style-type: none"> • As above • Visit exhibitions eg. Salts Mill Cartwright Hall which features artwork by David Hockney.
Summer Term	<ol style="list-style-type: none"> 1. Digital art continues 2. 3D letter sculpture 3. Typography project 	<ul style="list-style-type: none"> • What is typography? • Visual language of typography • The anatomy of a letterform • Logo design 	<ul style="list-style-type: none"> • Digital landscape • 3D letter sculpture • Logo design 	<ul style="list-style-type: none"> • As above • Please encourage your child to continue drawing and making art in their own time, especially if they have selected it in year 9.

Year 9 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Portrait drawing 2. Clay self portraits 	<p>Proportions in portraiture Drawing skills How to draw a self portrait Photography as a research tool Card relief technique Clay relief methods – layer, model and carve. Inspirational artists (cultural masks, portrait artists, sculptors, photographers). Writing about art</p>	<ul style="list-style-type: none"> • Self-portrait drawing • Card relief mask and writing. • Clay self portrait 	<ul style="list-style-type: none"> • Visit exhibitions. The Yorkshire Sculpture Park is superb and links well with our clay work. Other local galleries are Cartwright Hall, Salts Mill and Leeds City Gallery. • Encourage portrait drawing at home (this is a great activity to do whilst family members are sat still for long periods such as watching TV or sleeping). • Watch "Portrait artist of the year" or other portrait TV programmes. • View portrait YouTube tutorials.
Spring Term	<ol style="list-style-type: none"> 1. Powerful Posters – digital art (design a poster to comment on a current issue of your choice) 2. My Place My Space personal homework project 3. Next steps and careers in Art 	<p>Poster art – visual communication, slogans and fonts Colour theory Digital art & photography skills Inspirational poster art examples from the past and present. Understanding the 5 stages of a GCSE project (mind map, artists, observations, develop & experiment, final response)</p>	<ul style="list-style-type: none"> • Digital poster 	<ul style="list-style-type: none"> • Visit exhibitions eg. Salts Mill features digital artwork by David Hockney. • Discuss current issues – theme for poster art topic. • The "My Place, MY Space" project is a personal project. They may appreciate help with ideas, locations for photoshoots, or art materials – we are also here to help so please direct them to us too if needed.
Summer Term	<ol style="list-style-type: none"> 1. Powerful posters – acrylic painting. 2. My Place My Space cont. 3. Still life – realism & abstract 	<p>Colour theory Introduction to acrylic paints. Painting techniques. Drawing skills Charcoal techniques Abstract art (Cubism & Precisionism) Links to artists – Cubism and Precisionism Writing about art Development of own personal project</p>	<ul style="list-style-type: none"> • Painted poster • My Place My Space project 	<ul style="list-style-type: none"> • Visit exhibitions (suggestions above). • Please encourage your child to continue drawing and making art in their own time, especially if chosen for GCSE.

Year 10 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>COURSEWORK:</p> <p>1. Foundation project – Still life</p>	<p>Drawing skills (observation, accuracy, tone, mark-making) Presenting creative ideas as a visual mind-map. Composition arrangements How to present learning journey in sketchbooks Accuracy techniques Photography as a research tool. Research inspirational artists.</p>	<p>Chess piece drawing Mind map Still life tonal drawing</p>	<ul style="list-style-type: none"> • Purchase an art pack from school via ParentPay. • Provide a large, well-lit space for art homework (this is set weekly). • Encourage attendance to after school or lunchtime art clubs (this is an excellent way for your child to keep on top of deadlines). • Visit exhibitions so your child sees work by the masters and brings their own ideas to the classroom. Pinterest and Instagram are good but galleries provide access to more renowned artists.
Spring Term	<p>COURSEWORK:</p> <p>1. Foundation project – Still life</p>	<p>Creative composition arrangements including abstract. Acrylic painting techniques Colour theory Researching and writing about art Careers week – Art education after GCSE's and art related careers.</p>	<p>Abstract classwork and homework Artists acrylic copy and evaluation. Artist analysis and evaluation</p>	<ul style="list-style-type: none"> • As above
Summer Term	<p>COURSEWORK:</p> <p>1. Foundation project – Still life 2. Final major project</p>	<p>Printmaking techniques (mono, dry-point, lino & Chine Colle) Safe working habits when working in print Taking inspiration from professional printmakers Responding to a given theme (mock exam paper) The 6 Stages of a GCSE project Stage 1 – Mind mapping initial ideas.</p>	<p>Prints and supporting bookwork Overall grade for project 1. Initial ideas mind map.</p>	<ul style="list-style-type: none"> • As above • This half term students are starting their own personal project and would benefit greatly from seeing a range of art in galleries to inspire their ideas. Excellent local galleries include Leeds City Gallery, Cartwright Hall, Salts Mill, Yorkshire Sculpture Park and The Hepworth in Wakefield.

Year 11 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Coursework</p> <p>1. Final major project - completion</p>	<p>The 6 Stages of a GCSE project continued.</p> <p>Stage 2 – Taking inspiration from artists (sample and write)</p> <p>Stage 3 – Observations (Research and record ideas through sketching, annotations and photography)</p> <p>Stage 4 – Plan own designs</p> <p>Stage 5 – Create own practise response</p> <p>Stage 6 - Mock exam: Make final response over 2 days (10hrs)</p>	<p>Grades and feedback are provided at each stage (pupils can revisit and make improvements based on feedback)</p> <p>Stage 2 – Artists</p> <p>Stage 3 – Observations</p> <p>Stage 4 – Planning</p> <p>Stage 5 – Practise response.</p> <p>Stage 6 - Final response.</p>	<ul style="list-style-type: none"> • Provide a large, well-lit space for art homework (this is set weekly). • Encourage attendance to after school or lunchtime art clubs (this is an excellent way for your child to keep on top of deadlines. • Visit exhibitions so your child sees work by the masters and brings their own ideas to the classroom. Pinterest and Instagram are good, but galleries provide access to more renowned artists.
Spring Term	<p>Externally set assignment (exam)</p>	<p>Responding to a given theme (exam paper)</p> <p>The 6 stages of a GCSE project:</p> <p>Stage 1 – Mind mapping initial ideas.</p> <p>Stage 2 – Taking inspiration from artists (sample and write)</p> <p>Stage 3 – Observations (Research and record ideas through sketching, annotations and photography)</p> <p>Stage 4 – Plan own designs</p> <p>Stage 5 – Create own practise response</p>	<p>Coursework deadline: Early January</p> <p>Coursework is assessed in its entirety (60% of final grade).</p> <p>Exam work - grades and feedback are provided at each stage (pupils can revisit and make improvements based on feedback)</p> <p>Stage 1 – Initial ideas mind map</p> <p>Stage 2 – Artists</p> <p>Stage 3 – Observations</p> <p>Stage 4 – Planning</p> <p>Stage 5 – Practise response.</p>	<p>As above</p>
Summer Term	<p>Externally set assignment (exam)</p>	<p>Stage 6 – Final exam – Make final response over 2 days (10 hours)</p>	<p>The full exam project is assessed in its entirety (40% of final grade).</p>	<p>As above</p>

Year 12 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>COURSEWORK:</p> <ol style="list-style-type: none"> 1. Introduction to the course. 2. Workshop style technical classes. 3. Further developments of the formal elements, in relation to "Concealed and Revealed" theme. 	<p>Awareness and development of the formal elements. Experimental group and individual responses. How to present ideas and developments in an A Level sketchbook.</p> <p>Introduction to "Concealed and Revealed". Initial ideas explored and researched. Continued technical and experimental workshops in response to given theme including paint, print, observation, photography and sculpture.</p>	<p>Observations Group work Art theory written analyses 3D work</p>	<ul style="list-style-type: none"> • If visiting large cities, pop into the city gallery. Viewing art first hand is invaluable in helping with ideas and seeing highest quality work by renowned artists. • Sign your child up for life drawing classes locally. • Watch art related programmes. • Talk about their work and ideas. Students often choose to explore themes personal to them. Your insights may give them greater focus. • Help with locations for photoshoots. They may need to visit a family member or embark upon a trip to a specific place to source images for their work.
Spring Term	<p>COURSEWORK:</p> <ol style="list-style-type: none"> 1. London galleries visit 2. 6 stages of a project towards response 1. 3. Careers week 	<p>Inspirational London Galleries visit – to support ideas for response 1.</p> <p>The focus for response 1 is creative composition arrangement.</p> <p>6 Stages of an A Level project: Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1</p> <p>Art education beyond IGS, including Art Foundation and degree courses. How to apply. Art careers.</p>	<p>Coursework - grades and feedback are provided at each stage (pupils can revisit and make improvements based on feedback)</p> <p>Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1</p>	<p>As above.</p> <p>Encourage your child to draw, draw, draw. They can never have too many drawings and their confidence will grow as a result.</p>
Summer Term	<p>COURSEWORK:</p> <ol style="list-style-type: none"> 1. 6 stages of a project towards response 2. 2. Year 12 mock exam 3. Visit to Leeds Arts University Degree show. 	<p>The focus for response 2 is surface.</p> <p>6 Stages of an A Level project: Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1</p> <p>Year 12 mock exam: 90 minute written analysis 5 hour practical (response 2)</p>	<p>Coursework and mock exam work are assessed against Edexcel assessment objectives:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>As above.</p> <p>Art Colleges and Universities hold their end of year exhibitions and Open Days this half term – offering excellent opportunities to visit and be inspired. This will also help your child to decide what they may wish to apply for in the Autumn term of year 13.</p>

Year 13 Curriculum Overview: ART



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>COURSEWORK: Personal Investigation (practical portfolio) & Personal Study (art history essay)</p>	<p>Responding to a self- set brief (Personal Investigation). Development and refinement of ideas, skills and outcomes using the structure of "6 stages of a project".</p>	<p>COURSEWORK DEADLINE – End of January (60% of final grade).</p> <p>Coursework is assessed against Edexcel assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<ul style="list-style-type: none"> If visiting large cities, pop into the city gallery. Viewing art first hand is invaluable in helping with ideas and seeing highest quality work by renowned artists. Sign your child up for life drawing classes locally. Watch art related programmes. Talk about their work and ideas. Students often choose to explore themes personal to them. Your insights may give them greater focus. Help with locations for photoshoots. They may need to visit a family member or embark upon a trip to a specific place to source images for their work. Proofreading written work to help pick up SPAG errors.
Spring Term	<p>EXTERNALLY SET ASSIGNMENT (exam) London Galleries visit</p>	<p>Inspirational London Galleries visit – to support early ideas Responding to a given theme (exam paper)</p> <p>The 6 stages of an A Level project: Stage 1 – Initial ideas Stage 2 – Inspirational artists Stage 3 – Recording observations Stage 4 – Planning Stage 5 – Experimental trials Stage 6 – Response 1</p>	<p>Coursework and mock exam work are assessed against Edexcel assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>As above.</p> <ul style="list-style-type: none"> This is the term to now scale back part-time work. Supporting emotionally and physically during the run-up to exam sessions.
Summer Term	<p>EXTERNALLY SET ASSIGNMENT (exam)</p>	<p>Stage 6 – Final exam – Make final response over 3 days (15 hours)</p>	<p>Externally set assignment is assessed against Edexcel assessment objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>As above.</p>