

ART

ACLE ACADEMY KS3 CURRICULUM MAP

SUBJECT:	Autumn	Spring	Summer
Year 7- Programme of study	Great Artists 1: Mini Beasts	Great Artists 2: Environment	Great Artists 3: Colour Theory
Progression of knowledge and skills	<p>Introduction to Formal Elements: Exploring ‘Baseline test’ drawing skills using line, shape, form, space, scale and composition.</p> <ul style="list-style-type: none"> -Experimental drawing techniques -Drawing and painting from life e.g using real fruits and vegetables, colour and the formal elements. <p>Introduction to Minibeasts and their importance creatively, and to our environment. We will Explore:</p> <ul style="list-style-type: none"> - Detail - Shape - Accuracy - Pattern and surface. <p>Throughout this project students will develop a creative fluency, and their skills using;</p> <ul style="list-style-type: none"> - Drawing with a range of drawing materials - Mark making - Colours and collage - A final resolved piece <p>Final outcomes for this term and project:</p> <ul style="list-style-type: none"> -Baseline drawing from first hand sources -Mix media studies on insects -Black and white studies with artist links. -A final 2-d minibeast colour painting with collage- to be displayed in the science block. 	<p>Introduction to Environment and how artists respond to their environments and vistas creatively e.g. landscapes, cityscapes, public sculpture and seascapes. They will be using refined skills in:</p> <ul style="list-style-type: none"> -Drawing, -painting -colour techniques <p>Using a working title of- ‘view from my window,’ the students will explore;</p> <ul style="list-style-type: none"> -First hand studies- photographing a view. - Drawing - Importance of page layout - Pointillism, painting with dots - Attention to detail. - Mix media - Clay tiles, - Slab rolling - Joining clay - Craft techniques. <p>Introduction to clay artist Kate Malone.</p> <p>Final outcomes for this term and project:</p> <ul style="list-style-type: none"> - Drawing of vistas -Photographs of a view - Mix media studies on vistas and environment -Pointillism painting - A clay tile -Artist analysis. 	<p>Introduction to Colour Theory: Student will explore the importance of colour and how you can work with;</p> <ul style="list-style-type: none"> -The formal elements of colour -Colour, pattern and texture -Primary, secondary, tertiary colour wheels -Complementary colours -Hues, tints and shades -Blending colour -Review composition -Using watercolour paint - Presentation of own work <p>Throughout this project students will be introduced to a range of ‘great artists’ who use colour in a refined, creative and historically important manner. We will explore;</p> <ul style="list-style-type: none"> - Painting with acrylics, watercolour - Colour mixing - Collage, papers, textures. - Mix media. <p>Introduction to Impressionism.</p> <p>Final outcomes for this term and project:</p> <ul style="list-style-type: none"> -A collection of value scales - A completed colour wheel - A study of Derain work in inks, and one in colouring pencils - Mix media studies (oil pastels) of Monet water lilies - A 3-d card study of Monet water lily - A collage of Monet and lilies - A colour study inspired by Georgia O'Keeffe flower paintings.
Artists and Art movements and Resources	<p>Contemporary Great Artists: Lucy Arnold, Rosalind Monks,</p> <p>Great historical artists and Art movements: Joris Hoefinagel, Botanical and insect painting. Paul Cezanne</p> <p>Outside influences: Mini beasts</p>	<p>Contemporary Great Artists: Ben Eine, Stephen Wiltshire, Neil Bousfield (local artist), Catherine Bath (Contemporary Pointillism), Yana Shapoval, Kate Malone, Knappe, Emma Williams, David Hockney.</p> <p>Great historical artists and Art movements: Georges Seurat, Pointillism. John Piper (coastal work), Claude Monet, Aboriginal Art.</p>	<p>Great historical artists and Art movements: Claude Monet, Andre Derain, Georgia O’Keeffe, Vincent Van Gogh</p> <p>Nen-Impressionism, Impressionism, Fauvism, American Modernism. The Norwich School of Painters.</p> <p>Contemporary artist Rebecca Pymar</p>
Self directed study or Homework	<p>(H/W week 1-4) Value scales and mark making sheets.</p> <p>(H/W week 8-14) Create your own insect, with pattern, lines, shapes- add colour.</p>	<p>(H/W week 15-20) -Photographing a view. -Create a page of annotated research with an artist image and drawing by you of George Seurat’s artwork.</p>	<p>(H/W week 30-36) -Create a page of annotated research with an artist image and drawing by you of Claude Monet’s artwork.</p>
Keywords and Vocabulary	Tone, texture, proportion, layout, colour, composition, perspective, pattern,mark making, text, lines, collage.	Tone, texture, proportion, layout, colour, composition, perspective, pattern,mark making, text, lines, collage, street art.	Impressionism, Fauvism, tint, primary, secondary, tertiary, warm, hue, cold, colour wheel, shades, contrasting, shapes, form, complementary, monochromatic.

SUBJECT:	Autumn	Spring	Summer
Year 8- Programme of study	Great Artists 4: Pattern	Great Artists 5: Text in Art	Great Artists 6: Still Life
Progression of knowledge and skills	<p>Introduction weeks- Recap of the formal elements. Baseline drawing skills (line, shape, form, space, scale and composition). -Experimental drawing techniques.</p> <p>Introduction to Pattern and its importance, how patterns are around us all. We will explore: -Drawing -Pencil and pen drawings -Mono-Printing -Mixed-media -Collage -Presentation and layout</p> <p>In the second part of the term, we will extend the pattern to ‘Architectural pattern.’ We will explore: -Local architecture -Outlines -inks -Clay tiles -3-d models (clay, or card)</p> <p>Final outcomes for this term and project: -Mono printing -Artist linked Collage -Clay tiles or 3-d model.</p>	<p>Introduction to Text in Art and how the ‘great artists’ have used text in a creative manner to communicate ideas and concepts. We will explore: -Drawing -mix media (tissue, modrock, foils, sand & paint) -word panels using card and mix media -Layering of lines and images -Colour -Detailed presentation and layout -Written analysis of Artists work -Cultural references- Indian Art and Mehndi Art.</p> <p>In the second part of the term, we will extend text in art to study ‘Mexican Art and Text.’ We will explore: -Cultural rituals -Drawing -Making sugar skulls in clay -Painting -Paper maché</p> <p>Final outcomes for this term and project: -A wall hanging using card and mix media -Sugar skull tile -A final painting -A 3-d paper maché sculpture</p>	<p>Introduction to Still Life and how this has been explored over time by great artists. We will explore: -Drawing from life -Mix media -ink studies -Painting -Connections to great artists -Painting on different surfaces - Abstraction of lines -Colour -Scale</p> <p>In the second part of the term, we will explore creating artwork on a larger scale- outside of the A4 sketchbook. We will also create individual still lifes using photography. -Developing how to draw to objects -Working on A3 scale -Using a ‘view finder.’ -Using proportion -Creating your own ‘still life’ using important objects to each student.</p> <p>Final outcomes for this term and project: - A final painting on A4 or A3 scale -A final collection of ‘your own still life’ photographs - A collection of refined drawings and colour studies using mix media</p>
Artists and Art movements	<p>Contemporary Great Artists: Angie Lewin, Rex Ray, Orla Kiely, Margo Selby, Sir Norman Foster, Halima Cassell</p> <p>Great historical artists and Art movements: Matisse, Bridget Riley, William Morris, Zaha Hadid, Modern Art, Arts and Crafts, ‘cut outs,’ Radical architecture</p> <p>Outside influences: Local architecture - Norwich</p>	<p>Contemporary Great Artists: Kay Rosen, Katharine Morling (ceramics)</p> <p>Great historical artists and Art movements: Robert Indiana, Ed Rusha, René Magritte, Frida Kahlo, Salvador Dali Surrealism, Pop Art, Contemporary ceramics</p> <p>Outside influences: Indian Art, Mexican Art</p>	<p>Contemporary Great Artists: Michael Craig-Martin, Kate Malone, Katharine Morling, Salt Studios</p> <p>Great historical artists and Art movements: Norwich School of Painters, Pablo Picasso Paul Cézanne, Vincent Van Gogh, George Braque Cubism, Contemporary art and ceramics.</p>
Self directed study or Homework	<p>(H/W week 8-14) Create a page of annationed research with an artist image and drawing by you of Zaha Hadid architecture.</p>	<p>(H/W week 15-20) Create a research piece on the ‘the day of dead.’ Why is this an important festival? What images are used as artworks to celebrate this day? Document your research on an A4 page, include a colour study e.g. a drawing by you of the day of the dead with your annotation.</p>	<p>(H/W week 25-30) Set up your own still life using objects that are important to you and your interests, hobbies. Produce three photographs and upload to google. You will need these photos in class, so if you can print them- please do.</p>
Keywords and Vocabulary	Pattern, rhythm, repetition, texture, proportion, layout, colour, composition, perspective, contemporary, depth, clay, shapes, lines, monoprinting, relief, motif, architecture, buildings.	Pattern, rhythm, repetition, texture, proportion, layout, colour, composition, perspective, contemporary, depth, clay, shapes, lines, monoprinting, relief, motif, typography, serif, font, design, graphics, contextual, collaborative, construction, foreground, background, mix media, still life, silhouette, contemporary, Pop Art.	Pattern, rhythm, repetition, texture, proportion, layout, colour, composition, perspective, contemporary, depth, clay, shapes, lines, monoprinting, relief, motif, typography, serif, font, design, graphics, contextual, collaborative, construction, foreground, background, mix media, still life, silhouette, contemporary, Cubism.

SUBJECT:	Autumn	Spring	Summer
Year 9- Programme of study	Great Artists 7: The Figure	Great Artists 8: Portraits and Pop Art	Great Artists 9: Street Art
Progression of skills	<p>Introduction to The figure, the students will develop elements of the previous project and extend how the figure is key to understanding art and the world beyond the classroom. We will explore:</p> <ul style="list-style-type: none"> -Proportion -Scale -Tone -Movement -Composition -Mix media -Attention to detail and creative refinement -Modelling in clay -Progression from 2D to 3D Form. <p>Throughout the terms we will investigate the figure in-depth creatively. The final artworks will be a refined completion of KS3 skills and learnt knowledge.</p> <p>Final outcomes for this term and project:</p> <ul style="list-style-type: none"> -A clay figure -A collection of drawings understanding the key elements -A final surrealist picture based on the eye. -Analysis on this area of art and a chosen artist. -A final display of complete work. 	<p>Introduction to Portraits and Pop Art, the students will investigate the importance of this art style, and this art movement. We will explore:</p> <ul style="list-style-type: none"> -Self portraits -Artist portraits -Working in the style of Vincent Van Gogh -Drawing with different media -Using clay to create a self portrait -Artists who work with self portraits -Using photography for a 'self portrait' -Working in the style of Roy Lichenstien -Scale and proportion -Working outside of the A4 sketchbook -Presentation of a final piece. <p>In the first half of the term, we will explore Vincent Van Gogh's work, his struggles with mental health and the importance of his art work in Western culture.</p> <p>In the second part of the term, we will extend Pop Art and start to create a self portrait final piece on A3. This will be inspired and in the style of Roy Lichenstien. The key elements we be:</p> <ul style="list-style-type: none"> -Colour -Black outlines -Dots -Simplified forms -A colourful and detailed background e.g. with pattern, or words. -Analysis on this artist with a potential written test. <p>Final outcomes for these terms and project:</p> <ul style="list-style-type: none"> -A Drawing and colour studies of Chuck Close's portrait paintings -A final self portrait in the style of Pop Art -A painting of Vincent Van Gogh -A clay self portrait -A well presented page of photograph on self portraiture -Several refined sketches of self portraiture. 	<p>Introduction to Street Art and how artists use our cities, and landscapes to be creative, and use the outside as their 'canvas.'</p> <p>We will explore:</p> <ul style="list-style-type: none"> -Drawing -Using drawing with different styles, -Drawing characters in a cartoon style -Using pens and outlines in a 'stylised' manner -Developing page layout and presentation -Wire drawing <p>In the second part of the term, we will extend street art and start to create designs for a School Mural competition or 'public commission.'</p> <p>Each student will be given a photograph of a certain location in the school. They will be asked to design a 2-d mural for this location. We will explore:</p> <ul style="list-style-type: none"> -Design principles, layout, composition -The key requirements for a 'commision' - Mural themes -Colour palettes -Stencils - Digital skills- using image editing software. -Analysis on this topic with artist research. <p>Final outcomes for this term and project:</p> <ul style="list-style-type: none"> -A collection of character studies -A wire drawing -A detailed mural submission -A digital edited image.
Artists and Art movements	<p>Contemporary Great Artists: Claire Curneen, Kehinde Wiley, Storm Thorgerson</p> <p>Great historical artists and Art movements: Barbara Hepworth, Henry Moore, Alberto Giacometti, Paul Gauguin Rene Magritte Viola Frey Figurative Art, cultural connections.</p>	<p>Contemporary Great Artists: Kate Malone, Grayson Perry, Elizabeth Peyton</p> <p>Great historical artists and Art movements: Roy Lichenstien, Andy Warhol, Chuck Close, Vincent van Gogh, René Magritte, Pop art, self portraiture, Surrealism</p>	<p>Contemporary Great Artists: Jon Burgerman, Banksy, Anthony Gormley, Ben Eine, Knapple</p> <p>Great historical artists and Art movements: Dame Elizabeth Frink, Niki de Saint Phalle, Viola Frey, Keith Haring Pablo Picasso Funk Art, Sculpture and Street art Outside influences: City of culture projects, Banksy's work (Cromer, Great Yarmouth)</p>
Self directed study or Homework	<p>(H/W week 8-14) Research the artists Viola Frey, Henry Moore, Claire Curneen and Barbara Hepworth. Include a picture of each artist's work and do a study of their work by you. Remember to include annotations and compare their artworks too.</p>	<p>(H/W week 15-25) Who was Chuck Close and why is his artwork so important to American Art and beyond? Create a page of annotated research with an artist image.</p> <p>Create a page of annotated research with an artist image and drawing by you of Roy Lichenstein's artwork.</p>	<p>(H/W week 25-33) Create an A4 pencil study for homework of your mural idea. Consider your location, the style, your theme and topic.</p>

Keywords and Vocabulary	Pop Art, cartoons, stylised, repetition, figure, contrast, abstract, features, clay, sculpture, impression, piercing, portrait, scratching and scoring, slip, layering, structure, proportion, shape, form, pattern, colour, composition, perspective, contemporary, mix media, Modernism, Surrealism, Expressionism, culture, contemporary.	Pop Art, cartoons, stylised, repetition, figure, contrast, abstract, features, clay, sculpture, impression, piercing, portrait, scratching and scoring, slip, layering, structure, proportion, shape, form, pattern, colour, composition, perspective, contemporary, mix media, Modernism, Expressionism, Post-impressionism, culture, contemporary.	Cartoons, stylised, repetition, contrast, abstract, features, structure, proportion, shape, form, pattern, colour, composition, perspective, contemporary, mix media, culture, contemporary.
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