



Art Curriculum Overview

PE and Expressive Arts Faculty



PE and Expressive Arts

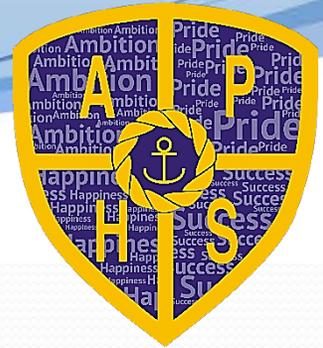
Value	Intent
Ambition	For students to be taken out of their comfort zone and discover what they are truly capable of. To have the ambition to participate in and gain high value qualifications in physical, artistic and musical fields of study. To achieve mastery.
Pride	To develop the skills and talents which enable students to represent their tutor group, house, school, county, region or even their country in their chosen pursuit.
Happiness	To experience the joy and exhilaration of performing and developing self confidence. To make a significant contribution to the physical, mental and emotional well-being of students. To make lifelong memories as part of a team.
Success	To feel successful through rewards and celebration events. To experience success graciously and accept failure gracefully. To be creative individuals.



KS3 Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Formal Elements		World Pattern	Pots & Vessels	Myself	
Year 8	Water in the landscape			Pop Art		
Year 9	Structures				GCSE Project 'Freedom'	

Year 7



Formal Elements Review 1 term

- A basic introduction, using artists and student example to the formal elements of line, tone, colour, texture, pattern, shape and form.
- Students arrive in from a range of primary schools with different experiences and levels of understanding. More Able students are encouraged to research and investigate adding their own ideas early on

World Pattern ½ term (2D) Line, tone, pattern, colour, shape

- Exploring the formal elements of line, tone, colour, pattern and shape. Students investigate patterns from around the world including their different functions within different cultures and societies. Opportunities for in depth research creative developments, developing own ideas, analysing works of other artists, making and recording observations in sketch books and using other media as a basis for exploring their ideas

Pots & Vessels ½ term (pattern continuation into 3D) Line, shape, form, pattern

- Students explore the purpose function and design of vessels from around the world. Students make observational drawing and research. A variety of 3D pots to inspire their own creativity and design. Students create a mood board of ideas that will lead towards creating a final original pot design that will be translated into clay.
- Students will learn to model clay pots using the coil method and thumb pots. They will then decorate their final pots using their world pattern designs.

Myself (1 term) all formal elements (painting, collage)

- Students are encouraged to investigate the theme of people, portraiture and figurative work throughout history, understanding the importance of people as a visual record.
- Students research, discover and experiment with the styles of two different self-portrait artists and create their own self portrait, which includes an element of their likes and dislikes as part of the background. Extension work would encourage more able students to look at the notion of symbolism and meaning through objects and places included within a more complex portrait.



Year 8

Water in the landscape (1 ½ terms)

- Revisiting the formal elements, students make drawings and colour studies using a variety of different ways in which water is represented through photography, landscape paintings and observational studies. Students will be encouraged to be inventive and experimental with a range of materials including recordings, collage, paint, textural studies and photography. Students will study a range of world artists who have taken inspiration from water shown in their work and develop studies towards creating a textured water surface that will act as a backdrop to a sculpted water creature.
- Students will study local sea creatures, work with visiting artists to create sculptural forms inspired by both artists and their own investigations.

Pop Art (1 ½ terms)

- Focusing on the period and style of pop artists as a major movement students are encouraged to make in depth research studies and create their own unique inspired work that connects to the concepts of their findings. Students are encouraged to work independently using a range of different materials and a collage to paint 3 dimensions giving freedom and choice in planning and delivering their final outcome.
- Students take part in a competition to design a piece of Pop Art that connects to any area of the school. Creating art with the purpose of it being displayed in the appropriate area within school.



Year 9

Structures (2 terms) a GCSE style themed project that encourages students to explore the wide nature of the theme from natural forms to human made objects and architecture

- Students develop a deeper understanding of personal research in developing ideas towards a project. Students will learn about land art and architects and make personal studies of artists who use structures as inspiration in their own work.
- Students will explore 2D and 3D possibilities for presenting structures including wood, clay, paint, graphic design, CAD and photography. Students develop their work from drawings paintings, and 3 dimensional pieces towards print making.

Freedom (1 term)

- GCSE themed paper. The very nature of the theme is aimed at engaging fully those that have chosen to study GCSE, exploring the assessment objectives in depth whilst engaging and giving choice and freedom to those students who are studying art for their final term.
- Students are encouraged to explore colour, and investigate the work of abstract artist creating experimental pieces, using colour theory and a broad range of techniques to add interest and meaning to their work. Students are encouraged to work independently researching and experimenting with the style of their chosen artists under the theme. A gallery trip extends students understanding of the diverse nature in which artists work and present/display the final piece. Students build up a sketch book of ideas and create a final piece of art using the research theme that creates many open possibilities.



Year 10

Revisit formal elements (3 weeks+)

- A basic introduction, using artists and student example to the formal elements of line, tone, colour, texture, pattern, shape and form.
- Students are assessed for their understanding of the formal elements through a variety of short projects that explore the elements, encouraging research, experimentation and refining

Theme 1

- 'People' using the exam theme
- Students are encouraged through discussion and personal research to investigate the theme of people, portraiture and figurative work throughout history, understanding the importance of people as a visual record. People is a major examination topic and a much chosen theme throughout the course.
- Students research, discover and experiment with the styles of different self-portrait artists and create their own self portraits and figurative work, drawn, painted and sculpted which includes an element of symbolic objects and places as part of the foreground and background. Extension work would encourage more able students to look at the notion of symbolism and meaning through different period in time, history and cultures including the use of objects and places, costume and other stimuli included within a more complex portrait.