

## Curriculum Subject: Art and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 7 – 3 hours	<b>Visual Elements - Intro</b>	<b>Visual Elements - Colour</b>	<b>Visual Elements - Line</b>	<b>Visual Elements - Tone</b>	<b>Visual Elements - Pattern</b>	<b>Visual Elements – Pattern and colour</b>
	Baseline Test – 'Drawing of the Shoe.' Intro to Art and Language. What art is about and the skills/knowledge needed. Identifying the Visual Elements in Key art work. Independent research of an Artist's work.	Colour theory from Primary to Tertiary, Tints and Shades. Knowledge of Abstract Art and Artists. Abstractism. Sonia Delaunay painted colour composition.	Introduction to Line. Exploration of different types / elements of line. Photography and composition techniques. Exploration of Van Gogh line drawings and Expressionism.	Knowledge of Tone and Tonal value. Exploration of Still Life. Still Life artists who use Tone in their paintings – Giorgio Morandi and Paul Cezanne – Post Impressionism.	Exploration of Pattern and the 'rules'. Origins of Zentangles. Artists who use Patterns in their work as a major focus - Gustav Klimt, Yayoi Kusama and Damien Hirst.	Revisit and extend Knowledge of colour theory. Composition techniques. Colour and Pattern composition based on knowledge of chosen artist.
	KS2 Continuity					
YEAR 8 – 2 hours	<b>Antoni Gaudi - Mosaic</b>	<b>Antoni Gaudi - Chimneys / columns / spires.</b>	<b>Antoni Gaudi – Natural Forms</b>	<b>Antoni Gaudi – Final Outcome</b>	<b>Printing techniques</b>	<b>Azaria Mbatha</b>
	Careers in art. Introduction to the work of Antoni Gaudi Mosaic art	Research and presentation of the work of Gaudi Chimneys / columns / spires. Cardboard construction techniques.	Natural Forms used in art as a stimulus. Photography with Natural Forms Papier mache techniques	Bringing the elements together with a 3D Final outcome. Cardboard / paper mache constructed column / spire / or chimney in vinyl mosaic pattern.	Exploring Monoprint and relief through artists own work. Own examples in the style of.	Exploration of the block print artist Azaria Mbatha Research of Apartheid / Black history and how this was reflected in relief prints
YEAR 9 – 3 hours	<b>Visual Elements</b>	<b>Banksy Stencils</b>	<b>Skateboard Artists</b>	<b>Skateboard outcome</b>	<b>Visual elements – Line / Tone / Colour</b>	<b>Visual elements - Islamic Patterns</b>
	Revisit Visual elements – focus on Tone. Baseline Test – 'Drawing of a Crisp Packet.' Visual elements in Street art – research of Boe and Irony	Exploration of Banksy. Ethical art or Vandalism? Banksy stencils – transcription work, leading to own piece and design of sketchbook front cover.	Investigation of Mike Perry – collage artist. Cityscapes and representation through collage. Skateboard design – practice and purpose.	Skateboard designs Cardboard constructed wheels. Photography – hanging a display. Shop front ideas.	Introduce Jon Burgerman – group activity – large scale line drawings. Karl Blossfeldt photographer – Charcoal studies. Ant Carver: Photos taken of pupils. Print in A4 (B&W) pastel mono-print.	Re:Visit Baseline Test Research Islamic pattern / geometry / symmetry. Create a relief print in 2 colours
	Options Round 1					
YEAR 10 – 5 hours	<b>Introduction to the Course Exploring Visual Elements</b>	<b>Colour work -</b>	<b>Art Workshops and Media Exploration</b>	<b>Mock Exam Question – Natural Forms</b>	<b>Mock exam prep</b>	<b>MOCK (Exam)</b>
	Still-Life photography Tonal work Chiaroscuro Textured Relief work looking at Kate Malone 3D sculptor. Colour through Still Life – focus on Paul Cezanne as an introduction.	Colour through Still Life – focus on Paul Cezanne. Knowledge of Composition and Texture with paint	Printing focus – overlaying and experimentation. Monoprints through to relief. Sculpture through Withies and wire. Researching Anthony Gormley and Willow Man	Rounding off Workshops AO1-4 and how to represent in an exam. Knowledge of 3D artists who use Natural Forms as a stimulus.	Guided lessons - surface decoration - revisiting workshop sessions to build a structure. Knowledge of working towards a final outcome and how to develop and an idea – Stimulus to realisation.	Exam Refinement and development.

	Options Round 2					
YEAR 11 - 5 hours	<b>Unit 3 – Self Identity</b>	<b>Unit 3 – Self Identity</b>	<b>ESA</b>	<b>ESA</b>		<b>Controlled Assignment (Exam)</b>
	Independent research AO1 investigation and research of Identity as a theme Artsists / designers / Photographers / Sculptors – outcomes AO2 – in response to research, investigate processes and techniques	Development of an idea though own research. Include AO3 – recording of ideas and knowledge gained, through drawing / photography and the written word. Working towards AO4 and the final outcome. Exam 1 Nov 2019	AQA – question paper given out. Chosen question. <u>Independent research</u> AO1 investigation and research of Identity as a theme Artsists / designers / Photographers / Sculptors – outcomes AO2 – in response to research, investigate	Development of an idea though own research. Include AO3 – recording of ideas and knowledge gained, through drawing / photography and the written word. Working towards AO4 and the final outcome. Exam 2 April 2020		

**St Bede's Curriculum Design Principles**

Within subjects: depth, relevance, sequencing, spacing

Between subjects: breadth, cultural capital, coherence, progression, interlinking