



# CURRICULUM PLAN

## 2024-2025

<b>SUBJECT</b>	ART		
<b>OVERVIEW</b>	<p>Pupils should know how art and design both reflects and shapes our history, and contributes to the culture and creativity of society. The curriculum at All Saints aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>● Produce creative work, exploring their ideas and recording their experiences.</li> <li>● Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>● Evaluate and analyse creative works using the language of art and design.</li> <li>● Know about great artists and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p>We see art as an important means for pupils to gain self-esteem and understand that the process of creating art can be beneficial in improving their attitude towards learning. We encourage our pupils to explore and develop their own ideas, building their self-confidence and enabling them to pursue their own interests.</p>		
<b>KEY STAGE 2</b>	<p>Through workshop style lessons which are designed to be engaging, fun and informative, our Key Stage 2 students will 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 will create sketch books to record their observations and use them to review and revisit ideas. Our aim will be to improve each individual's mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay), whilst learning about great artists, architects and designers in history</p>		
<b>KEY STAGE 3</b>	<p>In Key Stage 3 each term focuses on a particular topic which is linked to an artist. The scheme of work allows for a variety of learning styles and includes opportunities for verbal discussion, written evaluation and hands-on, practical skills. Through workshop style lessons, students are encouraged to :</p> <ul style="list-style-type: none"> <li>● Use a range of techniques to record their observations.</li> <li>● Understand how to use paint and pencil through observational drawing.</li> <li>● Increase their proficiency in the handling of different materials.</li> <li>● Analyse and evaluate their own work through the knowledge gained.</li> <li>● Understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> </ul> <p>Teacher and TA support will ensure that students receive the right amount of challenge and feedback for the level they are working at and everyone will be encouraged to give and receive feedback in a supportive and productive way.</p>		
<b>KEY STAGE 4</b>	<p>At Key Stage 4 pupils follow a programme of study following Edexcel GCSE specifications. Three projects are explored across the two-year course (one of which being externally set by the exam board). The themes of the projects offer pupils an extremely broad range of subject matter to investigate, research and record. Most work is done in sketchbooks which pupils are expected to work in both at school and at home. Knowledge, techniques and skills from KS3 are built on and self-autonomy is encouraged. Pupils are taught to develop their ideas through critical understanding, experimentation, observation and annotation.</p>		
	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>LOWER JUNIORS</b>	<p><b>Colour creations</b>  <b>Pattern and mark making</b> to create <b>design</b>. Creating a colour wheel with primary and secondary colours and exploring pattern and mark making through the work of Van Gogh. Exploring how these formal elements of art</p>	<p><b>Creating texture</b>  <b>Sculpture and textile art</b> This unit introduces creating texture through sculptures (clay and junk model sculptures) and introduces Textile Art, with a focus on Natural Form and fossils (previous science topic). It will include a range of textile and 3D art mediums and a range of skills,</p>	<p><b>Landscapes, collage, mixed media, tone and colour.</b> Consider the work of a variety of landscape artists including Henri Rousseau. Explore <b>Andy Goldsworthy</b> and links to environment.</p> <ul style="list-style-type: none"> <li>● Create real and abstract images of landscapes using a range of media.</li> </ul>

	combine to create design.  Humanities: Ancient Rome Science: Fossils / Materials	including hand sewing and painting fabric. It will end with a Final piece that amalgamates a range of skills.	Humanities: Victorians / Climate and environment  <b>Aboriginal Australian art</b> - carvings, painting and depictions of nature. Dot printing.
<b>LJ Key vocabulary</b>	<b>colour, primary colour, secondary colour, pattern, design, mark making, composition</b>	<b>texture, rough, smooth, sculpture, textile, sewing</b>	<b>landscape, collage, mixed media, tone, colour, aboriginal art, composition</b>
UPPER JUNIORS	<b>Colour creations</b> <b>Pattern and mark making</b> to create <b>design</b> . This unit introduces the formal elements of art and progresses from previous years to talk about tones of colour. We will explore how these elements combine to create a design in art. It will also explore expressionism and the work of Mucha.  Humanities: World War 2	<b>Portraits</b> - Exploring realistic, abstract and anime portraits using <b>colour, line and tone</b> . correct sketching of facial proportions. <ul style="list-style-type: none"> <li>• colour mixing of skin tones</li> <li>• Recording from direct observation.</li> <li>• Considering the work of portrait artists</li> <li>• Study the work of Picasso</li> <li>• Create an abstract image of self</li> <li>• Explore Japanese anime style of artwork</li> </ul> Humanities: Stone age, Iron age	<b>Landscapes, collage, mixed media, tone and colour</b> . Consider the work of a variety of landscape artists. <ul style="list-style-type: none"> <li>• Create real and abstract images of landscapes using a range of media.</li> <li>• develop colour mixing skills to create landscapes</li> <li>• create artwork inspired by primary sources (local landscapes)</li> </ul> Humanities: The World
<b>UJ Key vocabulary</b>	<b>colour, primary colour, secondary colour, pattern, design, mark making, collage, composition</b>	<b>portrait, self portrait, colour, line, tone, anime, manga, realistic, abstract</b>	<b>landscape, collage, mixed media, tone, colour, realistic, abstract, composition</b>
YEAR 7	<b>Mark Making</b> - Understanding the importance of mark making on the page. Looking at the <b>pen</b> and <b>ink</b> drawings of <b>Van Gogh</b> then developing into <b>tonal gradation</b> and <b>paint mixing</b> looking at the work of <b>Henri Rousseau</b>  Humanities: Russia	<b>Still-Life</b> –This project will include <b>observational drawing</b> and <b>symbolism</b> art. Pupils will experiment with different media such as pencil and watercolour. Artists who use still-life/symbolism in their work will include <b>van Gogh and Cezanne</b> .  Humanities: Middle ages,	<b>Art Nouveau</b> – The focus is on the creative use of materials and the observation of <b>flowers</b> . Drawings will be created and developed into stained glass windows, digital artwork and into card reliefs based on the study of artists <b>Mucha, Klimt and William Morris</b>  Humanities: Local geography
<b>Year 7 Key vocabulary</b>	<b>mark making, line, colour, tonal gradation, foreground, background, texture</b>	<b>still-life, symbolism, line, colour, tone, pattern, realistic, abstract, digital</b>	<b>Art Nouveau, pattern, card relief, printmaking, colour, design</b>
YEAR 8	<b>Human Figure</b> – Pupils will investigate the history of the human figure in art, exploring artists such as <b>Antony Gormley</b> and <b>Frida Kahlo</b> to discover how these people saw and interpreted human beings in their artwork. Developing self- portraits and using <b>modelling wire</b> to create a sculpture.  Students will also explore Japanese anime artwork in relation to the human figure.	<b>Landscape / textile art</b> - This project looks at landscape artists from <b>Turner</b> and <b>Goldsworthy</b> and asks questions about <b>sustainability</b> and <b>climate change</b> . The artists chosen will reflect a more gentle and sensitive approach to the land. <b>Textile art</b> - This unit aims to give students an overview of Textile Art, with a focus on Natural Form. It will include a range of textile and 3D art mediums and a range of skills, including hand sewing, using a	<b>Urban/ digital Art</b> - Developing on from last term this project looks at how <b>cities</b> have influenced approaches to art. Students will explore the work of <b>Banksy</b> through creating their own stencils and using spray paint, as well as exploring sculpture through junk modelling. Digital artwork will explore the <b>Bauhaus</b> school of art to develop graphic designs.

	Humanities: Population, urbanisation / India/China	sewing machine, printmaking and painting fabric. It will end with a Final piece that amalgamates a range of skills.  Humanities: The Tudors / Industrial revolution	Humanities: Local Gressenhall, workhouses
<b>Year 8 Key vocabulary</b>	<b>human figure, portrait, representation, symbolism, colour, abstract, perspective</b>	<b>landscape, perspective, textile, texture, colour, sustainability, collage, composition</b>	<b>urban, digital, graffiti, mural, bauhaus, digital, composition</b>
YEAR 9	<b>Perspective/Surrealism</b> – An understanding of <b>1 and 2 point perspective</b> will be taught in relation to the Art movement of <b>Surrealism</b> . The idea that an <b>imaginary</b> piece of art is very much linked to observation and the <b>real world</b> will be emphasised through the investigation of the artists <b>Magritte</b> and <b>Dali</b> .  Humanities: Hidden figures / suffragettes (African art)	<b>Cubism</b> – Students will be introduced to the Art movement as a contrast and alternative to the <b>'realistic'</b> approach to seeing learned about last term and how <b>movement</b> and <b>photography</b> were an influence. They will learn about its development into <b>abstract art</b> and how it is used in the wider field of design for everyday living.  Humanities: WW1 / WW2	<b>Self-led studies- (theme- Power)</b> Students will develop self study skills, through exploring the theme of 'Power' in art. Students will create a mindmap of ideas, before exploring artists work, creating photography and designing a final piece from their studies that links to the theme.  Humanities: Local
<b>Year 9 Key vocabulary</b>	<b>perspective, surrealism, realistic, abstract, tone, distort, mood, composition</b>	<b>cubism, realistic, perspective, tone, line, abstract, design</b>	<b>colour, line, form, shape, tone, space, texture</b>
Year 10	<b>Personal Portfolio (theme: Environment)</b> There are two components to the Edexcel Art and Design GCSE. Component 1 (Personal portfolio) will be completed across both years, exploring 3 different themes. In the first year, students will explore 2 themes. This introductory project to the GCSE course will establish expectations and give pupils the guidance and instruction for making the most of their work.	<b>Personal Portfolio (theme: Environment)</b> Year 10s and 11s will work on the same theme, with the word "environment" as a starting point. They will critically analyse the work of other artists, recreate work in their style, create observational drawings and their own photography before developing their ideas into a final piece.  All the above work will be done in a sketchbook which will show development and progression from the first to last page. The 'journey' of creativity is a series of stepping stones or building blocks. Each step is a crucial part of the project.	<b>Personal Portfolio (theme: set by exam board)</b>  Year 10s will follow the same theme as the Year 11s, but the work they produce will go towards component 1. They will develop their response to the theme in a personal and creative way, developing, refining and recording ideas towards a final outcome that will be produced in a five-hour mock exam.
Year 11	In the second year, students will complete a final project for their personal portfolio (following the same theme as the Year 10s), before starting the Externally Set Exam project in January.  Trip: Pottery workshop	Trip: Sainsburys art gallery	<b>Externally Set Exam</b>  The externally set exam will be released in January. During the ten-hour period of sustained focus, students will produce final outcome(s), based on their preparatory studies, in response to the Externally Set Assignment theme.
GCSE Key vocabulary	<b>Tone, Line, Colour/Colour, composition, Form &amp; Shape, Mood, Texture, Design, Textile, Abstract</b>		