

Subject - Art

Curriculum Intent

Art and Design is a vital part of every student's education, this enables students to develop imagination, empathy, self-discovery and self-expression and it plays a vital role in everyone's day to day life. We seek to create a fun and supportive learning environment where taking creative risks is encouraged and all our students feel supported. Art has a significant and valuable role in the curriculum and the enrichment opportunities we offer our pupils helps to develop this further. The Art and Design curriculum continues to develop student's critical abilities, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists. Students continue to develop their understanding of the visual language of art and design with effective teaching and learning using sequences of lessons and experiences using Knowledge Organisers to support this. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by looking at drawing as the cornerstone of the art curriculum which will enable each student to reach their full potential. 'Every child is an artist' Pablo Picasso 'Art makes children powerful' Bob and Roberta Smith

KS3

	Term 1	Term 2	Term 3
Year 7	Written Analysis - Line, tone, texture, shape, pattern and colour.	Van Gogh - history, different styles throughout life time.	Pop art - Mono print, colour and pattern, use and range of media, materials and processes.
Year 8	Portraits - Steps to drawing a portrait.	Distorted portraits - Francis Bacon, street artist WK Interact. Leonardo Da Vinci. Analysing Art.	Landscapes and buildings - Building by the Architect Friedensreich Hundertwasser.
Year 9	Fragmentation and Distortion- Objects Looking at the work of Michael Craig Martin and Patrick Caulfield, students explore composition, layering techniques, colour and scale.	Fragmentation and Distortion- Portraits Looking at the work of Miguel Belinchon students learn image manipulation techniques as well as drawing in a range of media.	Fragmentation and Distortion- Landscapes Students respond to a range of landscape artists such as David Hockney and produce a final outcome using techniques learnt.

KS4

	Term 1	Term 2	Term 3
Year 10	Formal elements - including Content, Mood, Context, Process, Form/Shape, Line,	Artist Research - including Content, Form, Process, Mood and Context	Design Ideas - Composition techniques, Composition using

	Tone, Texture and Colour		technology and Refining ideas .
Year 11	Fine Art A01/2/3 - Composition techniques. Composition using technology. Refining ideas.	Fine Art AO4 - Present. Planning your personal response. Producing your personal response. Final piece and evaluation of your work. Prompt question for your evaluation.	Fine Art Exam Prep and Art Exam - Externally set task. Final piece ideas. Sketchbook. Exam Plan. On the day.

KS5- A level Art

	Term 1	Term 2	Term 3
Year 12	Experimental workshops Personal investigation	Responding to the work of artists. development of ideas	Coursework final piece development
Year 13	Completion of personal investigation and written component.	Unit 2 Externally set assignment Students respond to 1 theme.	Development towards final outcome.