



# Art Curriculum Overview

Ks3 students will learn one topic per term and complete one 60 minutes art lesson per week. Ks4 students will complete two 60 minute lessons per week and create artwork in response to one project and produce supporting pieces of work until Year 11 December. Year 11 students will begin their exam preparatory period from January - April until their end of GCSE 10 hour exam.

	Year 7	Year 8	Year 9	Year 10 Art and Photography	Year 11 Art and Photography
Autumn 1	<p><b>Baseline</b></p> <p>Theme: Primary and Secondary colours</p> <p>Knowledge: Students will combine mathematics and art to design a nameplate. Students will use mathematical division combined with accuracy using a ruler to ensure a name plate which fits their first and second name. Students will learn the primary and secondary colours and will be introduced to the technique gradient shading using colouring pencils.</p> <p>Understanding: Students will be able to understand the primary colours, how the secondary colours are made and how to complete the technique gradient shading.</p> <p>Analyse and evaluate: Students will analyse their artwork each lesson using formative assessment strategies and evaluate their learnt knowledge during the end of topic assessment.</p>	<p><b>Graffiti Skateboard</b></p> <p>Artist link: Banksy</p> <p>Knowledge: Students will learn about the artist Banksy and partake in class discussions around wider social issues in the world and how his artwork conveys political messages. Students will recall gradient shading, overlapping and underlapping and build on these techniques and skills using coloured pencil crayon. Students will produce a skateboard based on either a wider social issue or a theme of their choice.</p> <p>Understanding: Students will understand how to create a successful gradient shade using coloured pencil and recall how to overlap and underlap. Students will understand the messages artist Banksy conveys in his artwork. Students will understand some social issues in the wider world.</p> <p>Analyse and evaluate: Students will analyse their artwork each lesson using formative assessment strategies and evaluate their learnt knowledge during the end of topic assessment.</p>	<p><b>Binca - Learning to Stitch</b></p> <p>Theme: City Skyline/Mehndi Henna Artwork</p> <p>Knowledge: Students will learn how to stitch the material Binca and will learn how to stitch four stitches: running stitch, back stitch, chain stitch and cross stitch. Students will learn how to successfully stitch and will pick a theme of their choice - City Skyline or Mehndi Henna Art. Students will discuss the two themes during class discussions and will plan a final piece in response to their chosen theme.</p> <p>Understanding: Students will understand how to stitch the four stitches and will apply this knowledge in a final piece. Students will understand what a City Skyline is and discuss various towns and cities from around the world. Students will understand the cultural meaning of Mehndi/Henna Art and patterns within the artwork. Students will show a thorough understanding of their theme through the design process and final piece application.</p> <p>Analyse and evaluate: Students will analyse their artwork each lesson</p>	<p><b>Natural Forms 60% Coursework</b></p> <p>AO1: Students will understand the Assessment Objective 1 - Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Students will produce artist research studies on artists such as Lorraine Roy, Karen Browett, Beth Krommes and Jo Sheppard. Students will produce mindmaps which discuss the theme Natural Forms and write detailed explanations of a variety of natural forms. Students will develop their ability to critically understand sources.</p> <p>AO2: Students will understand the Assessment Objective 2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Students will explore and experiment with an array of mediums such as scratch boards, acetate scratching, lino printing, mono-printing, watercolours and shading techniques using pencils. Students will then begin to refine their choice of mediums.</p> <p>AO3: Students will understand</p>	<p>Students continue their Natural Forms/Portraiture 60% coursework started in Year 10 until December Year 11.</p> <p>Natural Forms 60% Coursework</p> <p>AO1: Students will understand the Assessment Objective 1 - Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Students will produce artist research studies on artists such as Lorraine Roy, Karen Browett, Beth Krommes and Jo Sheppard. Students will produce mindmaps which discuss the theme Natural Forms and write detailed explanations of a variety of natural forms. Students will develop their ability to critically understand sources.</p> <p>AO2: Students will understand the Assessment Objective 2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Students will explore and experiment with an array of mediums such as scratch boards, acetate scratching, lino printing, mono-printing, watercolours and</p>



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			<p>using formative assessment strategies and evaluate their learnt knowledge during the end of topic assessment.</p>	<p>Assessment Objective 3 - Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Students will take primary photographs in relation to the theme Natural Forms and produce outcomes with an array of mediums. Students will annotate and record ideas and intentions as work progresses.</p> <p>AO4: Students will understand the Assessment Objective 4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Throughout the project students will have produced outcomes using inspiration in relation to AO4. Towards the end of the topic students will plan and produce a final piece in the 5 hour mock period.</p>	<p>shading techniques using pencils. Students will then begin to refine their choice of mediums.</p> <p>AO3: Students will understand Assessment Objective 3 - Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Students will take primary photographs in relation to the theme Natural Forms and produce outcomes with an array of mediums. Students will annotate and record ideas and intentions as work progresses.</p> <p>AO4: Students will understand the Assessment Objective 4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Throughout the project students will have produced outcomes using inspiration in relation to AO4. Towards the end of the topic students will plan and produce a final piece in the 5 hour mock period.</p>
<p>Curriculum links and development throughout schemes</p>	<p>Cross curricular link - Mathematics</p> <p>Students will build on prior knowledge of the primary and secondary colours which have been learnt at KS2. Students will</p>				



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	develop drawing skills practised at KS2.				
Autumn 2	<p><b>Learning to Print - Observational Drawing, Mono-printing and Polystyrene Printing</b></p> <p>Artist link: Angie Lewin</p> <p>Knowledge: Students will be introduced to their first artist Angie Lewin. Students will discuss and analyse the artwork of Angie Lewin. Students will be introduced to multiple experimental techniques to provide a taster of GCSE level techniques. Students will be introduced to the techniques observational drawing, mono-printing and polystyrene printing. Students will be able to demonstrate a thorough understanding of each technique and how the techniques link to the GCSE Assessment Objective AO2 - Experiment.</p> <p>Understanding: Students will be able to understand how to create an accurate observational drawing and a successful mono-print and polystyrene print in relation to the artist Angie Lewin.</p> <p>Analyse and evaluate: Students will analyse their artwork each lesson using formative assessment strategies and evaluate their learnt knowledge during the end of topic assessment.</p>	Graffiti Skateboard - continued	Binca - Learning to Stitch - continued	<p>Marking at KS4: Students are marked against the AQA Assessment Objectives. Each Assessment Objective holds the same numeric value 24 marks.</p> <p>AO1: 24 Marks AO2: 24 Marks AO3: 24 Marks AO4: 24 Marks</p> <p>The GCSE course is run in two parts: 60% coursework and 40% exam.</p> <p>Students will begin their 60% coursework in September Year 10 and complete in December Year 11. Students will then begin their exam period from January Year 11 to April/May Year 11.</p> <p>Please see exam specification for more information. <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/scheme-of-assessment">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/scheme-of-assessment</a></p>	<p>Marking at KS4: Students are marked against the AQA Assessment Objectives. Each Assessment Objective holds the same numeric value 24 marks.</p> <p>AO1: 24 Marks AO2: 24 Marks AO3: 24 Marks AO4: 24 Marks</p> <p>The GCSE course is run in two parts: 60% coursework and 40% exam.</p> <p>Students will begin their 60% coursework in September Year 10 and complete in December Year 11. Students will then begin their exam period from January Year 11 to April/May Year 11.</p> <p>Please see exam specification for more information. <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/scheme-of-assessment">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/scheme-of-assessment</a></p>
Curriculum links and development throughout	Cross curricular link - English and careers Students are building on prior	Cross curricular link - English and current world social Issues Students will build on drawing	Cross curricular link - Textiles, Religious Studies and Maths Students will build on prior		



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schemes	knowledge of drawing skills from KS2 and Term 1. Students are introduced to GCSE techniques.	skills learnt in Term 1 and 2 of Year 7. Students will recall knowledge of overlapping and underlapping learnt at Term 3 Year 7.	knowledge of measuring skills learnt in Year 7 Term 1.		
Spring 3	<p><b>Creating an 'Ugly' Doll</b></p> <p>Movie Link: Ugly Dolls</p> <p>Knowledge: Students will be introduced to the film Ugly Dolls. Students will analyse and discuss the word ugly. Students will gain an understanding of the differences in society and how this makes us unique in our own way. Students will be guided towards a positive discussion around our differences and that it is important we are unique. Students will progress onto designing a unique 'Ugly' Doll and will recall the technique gradient shading. Students will then learn how to applique and stitch fabric to produce an 'Ugly' Doll of their choice. Students will be introduced to textiles and produce a 3D doll outcome. Students will be introduced to GCSE terminology of responding to a theme. Students will then be guided towards drawing four unique initial design ideas in preparation for the making of a felt doll. During the preparatory period students will build on the technique gradient shading and utilise colouring pencils and fine liners to enhance their outcomes.</p> <p>Understanding: Students will be able to understand the applique process and how to construct a felt doll.</p>	<p><b>Day of the Dead Skulls</b></p> <p>Theme Link: Day of the Dead</p> <p>Knowledge: Students will learn about the festival Day of The Dead and how different cultures celebrate the event. Students will learn about specific artwork/patterns which relate to the festival and will learn how to apply this into their artwork. Students will design a Day of The Dead skull and will recall gradient shading using watercolours, coloured pencils and 6B shading using a pencil.</p> <p>Understanding: Students will understand how to produce artwork which successfully relates to the festival Day of The Dead. Students will understand how to create a successful gradient shaded outcome using watercolours, colouring pencils and 6B shading pencils. Students will understand how to correctly apply multiple mediums into one piece of artwork.</p> <p>Analyse and evaluate: Students will analyse their artwork each lesson using formative assessment strategies and evaluate their learnt knowledge during the end of topic assessment.</p>	<p><b>Clay Tile</b></p> <p>Artist Link: Chris Gryder</p> <p>Knowledge: Students will learn about the artist Chris Gryder in relation to their theme Natural Forms. Students will learn about natural forms in the world and how to produce an abstract clay design in response to the artist Chris Gryder. Students will learn about the material clay and the production process of a clay tile. Students will recall the technique gradient shading and apply their knowledge using colouring pencils in the designing stage.</p> <p>Understanding: Students will understand how to produce a clay tile which responds to the artist Chris Gryder and the theme Natural Forms. Students will understand how to use the material clay and the process of making a clay tile.</p> <p>Analyse and evaluate: Students will analyse their artwork each lesson using formative assessment strategies and evaluate their learnt knowledge during the end of topic assessment.</p>		<p>GCSE Controlled Assessment 40% Exam</p> <p>Examination AQA themes are released on the 2nd of January to art teachers in the country.</p> <p>Art teachers in the department will produce informative booklets for each theme. Booklets will allow students a deeper understanding of each theme and support throughout their exam period. Students must select a theme and produce a sketchbook responding to each Assessment Objective. Students are expected to work independently and creatively throughout this exam period.</p> <p>Students are guided throughout their exam period in preparation for their 10 hour exam. Students will sit a 10 hour exam over two days which will conclude their Art and Design or Photography GCSE.</p>



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	Analyse and evaluate: Students will analyse their artwork each lesson using formative assessment strategies and evaluate their learnt knowledge during the end of topic assessment.				
Spring 4	Creating an 'Ugly' Doll - continued	Day of the Dead Skulls - continued	Clay Tile - continued		
Curriculum links and development throughout schemes	Cross curricular link - English , PSHE and Textiles.  Students will recall and build on drawing and gradient shading skills learnt from Term 1.	Cross curricular link - Religious Studies and Citizenship.  Students will recall and build on drawing skills and gradient shading knowledge learnt from Year 7 and Term 1 of Year 8.	Cross curricular link - Geography  Students will recall and build on drawing and gradient shading skills learnt throughout Year 7, Year 8 and Term 1 of Year 9. Students will build on knowledge of producing a piece of art using a 3D material relating to Year 7 Term 2, Year 8 Term 3 and Year 9 Term 1.		
Summer 5	<b>A3 Watercolour Piece</b>  Artist Link: Michael Craig-Martin  Knowledge: Students will be introduced to a new artist Michael Craig-Martin. Students will learn how to produce an out of sketchbook piece in relation to the GCSE Assessment Objective AO4 - personal and meaningful response. Students will be introduced to a GCSE technique using watercolours and how to show successful gradient shading. Students will analyse the artist Michael Craig-Martin and understand how to create a successful response. Students will be introduced to GCSE terminology of how to respond successfully to an artist, building on prior knowledge from Autumn	<b>Mechanical Heads</b>  Artist Link: Eduardo Paolozzi  Knowledge: Students will learn about the artist Eduardo Paolozzi and the meaning behind his artwork. Students will learn about upcycling and how upcycling can be utilised to produce a piece of artwork. Students will learn about how upcycling has a positive effect on the environment. Students will learn how to design a mechanical head in response to the artist Eduardo Paolozzi and recall gradient shading using colouring pencils. Students will discuss how a colour scheme can support the production of artwork in relation to an artist. Students will learn how to work with cardboard to produce a 3D outcome.	<b>Lino Printing</b>  Artist Link: Andy Warhol  Knowledge: Students will learn about the artist Andy Warhol and the Pop-Art Movement. Students will discuss the artwork produced in the Pop-Art Movement in class discussions. Students will learn about the material linoleum and how to use the material to produce a piece of artwork. Students will build on prior knowledge of printing skills learnt in Autumn 2 of Year 7 and will print their lino outcome in response to Andy Warhol/ the Pop-Art Movement. Students will recall how to mono-print, learnt in Autumn 2 of Year 7. Students will learn how to develop a final outcome by stitching into their printed final pieces, recalling prior		End of course



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	<p>2. Students will learn how to use tracing paper to overlap and underlap their artwork. Students will advance to learning how to use watercolours at GCSE level and build on colour theory from Autumn 1. Students will understand how to gradient shade using watercolours.</p> <p>Understanding: Students will be able to understand how to produce a final piece in response to an artist. Students will be able to understand overlapping and underlapping and how to gradient shade using watercolours.</p> <p>Analyse and evaluate: Students will analyse their artwork each lesson using formative assessment strategies and evaluate their learnt knowledge during the end of topic assessment.</p>	<p>Understanding: Students will understand the importance of upcycling and will produce a piece of work using recycled materials. Students will understand how to produce a successfully gradient shaded mechanical head design using colouring pencils. Students will understand how to construct a 3D mechanical head based on their design.</p> <p>Analyse and evaluate: Students will analyse their artwork each lesson using formative assessment strategies and evaluate their learnt knowledge during the end of topic assessment.</p>	<p>knowledge from Term 1 of Year 9.</p> <p>Understanding: Students will understand the Pop-Art Movement and how Andy Warhol influenced the style of artwork during this period. Students will understand how to mono-print an image and how to safely utilise lino cutting tools to produce a lino piece. Students will understand how to print a lino using ink and rollers.</p> <p>Analyse and evaluate: Students will analyse their artwork each lesson using formative assessment strategies and evaluate their learnt knowledge during the end of topic assessment.</p>		
Summer 6	A3 Watercolour Piece - continued	Mechanical Heads - continued	Lino Printing - continued		
Curriculum links and development throughout schemes	<p>Cross curricular link - Maths</p> <p>Students recall gradient shading learnt in Term 1 and Term 2 and apply this knowledge using a new medium.</p>	<p>Cross curricular link - Geography</p> <p>Students will build on drawing skills practised throughout Year 7 and Term 1 and 2 of Year 8. Students will recall gradient shading and apply this knowledge using colouring pencils.</p>	<p>Cross curricular link - Textiles</p> <p>Students will build on prior knowledge of printing learnt during Autumn Term 2 of Year 7.</p>		
Independent Learning	<p>Year 7 will be given homework projects which will span over a number of weeks. Students are expected to spend at least one hour per week on their project. Students will then present their creations in class and Art staff will</p>	<p>Year 8 will be given homework projects which will span over a number of weeks. Students are expected to spend at least one hour per week on their project. Students will then present their creations in class and Art staff will</p>	<p>Year 9 will be given homework projects which will span over a number of weeks. Students are expected to spend at least one hour per week on their project. Students will then present their creations in class and Art staff will</p>	<p>GCSE students must take their sketchbook home and are expected to complete homework after each lesson. Students must bring their sketchbooks into each lesson. Students will be given protective folders and wallets to</p>	



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	produce a display of all the artwork made.	produce a display of all the artwork made.	produce a display of all the artwork made.	keep artwork safe. GCSE students are encouraged to attend the Art Department during social times and after school to receive tailored 1 to 1 support from their art teacher.	
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