



## Art Curriculum Overview Plan

### Whole school curriculum intent

Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.

### Key stage 3/4 subject curriculum intent

To encourage purposeful observation, recording and exploration of artists' style and techniques to foster students' artistic awareness, understanding and skills, providing students with the opportunities to be the absolute best artist they can be.

To engage with practitioners and examples of historical art chronologically, challenging students to become visually literate so that they think, act and speak like an artist; interpreting artists' styles to develop their own skills and confidence in Art.



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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Ancient Art - Renaissance		Symbolism - Romanticism		Impressionism – Post-Impressionism	
	Core knowledge from this topic	<p>Students will learn about Oceanic art and how it comprises of works made by the native people of the Pacific Islands and Australia (as far apart as Hawaii and Easter Island). Students will specifically learn about the Easter Island Head statues (Moai – Spanish meaning Statue) that were carved by the Rapa Nui People on Easter Island in the years 1250 and 1500.</p> <p>Students will explore the characteristics of the statues, which are known for their large, broad facial features.</p> <p>Students will attempt to replicate an Easter Island Head, in a three-dimensional form.</p> <p>Students will gain knowledge in the art movement High Renaissance and will know about the style of art, influences and key artists.</p> <p>Students will learn about the Renaissance artist, scientist and mathematician (polymath) Leonardo Da Vinci who is known for painting, sculpting, drawing, Science, Engineering, Architecture and Anatomy. Students will identify how <b>careers</b> can span across industries.</p> <p>Students will gain deep understanding of proportion (both for the human body and facially) through the study of Vitruvian Man by Da Vinci and exploration of the Golden Ratio.</p> <p>Students will use <b>critical thinking</b> skills to be able to analyse the works of the artists explored within the art movements and share their views and opinions on the works explored.</p> <p>Students will explore the Ancient Egyptians, as a separate area of art within these time movements, through set homework tasks. The focus will be on the development of hieroglyphics and how this helped to lead to written language.</p> <p>Students will explore the formal element shapes and tone developing their knowledge and understanding on two and three-dimensional shapes and tonal gradients.</p>		<p>Students will explore the art of Hokusai, a Japanese painter and printmaker that is best known for the “Thirty-six views of Mount Fuji” and his dynamic composition and realistic depictions.</p> <p>Students will explore simple polystyrene printing in the style of Hokusai</p> <p>Students will develop the art of mark making with, found objects, to create artwork.</p> <p>Students will gain knowledge in the art movement Romanticism and how it was characterised by its emphasis on emotion and individualism.</p> <p>Students will learn about the Romanticism <b>British</b> artist J.M.W Turner who is known for his use of colour and imaginative landscapes and is widely considered as one of the country’s greatest artists.</p> <p>Students will learn about colour theory and Turner’s use of colour within his landscapes. They will compare contrasting and harmonising colours and how they relate to the colour wheel.</p> <p>Students will participate in a <b>problem-solving</b> activity in which they will blend and mix primary colours together to be able to identify both the primary and secondary colours and how they are created.</p> <p>Students will be able to identify primary, secondary, harmonising and contrasting colours in the works of J.M.W Turner.</p> <p>Students will use <b>critical thinking</b> skills to be able to analyse the works of the artists explored within the art movements and share their views and opinions on the works explored.</p> <p>Students will explore the work of William Morris, as a separate area of art within these time movements, through set homework tasks.</p> <p>Students will explore the formal element colour developing their knowledge and understanding on colour mixing and blending.</p>		<p>Students will research the artist Monet, a leader of the Impressionist art movement.</p> <p>Students will explore the media paint, using brushes and tools to create strokes that are characteristic of the Impressionist artist Monet.</p> <p>Students will explore plain air painting (en plein air) which is the art of painting outdoors from direct observation.</p> <p>Students will learn about the art movement Art Nouveau and the Vienna Succession whose objectives were to break down the traditional distinction between fine arts (especially painting and sculpture) and applied arts.</p> <p>Students will learn about the art movement, symbolism and how it is related to the gothic component of Romanticism and Impression.</p> <p>Students will explore the art of Gustav Klimt. Primarily part of the Art Nouveau movement, Klimt was also influenced by Japanese art and symbolism. Students will be able to identify this through previous art movements studied and link the importance of the influences.</p> <p>Students will consider how Klimt depicted and drew influence from both the Bible and mythology.</p> <p>Students will produce a symbolic picture that represents an important or <b>aspirational</b> person/event in their own lives.</p> <p>Students will learn about the art movement Impressionism which often accentuates the effects of passage over time through ordinary subject matter, inclusion of movement and unusual visual angles.</p> <p>Students will use <b>critical thinking</b> skills to be able to analyse the works of the artists explored within the art movements and share their views and opinions on the works explored.</p> <p>Students will explore the work of Vincent Van Gogh and Post-Impressionism, as a separate area of art within these time movements, through set homework tasks.</p> <p>Students will explore the formal element pattern developing their knowledge and understanding on the difference between symbolic and repetitive pattern.</p>	
	Links to the national curriculum	<p>Each unit of work meets the DfE criteria for the KS3 National Curriculum in art, which states that students should be taught:</p> <ul style="list-style-type: none"><li>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li><li>To use a range of techniques and media, including painting</li><li>To increase their proficiency in the handling of varied materials</li><li>To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li><li>About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li></ul>					
Previous content that this topic builds upon	<p>Each unit will focus and build on <b>diverse</b> areas of knowledge/skill, studying artists and movements in a chronological order. As students move forward with their</p>		<p>Students will build on knowledge of two and three-dimensional shapes, using 2D materials to create three-dimensional illusion and appearance from printmaking.</p>		<p>Students will build on knowledge of colour theory, blending and mixing attempting to achieve these with painted brushstrokes.</p>		



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		learning, they will recall previous skills to improve recall and retainment. Students will explore the collaboration of art with Science and Maths.	Contextual Analysis and how to research artists, securing knowledge and understanding.	Students will learn how symbolism and Japanese Art play a part in the outcomes produced by Gustav Klimt and Vincent Van Gogh.			
	Key vocabulary	Ancient, Oceanic, Renaissance, Moai, characteristics, statue, two and three-dimension, form, influence, scientist, mathematician, collaborate, formal element, hieroglyphics, language, gradient.	Symbolism, gothic, Romanticism, Impression, depiction, polystyrene printing, mark-making, imagination, colour, primary, secondary, theory, blend, Analyse.	Observation, Analytical, Art Nouveau, painting, sculpture, symbolism/symbolic, brushstroke, characteristic, impressionist, impression, impressionism, pattern, plein air, repetition.			
	Development of cultural capital	<b>SMSC</b> - Students will be exposed to artworks through from Ancient Arts to Post-Impressionism to gain cultural awareness through the exploration of artists, their lives and the impact/influence had on other artists throughout history and contemporary artists working presently.					
		Embodied cultural capital: Understanding of how language progressed through from Ancient Egyptian symbols to letters and modern-day languages. <a href="https://www.youtube.com/watch?v=c4U5Y7MSAJc">https://www.youtube.com/watch?v=c4U5Y7MSAJc</a> - Easter Island Heads: The truth about the heads discovered by scientists. Students will consider the large geographic area of land covered through Oceanic art. Students will consider career paths and what it takes to be a professional within an area of expertise.	<a href="https://www.youtube.com/watch?v=8z9zRbwh43I">https://www.youtube.com/watch?v=8z9zRbwh43I</a> - Hokusai: Beyond the Great Wave. <a href="https://www.youtube.com/watch?v=QxKpM4JqN8">https://www.youtube.com/watch?v=QxKpM4JqN8</a> - JMW Turner Film. Students will reference the Hindu Festival Holi and the use of colour.	<a href="https://www.youtube.com/watch?v=QjqjPNgf22U">https://www.youtube.com/watch?v=QjqjPNgf22U</a> - Gustav Klimt: Life of an Artist. <a href="https://www.youtube.com/watch?v=4Gk85DFluoE">https://www.youtube.com/watch?v=4Gk85DFluoE</a> - The Life of Claude Monet – The Film. <a href="https://www.youtube.com/watch?v=7HeyyzPR_TM">https://www.youtube.com/watch?v=7HeyyzPR_TM</a> - The life of Van Gogh – The Film.			
	Development of reading	Reading content will be sourced from Artist/Art Movement book extracts relating to the artists studied. Students will explore the task and answer questions relating to the knowledge to show their understanding and comprehension.					
		Oceanic Art – title TBC Leonardo Da Vinci & Renaissance art – title TBC	Hokusai & Japanese Art – title TBC JMW Turner & Romanticism – title TBC Recommended reads: Anthony Bailey - Standing in the Sun: A life of JMW Turner. Franny Moyle - Desperate Romantics	Gustav Klimt & Art Nouveau – title TBC Monet & impressionism – title TBC			
	Concepts –what will students be able to do at the end of the topic	Students will use skills of <b>metacognition</b> to think about and analyse their learning with regards to the movements studied within each term and across the terms interleaving knowledge, understandings and learning. This will build on students' awareness and understanding of <b>oracy</b> , reacting to and <b>articulating</b> opinions on their own work and the work of others. Students will increase their <b>depth of knowledge to achieve mastery</b> on the artists and movements studied. <b>Solo taxonomy</b> will be used to determine students understanding of the knowledge and as a structure of observed learning outcome. Students will explore the techniques of each artist studied will use influence and skills explored to produce a well thought-out, meaningful and personal response.					
		Students will create a three-dimensional form inspired by the Easter Island Heads. Students will understand the proportions of the face and body, studying Da Vinci’s Vitruvian Man. Students will understand how the Ancient Egyptians use of hieroglyphics had influence on written language.	Students will confidently use polystyrene for printing and mark making using Hokusai’s interpretation of movement as inspiration. Students will learn to mix and blend primary and secondary colours, considering Turners use of harmonising and contrasting colours. Students will consider the repetitive patterns of William Morris to create their own wallpaper design.	Students will create a symbolic representation of an event in their life, using Klimt style as inspiration. Students will explore brushstrokes with various tools and the art of plain air observation. Students will create a drawing of the interior of their home using Van Gogh's ‘bedroom’ painting as inspiration.			
Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	Fauvism - Expressionism		Orphism - Dada		Surrealism – Modernism	
	Core knowledge from this topic	Students will learn about the art movement Fauvism and the style of the Fauves (French for wild beasts). They will understand how Fauvism rejected the idea of impressionism and instead expressed their art using brilliant colour and spontaneous brushwork. Students will learn about the leader of the Fauves, Henri Matisse and his significant developments in painting and sculpting.		Students will learn about the art movement Orphism (or Orphic Cubism), a term used to describe the works created as an offshoot of Cubism and influenced by the expressionistic, bright colours of Fauvism. Students will learn about artist Sonia Delauney, co-founder of the Orphism movement along with her husband Robert Delauney. Students will explore Delauney’s use of strong colours and geometric shapes within both her paintings and textiles. Students will attempt mark-making using found objects.		Students will learn about the art movement Surrealism and how artists within the movement use the juxtaposition of distant realities to activate the unconscious mind through imagery. Students will explore the work of Frida Kahlo whose works can be described as symbolic and surreal, but also showing influence from the Renaissance masters, avant-garde movements and Cubism. Students will research Kahlo’s dreamlike portraits of herself and identify the symbolism behind them and what makes them surreal.	



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	<p>Students will explore Matisse's 'cut outs' to create scissor drawings from direct observation of nature.</p> <p>Students will learn about the art movement Expressionism and explore how its typical trait is to present the world solely from a subjective perspective. Expressionism was a phrase initially used in poetry to express one's self.</p> <p>Students will gain knowledge on the artist Wassily Kandinsky, whose early works demonstrates an influence of pointillism and Fauvism.</p> <p>Students will learn how Kandinsky used his synaesthesia to respond to music through colour, shape and pattern. They will attempt to demonstrate understanding of this by creating compositions of spontaneous work, responding to and creating similar patterns/shapes to different genres of music.</p> <p>Students will use <b>critical thinking</b> skills to be able to analyse the works of the artists explored within the art movements and share their views and opinions on the works explored.</p> <p>Students will explore the work of Pablo Picasso and cubism, as a separate area of art within these time movements, through set homework tasks.</p> <p>Students will explore the formal elements colour, pattern and line. They will build on their understanding of colour and pattern to produce more expressive and imaginative use of these. They will develop their knowledge on line exploring the several types of line in art and how they are formed.</p>	<p>Students will research Delauney's move to textiles and her set and costume designs with an aim of producing their own designs based a set theme.</p> <p>Students will learn about the art movement Dada (or Dadaism) a European movement that rejected the logic, reason and aestheticism or modern capitalist society, instead expressing nonsense, irrationality and anti-bourgeois protest in their works.</p> <p>Students will explore the work of Marcel Duchamp who was the founder of the Dada movement and readymade art.</p> <p>Students will explore the work of Joan Miro whose goal was to create astonishingly and unsettling visual associations of otherwise normal objects.</p> <p>Students will learn about how artist are not always influenced positively from previous art movements, but how they can also be influenced to respond in a negative way; as Miro does with Cubism.</p> <p>Students will attempt Miro's automatic drawing style and be introduced to the idea and techniques for implied texture.</p> <p>Students will use <b>critical thinking</b> skills to be able to analyse the works of the artists explored within the art movements and share their views and opinions on the works explored.</p> <p>Students will explore the work of L S Lowry, as a separate area of art within these time movements, through set homework tasks.</p> <p>Students will explore the formal elements texture and shape, developing their knowledge and understanding on geometry and the difference between real and implied texture.</p>	<p>Students will explore how Kahlo's works have made her an icon in the <b>LGBTQ+</b> community.</p> <p>Students will attempt various techniques influenced by Kahlo's style and in particular her Mexican routes and use of Glyphs.</p> <p>Students will learn about the art movement Modernism and how it reflected a desire for the creation of new art forms, philosophy and social organisation which reflected the newly emerging industrial world, urbanisation and war.</p> <p>Students will explore the work of Henry Moore a <b>British</b> drawer and sculptor whose works focuses on abstractions of the human form and expresses the idea of family and evokes emotion.</p> <p>Students will draw from direct observation of the human form, exploring positive and negative space and attempt Moore's more 'direct carving' approach to create sculptures in varying media.</p> <p>Students will explore Moore's Blitz drawings that were created during WWII, analysing the powerful imagery, considering what it was like to live through the Blitz and being able to express their opinion on how the works make them feel.</p> <p>Students will use <b>critical thinking</b> skills to be able to analyse the works of the artists explored within the art movements and share their views and opinions on the works explored.</p> <p>Students will explore the work of Paul Klee/Salvador Dali, as a separate area of art within these time movements, through set homework tasks.</p> <p>Students will explore the formal elements line and space, developing their understanding of positive and negative spaces.</p>
<b>Links to the national curriculum</b>	<p>Each unit of work meets the DfE criteria for the KS3 National Curriculum in art, which states that students should be taught:</p> <ul style="list-style-type: none"> <li>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>To use a range of techniques and media, including painting</li> <li>To increase their proficiency in the handling of varied materials</li> <li>To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li> <li>About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> </ul>		
<b>Previous content that this topic builds upon</b>	<p>Students will consider how the Fauvist's rejected the idea of Impressionism, using previous knowledge about this art movement and their studies of Monet.</p> <p>Students will have studied repetitive pattern and will build on this knowledge and comparing the spontaneous nature of Kandinsky's use of pattern.</p>	<p>Students will attempt mark-making using found objects, building on techniques learnt through the study of Hokusai.</p>	<p>Students will explore how Kahlo's style was influenced from the Renaissance masters; an art movement studied in the Autumn term of year 7.</p> <p>Students will already have knowledge and understanding of proportions and the body from Da Vinci's Vitruvian man.</p>
<b>Key vocabulary</b>	<p>Fauvism, spontaneous, painting, sculpture, observation, Expressionism, pointillism, synaesthesia, compositions, genre, Cubism, colour, pattern, line.</p>	<p>Dada, aestheticism, capitalism, society, bourgeois, unsettling, negative, Cubism, automatic, texture, expressionistic, Orphism, geometry, shapes, textiles, mark-making, costume, design, playwright, industrial, town, landscape.</p>	<p>Surrealism, juxtaposition, unconscious mind, symbolic/symbolism, surreal, avant-garde, icon, <b>LGBTQ+, community</b>, Glyphs, philosophy, social organisation, industry, urbanisation, war, evoke, emotion, positive and negative space, Blitz.</p>
<b>Development of cultural capital</b>	<p><b>SMSC</b> - Students will be exposed to artworks through from Fauvism - Modernism to gain cultural awareness through the exploration of artists, their lives and the impact/influence had on other artists throughout history and contemporary artists working presently.</p>		
	<p><a href="https://www.youtube.com/watch?v=UwGt_Yugp0w">https://www.youtube.com/watch?v=UwGt_Yugp0w</a> - BBC's Becoming Matisse (full film)</p> <p><a href="https://www.youtube.com/watch?v=gWFzKdegq-0">https://www.youtube.com/watch?v=gWFzKdegq-0</a> - 10 amazing facts about the French Painter Henri Matisse.</p>	<p><a href="https://www.youtube.com/watch?v=jO1Vg9HkhRs">https://www.youtube.com/watch?v=jO1Vg9HkhRs</a> - Sonia Delaunay Introduction</p> <p><a href="https://www.youtube.com/watch?v=OR3FP8Njiuk">https://www.youtube.com/watch?v=OR3FP8Njiuk</a> - LS Lowry – The life of an artist.</p>	<p><a href="https://www.youtube.com/watch?v=rxKR2cHmlPY">https://www.youtube.com/watch?v=rxKR2cHmlPY</a> - Frida Kahlo's 'The Two Fridas': Great Art Explained.</p> <p><a href="https://www.youtube.com/watch?v=S9Vz9xdMNuA">https://www.youtube.com/watch?v=S9Vz9xdMNuA</a> - Frida Kahlo: Life of an Artist.</p>





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		<a href="https://www.youtube.com/watch?v=Jsr2SsNSUfl">https://www.youtube.com/watch?v=Jsr2SsNSUfl</a> - How to paint like Kandinsky (Tate)			Sky Arts – Barbara Hepworth Documentary. Whole Year 8 trip to ‘Yorkshire Sculpture Park’ Home to the artworks of Henry Moore. Students will be able to see and experience artwork first hand and undertake vital opportunities for direct observation. Students will be exposed to how art can promote and expose issues surrounding race, gender and sexuality (LGBTQ+).		
	Development of reading	Reading content will be sourced from Artist/Art Movement book extracts relating to the artists studied. Students will explore the task and answer questions relating to the knowledge to show their understanding and comprehension.					
	Development of reading	Fauvism Article: Tate Gallery (tate.org.uk) Wassily Kandinsky & Expressionism – title TBC	Joan Miro & Dada – title TBC Sonia Delauney & Orphism – title TBC	Frida Kahlo & Surrealism – title TBC Henry Moore & Modernism – title TBC Recommended reads: Thames & Hudson – Henry Moore’s Sheep Sketchbook			
	Concepts –what will students be able to do at the end of the topic	Students will use skills of <b>metacognition</b> to think about and analyse their learning with regards to the movements studied within each term and across the terms interleaving knowledge, understandings and learning. This will build on students' awareness and understanding of <b>oracy</b> , reacting to and <b>articulating</b> opinions on their own work and the work of others. Students will increase their <b>depth of knowledge to achieve mastery</b> on the artists and movements studied. <b>Solo taxonomy</b> will be used to determine students understanding of the knowledge and as a structure of observed learning outcome. Students will explore the techniques of each artist studied will use influence and skills explored to produce a well thought-out, meaningful and personal response.					
		Students will be able to adopt Matisse’s ‘cut out’ style to produce drawings with scissors created from direct observation. Students will respond to music with colour and pattern to understand Kandinsky’s style of art created through synaesthesia. Students will be able to convert ordinary form into the cubist forms studied.	Students will work to create automatic drawings with implied texture in the style of Miro. Students will be able to adapt art and designs to create informed textile/costume design in the style of Delauney. Students will consider their own town and relate it to the work of LS lowry producing inspired industrial landscapes.	Students will understand symbolism in art and be able to represent this using Glyphs in the style of Kahlo. Students will be able to identify a sculptural form and attempt to create their own three-dimensional form inspired by nature/human body. Students will create dream/symbolic inspired pieces of work in the style of Dali/Klee.			
Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	Topic	Abstract Expressionism – Minimalism		Contemporary Art 1970 - 1989		Contemporary Art 1990 – Present Day	
	Core knowledge from this topic	Students will learn about the art movement Abstract Expressionism and the styles and philosophies of the art produced during that era. Students will explore the artist Hans Hofmann, considering how he created his emotive pieces of work using a push and pull technique/application of media. Students will attempt to paint with expression, using the push and pull technique as a way of expressing emotion through gestural art. Using their understanding of the abstract expressionist Hans Hofmann, students will attempt to create their own piece of abstract expressionistic art. Students will learn about the art movement Minimalism, a post-WWII movement that is often interpreted as a reaction against expressionism and modernism. Students will explore the artist Frank Stella and his use of pattern through a series of work known as “The Black Paintings” and his later, more colourful series. They will compare these artworks and discuss similarities and differences.		Students will learn about contemporary art that is relevant from 1970 – 1989. Students will understand the word contemporary and how it describes art work produced in the second half of the 20 <sup>th</sup> century or in the 21 <sup>st</sup> century. Students will explore the artist Keith Haring who is known for his animated characters that created images that were turned into social activism to advocate safe sex and AIDS awareness following the death of Haring in 1980 from AIDS related complications. Students will consider how artwork can be used to raise awareness and promote the <b>LGBTQ+</b> community. Students will explore Haring’s figurative work and the basic nature of his expressive characters. Students will look at how colour can be used to express emotions and make links to theories of colour. Students will be tasked with creating a piece of art that promotes positively the LGBTQ+ community. Students will explore the artist Emily Kame Kngwarreye, an Aboriginal Artist that is considered one of the most prominent and successful artists in Australian history. Students will attempt to work in Kngwarreye’s style, researching Aboriginal symbols, dot work and batik techniques.		Students will continue to learn about contemporary art and artists. Students will explore the artist Jean-Michel Basquiat, an artist plagued with self-doubt and self-destructive impulses, leading to his death in 1988 at the age of 27. Students will research Basquiat’s works that focuses on dichotomies. Students will understand how dichotomy is the division or contrast between two things that are or are represented as being opposed or entirely different. Students will attempt to create a piece of art work that is inspired by a range of dichotomies such as wealth versus poverty, Integrations versus segregation and inner versus outer experiences; dichotomies that Basquiat explored himself. Students will explore Basquiat’s work ‘Mona Lisa’ and his interpretation of the original piece of work by Leonardo Da Vinci. Students will use <b>critical thinking</b> skills to be able to analyse the works of the artists explored within the art movements and share their views and opinions on the works explored. Students will explore the <b>British</b> artist David Hockney who is known for use of bright, flat colour and honest realism. They will	



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	Students will learn about his use of arcs, an artistic use of circles, combining maths and art. Students will research the book Moby Dick by Herman Melville and how it inspired a series of more three-dimensional work by the artist Stella. Students will use extracts of another book to represent the words through art in Stella's style. Students will use <b>critical thinking</b> skills to be able to analyse the works of the artists explored within the art movements and share their views and opinions on the works explored. Students will explore the work of Friedensreich Hundertwasser and the art movement 'Modern Art', as a separate area of art within these time movements, through set homework tasks. They will also consider the <b>career</b> paths in Art & Design.	Students will look to further develop three-dimensional skills creating a clap/digging stick, which are traditional hand-crafted wooden implements used to dig for edible bush tucker or as clapping sticks for women in ceremonies. Students will use <b>critical thinking</b> skills to be able to analyse the works of the artists explored within the art movements and share their views and opinions on the works explored. Students will explore the work of Julian Opie/Andy Goldsworthy as a separate area of art within these time movements, through set homework tasks.	research his assorted styles of art including his painting, portraits and picture collage. Students will attempt to create picture collages of landscapes/still life, exploring the picture collage style of Hockney. Students will further explore the technique of plain air landscapes, developing knowledge taught when studying Monet. Hockney is an artist that commits to this style of art work when creating landscapes. Students will explore the work of Kara Walker/Chuck Close, as a separate area of art within these time movements, through set homework tasks.
<b>Links to the national curriculum</b>	Each unit of work meets the DfE criteria for the KS3 National Curriculum in art, which states that students should be taught: <ul style="list-style-type: none"> <li>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>To use a range of techniques and media, including painting</li> <li>To increase their proficiency in the handling of varied materials</li> <li>To analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work</li> <li>About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> </ul>		
<b>Previous content that this topic builds upon</b>	Books explored in the style of the artist Frank Stella will reflect texts read in either English or form time. Examples of texts could include: Treasure Island, The Turn of the Screw, Animal Farm, Of Mice and Men. Students will refer to such language as industrial and urbanisation as studied in homework tasks relating to Lowry.	Students will refer to Kandinsky's use of Pointillism and compare the techniques of Kngwarreye. Students will consider how Kahlo's iconic status in the LGBTQ+ community is similar or different to that of Haring. Students will explore the formal element colour, developing their knowledge and understanding on the theory of colour.	Students will refer to their knowledge of artists throughout history to understand Basquiat's intentions with his work of art entitled 'Mona Lisa'. Students will develop their understanding of plain air drawing, as previously taught when studying Monet.
<b>Key vocabulary</b>	Minimalism, Expressionism, Modernism, similarities, differences, arcs, extract, architect, environment/environmentalist, philosopher, designer, Biomorphic, pattern, nature, occurrence/occurring, Abstract.	Contemporary, century, animation, social activism, advocate, promote, LGBTQ+, community, figurative, expressive, emotions, theories, Aboriginal, prominent, symbols, Batik, clap/digging stick, traditional, hand-crafted, ceremonies, colour.	Contemporary, self-doubt, destructive, dichotomy, division, contrast, opposed, wealth, poverty, integration, segregation, inner, outer, interpretation, experience, bright, flat, realism, collage, landscape, Still Life, Plain air.
<b>Development of cultural capital</b>	<b>SMSC</b> - Students will be exposed to artworks through from Abstract Expressionism – Contemporary Art to gain cultural awareness through the exploration of artists, their lives and the impact/influence had on other artists throughout history and contemporary artists working presently.		
	<a href="https://www.youtube.com/watch?v=-Q62j9QtNho">https://www.youtube.com/watch?v=-Q62j9QtNho</a> - Frank Stella: A retrospective. <a href="https://www.youtube.com/watch?v=057KuHGFG-w">https://www.youtube.com/watch?v=057KuHGFG-w</a> - Hundertwasser Art Introduction.	<a href="https://www.youtube.com/watch?v=Z0Q7K3DWILM">https://www.youtube.com/watch?v=Z0Q7K3DWILM</a> - Discover the King of Street Art: Keith Haring. <a href="https://www.youtube.com/watch?v=W-XvK5zBSQw">https://www.youtube.com/watch?v=W-XvK5zBSQw</a> - Emily Kame Kngwarreye. Students will be exposed to how art can promote and expose issues surrounding race, gender and sexuality (LGBTQ+).	<a href="https://www.youtube.com/watch?v=OAXpNb6U8Fo">https://www.youtube.com/watch?v=OAXpNb6U8Fo</a> - Radiant Child: Story of a Young Artist Jean Michel Basquiat. <a href="https://www.youtube.com/watch?v=IHePKNTRmdI">https://www.youtube.com/watch?v=IHePKNTRmdI</a> - Jean-Michel Basquiat's 'Untitled (Skull)': Great Art Explained. Students will be exposed to how art can expose issues surrounding slavery, violence and gender.
<b>Development of reading</b>	Reading content will be sourced from Artist/Art Movement book extracts relating to the artists studied and/or their art work. Students will explore the task and answer questions relating to the knowledge to show their understanding and comprehension.		
	Frank Stella & Minimalism – title TBC F Hundertwasser & Modern Art – title TBC Herman Melville - Moby Dick. Students will explore how the literature influenced a series of work by Frank Stella identifying extracts from the book they feel support his works. <a href="https://www.gutenberg.org/files/2701/2701-h/2701-h.htm">https://www.gutenberg.org/files/2701/2701-h/2701-h.htm</a> - Moby Dick text	Contemporary Art – title TBC Keith Haring – Title TBC Emily Kade Kngwarreye & Aboriginal Art – title TBC	Jean Michel Basquiat – title TBC David Hockney – title TBC Recommended Reads: Joyce (Little Brown & Co) - Hockney on Art.



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	<b>Concepts –what will students be able to do at the end of the topic</b>	Students will use skills of <b>metacognition</b> to think about and analyse their learning with regards to the movements studied within each term and across the terms interleaving knowledge, understandings and learning. This will build on students' awareness and understanding of <b>oracy</b> , reacting to and <b>articulating</b> opinions on their own work and the work of others. Students will increase their <b>depth of knowledge to achieve mastery</b> on the artists and movements studied. <b>Solo taxonomy</b> will be used to determine students understanding of the knowledge and as a structure of observed learning outcome. Students will explore the techniques of each artist studied will use influence and skills explored to produce a well thought-out, meaningful and personal response.					
		Students will produce a piece of art inspired by Stella, responding to literature. Students will be able to identify art works with biomorphic form and create a piece of artwork inspired by the patterns of nature. Students will express their emotions through painting in the style of Hoffmann.	Students will <b>promote the LGBTQ+ community</b> , creating a piece of work inspired by Haring. Students will understand the Aboriginal art technique of Batik and traditional techniques of dotting. Students will respond to an art form using a digital format. Students will look at and explore the work of Opie/Goldsworthy.			Students will create a piece of work inspired by Dichotomy and be able to identify the characteristics of this style of work by Basquiat. Students will create collage inspired landscapes in the style of Hockney. Students will respond to the harrowing images of slavery and the Black Lives Matter movement, inspired by the silhouettes of Walker.	
<b>Year Group</b>		<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 10</b>	<b>Topic</b>	<b>Personal Portfolio – Assessment Objective 3</b>		<b>Personal Portfolio – Assessment Objective 1</b>		<b>Personal Portfolio – Assessment Objective 2</b>	
	<b>Core knowledge from this topic</b>	Students begin a unit of work as part of the Personal Portfolio component. In this unit students will create and record ideas, observations and insights relevant to their intentions. Students produce increasingly skilful work independently for a variety of purposes and intentions including <b>expressing their own thoughts and ideas</b> . Students will be aware of the differences between a primary and secondary source. Students will use observational skills to develop accurate and purposeful drawings and recordings in a variety of different media. Student responses to each task will show an understanding of the <b>problem</b> and a relevance to their desired intentions. Students will develop greater ability and increased understanding through regular practice and opportunity.		This unit encourages students to develop ideas through investigations that demonstrate <b>critical understanding</b> of sources. Students will be shown how to use their existing knowledge as a basis for generating initial ideas, processes and investigations. Students will retain and recall key facts, names of artists and art movements, as well as important practical terminology and information for the subject. Students will create oral and written responses to art, craft and design that demonstrates their understanding of key cultural perspectives. Students will explore <b>career</b> paths involved with the arts subjects and relate these to the artists’ explored. Students will deconstruct artists work to learn the <b>social, political, creative and economic</b> reasons why the art was made. Students will organise, edit and select information for their own purpose. Students will make personal and informed choices when working that reflect both their own level of independence and their art, craft and design ability, knowledge and understanding. Students will develop personal tastes, <b>opinions and preferences</b> about art, craft and design and can justify these with evidential knowledge. Students will investigate the deeper meanings behind artists work to gain new insights about their practice. Students will be able to <b>annotate and evaluate</b> their own work, giving insight to their ideas, thoughts and opinions on both their own work and the work of others.		In this unit, students will focus on developing refining skills, exploring ideas and selecting and experimenting with relevant media, materials, processes and techniques. Students will develop skills, processes and techniques from known or measured starting points. Students will learn to develop an <b>open mind and consider ways of problem solving</b> when approaching new tasks or situations. Students will learn to understand the frailty of the creative process and learn when to seek external opinion, inspiration, advice or support. Students will study the techniques and processes artists use to apply this knowledge to their own work. Students will learn to identify their own strengths and weaknesses when making art and how to develop them to further their own study. Students will learn how artists used and applied varied materials, processes and techniques to create a wide range of effects and purposes. Students will learn how to apply familiar processes and techniques to new situations so that they might develop new insights. Students will be provided with opportunities to take risks, <b>learn from failure</b> and develop perseverance, to find suitable approaches to problems. Students will learn that there are <b>diverse</b> ways to approach similar problems so that they can identify which suits the needs of the project or their own style.	
	<b>Links to the national curriculum (if applicable)</b>	The KS3 National Curriculum for art is based around the Assessment Objectives (Critical analysis, media exploration, drawing & recording and personal response). The units explored throughout the GCSE course support this learning and students will have prior knowledge to support their studies moving forward.					
	<b>Previous content that this topic builds upon</b>	Students will build on their awareness and understanding of art throughout history, using their knowledge of art work, artists and movements from Ancient Art – Contemporary art studied at KS3. When completing Assessment Objective 1, students will draw on knowledge of previous studied artists and art movements to engage with areas of art that are of interests to them and lead to more sophisticated outcomes showing influence from styles and techniques.					



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	<b>Key vocabulary</b>	Personal Portfolio, Record, Relevant, Independent, Purpose, Intentions, Observation, Relevance, Practice, Primary, Secondary.	Investigation, Critical understanding, movement, deconstruction, cultural, personal, informed, Annotate, Evaluate, Opinion, Ideas, Contemporary.	Refinement, exploration, Media, Materials, Skills, Processes, Inspiration, Technique, Effects, Purpose, Perseverance, Approach, Style.			
	<b>Development of cultural capital</b>	N/A	Students will be exposed to artists, artwork and art movements from various times throughout history, including contemporary artists, and from various locations across the world.  A gallery visit would support students’ contextual analysis and expose them to an art gallery environment. One that many would have never experienced before.	N/A			
	<b>Development of reading</b>	Students will be exposed to a variety of different artists and art movements. Reading from the Tate organisation and specific artist books will support students understanding of the artwork. Magazine articles. Artist literature, specific to artists (dependent on the theme or artist’s being studied, as this potentially will vary year from year). Art gallery synopsis for specific artwork could be used to give students a deeper understanding of the artwork, the artist and the movement they were/are involved with.					
	<b>Concepts –what will students be able to do at the end of the topic</b>	Students will use skills of <b>metacognition</b> to think about and analyse their learning with regards to the movements studied within each term and across the terms interleaving knowledge, understandings and learning. This will build on students' awareness and understanding of <b>oracy</b> , reacting to and <b>articulating</b> opinions on their own work and the work of others. Students will increase their <b>depth of knowledge to achieve mastery</b> on the artists and movements studied. <b>Solo taxonomy</b> will be used to determine students understanding of the knowledge and as a structure of observed learning outcome. Students will explore the techniques of each artist studied will use influence and skills explored to produce a well thought-out, meaningful and personal response.					
	<b>Concepts –what will students be able to do at the end of the topic</b>	Students will be able to use observational skills to explore both primary and secondary sources, creating purposeful and relevant drawings and recordings appropriate to their area of study.	Students will be able to recognise assorted styles of artwork and be able to identify personal artist preference to develop influence from these into their own studies.	Students will be able to experiment with various skills and techniques and identify their areas of strengths and weakness in relation to media and medium selection.			
<b>Year Group</b>		<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 11</b>	<b>Topic</b>	<b>Personal Portfolio</b> – Assessment Objective 4		<b>EXTERNALLY SET ASSIGNMENT</b>			
	<b>Core knowledge from this topic</b>	In this unit, students are encouraged to present a <b>personal and meaningful response</b> that realises their intentions from the previous objectives in Year 10 and demonstrates an understanding of visual language. Students will design and present a <b>personal response</b> . Students will show understanding of visual languages and influences. Students will provide <b>creative solutions to problems</b> , including designs, prototypes, trials and investigations that reflect their personal thoughts and opinions. Students will produce Ideas and responses that are modified <b>considering critical opinion</b> and supportive, expert advice. Students will develop the ability to make informed choices about their work using insights gained from practical experience.		This unit mirrors the Personal Portfolio but is an independent Externally Set Assignment (ESA). Students will undertake a 10-week preparatory studies to be developed independently. Students will undertake a 10-hour sustained period to develop personal outcome sat in exam conditions.			
	<b>Links to the national curriculum (if applicable)</b>	The KS3 National Curriculum for art is based around the Assessment Objectives (Critical analysis, media exploration, drawing & recording and personal response). The units explored throughout the GCSE course support this learning and students will have prior knowledge to support their studies moving forward.					
	<b>Previous content that this topic builds upon</b>	They organise, edit and select information for their own purpose.		Students will need to meet the criteria of the four Assessment Objectives studied throughout all units of work at GCSE level.			
	<b>Key vocabulary</b>	Present, Personal, Demonstrate, Visual Language, Solutions, Problem, Design, Trial, Response.		N/A			





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	<b>Development of cultural capital</b>	Presentation of artwork will give students the experience of exhibiting artwork as an artist would to promote artwork and skill.	N/A		
	<b>Development of reading</b>	Students will be exposed to a variety of different artists and art movements. Reading from the Tate organisation and specific artist books will support students understanding of the artwork. Magazine articles. Artist literature, specific to artists (dependent on the theme or artist's being studied, as this will vary year from year dependent on the title provided for the ESA). Art gallery synopsis for specific artwork could be used to give students a deeper understanding of the artwork, the artist and the movement they were/are involved with.			
	<b>Concepts –what will students be able to do at the end of the topic</b>	Students will use skills of <b>metacognition</b> to think about and analyse their learning with regards to the movements studied within each term and across the terms interleaving knowledge, understandings and learning. This will build on students' awareness and understanding of <b>oracy</b> , reacting to and <b>articulating</b> opinions on their own work and the work of others. Students will increase their <b>depth of knowledge to achieve mastery</b> on the artists and movements studied. <b>Solo taxonomy</b> will be used to determine students understanding of the knowledge and as a structure of observed learning outcome. Students will explore the techniques of each artist studied will use influence and skills explored to produce a well thought-out, meaningful and personal response.			
	<b>Concepts –what will students be able to do at the end of the topic</b>	Students will create a personal response which links together the other Assessment Objectives displaying their most appropriate skills, shows artistic influence and builds on primary and secondary observational skills taught throughout the units explored at GCSE.	Students will select a theme from the externally set assignment options and will independently undertake their preparatory studies and personal response.		