

Art Curriculum Plan

Curriculum Sequencing KS3

The curriculum allows students to explore and experiment with a range of techniques / skills in preparation for KS4. Projects include SMSC values.

Curriculum Sequencing KS4

The curriculum allows students to develop projects that are personal to them allowing students to express themselves / show their identity through their work.

Year Group	HT1	HT2	HT3	HT4	HT5	HT6	Curriculum notes	
7	Content	Fine Art – Organic forms Skills based -colour theory -drawing with accuracy -using wet materials -composition -grid lines -enlargement -mark making	Fine Art – Organic forms Skills based -colour theory -drawing with accuracy -using wet materials -composition -grid lines -enlargement -mark making -final piece	Textiles – Sea life Skills based -paper layering -hand stitch techniques -collage -basic print techniques -mixed media	Textiles – Sea life Skills based -paper layering -hand stitch techniques -collage -basic print techniques -mixed media -final piece	2D/3D – Identity Skills based -2D relief -paper manipulation -card manipulation	2D/3D – Identity Skills based -2D relief -paper manipulation -card manipulation -3D experiments -final piece	Students have regular verbal feedback each lesson as they are working. Teachers circulate the lesson addressing any misunderstanding or misconceptions as and when they happen. Sketchbooks are expected to be of the best of the student's ability. Where this is not the case students will be asked to work into or redo the work. Students will be assessed using the tracker at the back of their sketchbooks x3 a term. This will help teachers to gain a good understanding of student progress.
	Sequencing	Fine art is always taught in term 1 across KS3 to ensure all the main skills and foundations such as drawing, and composition are covered. In Y7 we start with a baseline test to assess student's ability from primary school. We try to do this with very little teacher intervention to see what students already know and understand. We then cover basic skills such as colour theory, drawing, proportion and tone. These skills are taught in term 1 as they can then be taken into the other specialisms of textiles during term 2 and 3D during term 3.						
8	Content	Fine Art – The age of Reptiles Skills based -grid lines -mark making -enlargement and proportion -drawing with accuracy -pencil tone	Fine Art – The age of Reptiles Skills based -grid lines -mark making -enlargement and proportion -drawing with accuracy -pencil tone -final piece	Textiles – Travel & Exploration Skills based -paper layering -hand stitching -mixed media layering -developing print techniques	Textiles – Travel & Exploration Skills based -paper layering -hand stitching -mixed media layering -developing print techniques -final piece	2D/3D – Birds Skills based -drawing with string and tape -paper and card relief -wire manipulation	2D/3D – Birds Skills based -drawing with string and tape -paper and card relief -wire manipulation -final piece	Students have regular verbal feedback each lesson as they are working. Teachers circulate the lesson addressing any misunderstanding or misconceptions as and when they happen. Sketchbooks are expected to be of the best of the student's ability. Where this is not the case students will be asked to work into or redo the work. Students will be assessed using the tracker at the back of their sketchbooks x3 a term. This will help teachers to gain a good understanding of student progress.
	Sequencing	Fine art is always taught in term 1 across KS3 to ensure all the main skills and foundations such as drawing, and composition are covered. In Y8 we start with a baseline test to assess student's ability and skill recall from Y7. We try to do this with very little teacher intervention to see what remember and understand. We then develop skills from the previous year in more depth. These skills are taught in term 1 as they can then be taken into the other specialisms of textiles during term 2 and 3D during term 3.						
9	Content	Fine Art – Protest Art Skills based -linking work to current issues -observational drawing -enlargement and proportion -application of colour and tone	Fine Art – Protest Art Skills based -linking work to current issues -observational drawing -enlargement and proportion -application of colour and tone -final piece	Textiles – Insects Skills based -combination of stitch techniques -mixed media techniques -fabric printing -felting	Textiles – Insects Skills based -combination of stitch techniques -mixed media techniques -fabric printing -felting -final piece	2D/3D – Telling a story Skills based -paper cutting -2D relief -linking work to a person's identity -puppet / mask making	2D/3D – Telling a story Skills based -paper cutting -2D relief -linking work to a person's identity -puppet / mask making -final piece	Students have regular verbal feedback each lesson as they are working. Teachers circulate the lesson addressing any misunderstanding or misconceptions as and when they happen. Sketchbooks are expected to be of the best of the student's ability. Where this is not the case students will be asked to work into or redo the work. Students will be assessed using the tracker at the back of their sketchbooks x3 a term. This will help teachers to gain a good understanding of student progress.
	Sequencing	Fine art is always taught in term 1 across KS3 to ensure all the main skills and foundations such as drawing, and composition are covered. In Y9 we start with a baseline test to assess student's ability and skill recall from Y8. We try to do this with very little teacher intervention to see what remember and understand. We then develop skills from the previous year in more depth. These skills are taught in term 1 as they can then be taken into the other specialisms of textiles during term 2 and 3D during term 3.						
10 FA	Content	In the News -Skills based -exploring the work of different artists and working in their style using a range of different media.	In the News -Skills based -exploring the work of different artists and working in their style using a range of different media.	In the News -experimentation with print, collage, sculpture and drawing techniques.	In the News -experimentation with print, collage, sculpture and drawing techniques.	In the News - Development and planning of final piece ideas -creating final piece.	In the News -creating final piece	Each teacher has their own individualised lesson by lesson plan. Progress of pupils is checked by the teacher and targets given to students to improve. These are shared with students to ensure they are making progress and where this is not the case, interventions are put in place by the teacher.
	Sequencing	The purpose of the unit is for students to be aware of what is going on around them, in the news, their community and globally. In doing this, students will also explore a range of creative techniques and contextual sources. Students will need to research, explore, experiment and develop their ideas by researching their personal theme, linking to the overarching theme of 'In the News'.						
10 PH	Content	Distortion project -Skills based -Experimentation -Working in the style of an artist	Distortion project -Skills based -Experimentation -Working in the style of an artist	Distortion project -Developing own style by combining the work of artists	Distortion project -Developing own style by combining the work of artists	Distortion project -Final piece prep -Final piece making	Distortion project -Final piece making	Each teacher has their own individualised lesson by lesson plan. Progress of pupils is checked by the teacher and targets given to students to improve.

	Sequencing	The purpose of the unit is to explore a range of photographic techniques and contextual sources. Students will need to research, explore, experiment and develop their photographs by researching their personal theme, linking to the overarching theme of Distortion.					These are shared with students to ensure they are making progress and where this is not the case, interventions are put in place by the teacher.
11 FA	Content	Cells & Anatomy -Experimentation with different media including clay, sculpture, paper cutting, print. -Planning for final piece. Test pieces to try out.	Cells & Anatomy -Making of final piece	Externally set task – Exam preparation project – Theme set by the exam board.	Externally set task – Exam preparation project – Theme set by the exam board.	Externally set task – Exam preparation project – Theme set by the exam board.	Each teacher has their own individualised lesson by lesson plan. Progress of pupils is checked by the teacher and targets given to students to improve. These are shared with students to ensure they are making progress and where this is not the case, interventions are put in place by the teacher.
	Sequencing	-Students will be expected to demonstrate skills and techniques in the context of their chosen areas of study within art. They will make appropriate use of materials and techniques. -Using different approaches to recording and creating art, such as observation, analysis, expression and imagination. -Presenting their work in a considered manner. -Investigating different ways of working.		AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.			
11 PH	Content	Edges project -experimentation -working in the style of artists	Edges project -final piece prep and making	Externally set task – Exam preparation project – Theme set by the exam board.	Externally set task – Exam preparation project – Theme set by the exam board.	Externally set task – Exam preparation project – Theme set by the exam board.	Each teacher has their own individualised lesson by lesson plan. Progress of pupils is checked by the teacher and targets given to students to improve. These are shared with students to ensure they are making progress and where this is not the case, interventions are put in place by the teacher.
	Sequencing	-The purpose of the unit is to explore a range of photographic techniques and contextual sources. -Students will need to research, explore, experiment and develop their photographs by researching their personal theme, linking to the overarching theme of Edges.		AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.			