

Art Design & Technology Department

Curriculum Overview – Art (KS3)

Art & Graphic Communication (KS4 & KS5)



Curriculum Overview

The Art, Design & Technology Curriculum is planned to provide wide and varied opportunities for students of all abilities to develop their interests, skills and knowledge. Our curriculum reflects the national curriculum and external qualifications, however, goes beyond this by preparing students for exams and tests. Students are well prepared for life in modern Britain and are aware of how they can make a positive contribution to society and understand their local community.

The planned progression built into the ADT curriculum means that students are increasingly challenged as they move through the school and through key stages. Long-term plans identify the individual units of work taught across the year group phases and subject area. We ensure a breadth and depth approach which allows students to develop their passions and interests as they grow through their subject area into confident young women.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p><u>THE FORMAL ELEMENTS OF ART & DESIGN</u></p> <p>Introduction to the Formal Elements of Art & Design using natural forms as a theme. Students will complete exercises in... Line, Shape, Tone, Pattern, Texture & Colour.</p> <p><i>2D art – Painting & Drawing</i></p>		<p><u>IDENTITY</u></p> <p>Students explore their personal identity, creating images of themselves and others from observation, memory and imagination.</p> <p>Students learn about the ideas, methods & approaches used by other artists who have used portraiture.</p> <p><i>2D art – Contemporary & Digital Media</i></p>		<p><u>CULTURE</u></p> <p>Students to explore cultural, historical, visual and tactile qualities of pattern and mask- making from a variety of cultures.</p> <p>They will create a mask design from imagination using a variety of stimulus and for a variety of purposes.</p> <p><i>3D art – Clay</i></p>	
	<ul style="list-style-type: none"> Observational drawing – tonal/mark-making Pattern experiments inspired by Natural Forms Texture Collage inspired by Animal Fur 	<ul style="list-style-type: none"> Colour theory Techniques & ideas of the Impressionists Artist Analysis Painting techniques experiments Reflection of own work & how to make improvements. 	<ul style="list-style-type: none"> Proportions of the Face Observational drawing – tonal of a friend Digital Photography Analysis of the work of others - Pop Art 	<ul style="list-style-type: none"> ICT Photoshop Image Manipulation POP ART Style. Create stylised portrait inspired by ICT work. Reflection of own work & how to make improvements. 	<ul style="list-style-type: none"> Observations from second –hand sources Drawing from cultural stimulus from either African/Mexican/Islamic /Native American Indian art Development of Symbolism/motif 	<ul style="list-style-type: none"> Analysis of the work of ancient cultures Design for purpose clay outcome Clay work/mask Reflection of own work & how to make improvements. END OF YEAR PRACTICAL TEST

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8		<p>MYTHICAL CREATURES</p> <p>Students explore ideas and feelings about signs and symbols as the starting point for image making. They then use the idea of 'cultural belief' and folklore to create their own 'Mythical Creature' learning how to translate their imaginative ideas into three-dimensional form and working within a group.</p> <p>3D art – Papier Mache sculptures</p>		<p>NARRATIVE ART</p> <p>Students react to a graphic design brief and explore ideas and feelings about a story as the starting point for image making. They learn how visual qualities can be manipulated to evoke strong reactions and to represent ideas, beliefs and values. They make connections between 18th and 19th century paintings and contemporary visual culture.</p> <p>2D graphical art – Digital Media</p>		<p>OBJECTS AND VIEWPOINTS (STILL LIFE)</p> <p>Observe and record musical & still life forms through a range of drawing activities including making marks whilst listening to different genres of music. Outcomes developed from imagery influenced by still life from observation and marks made in response to sound.</p> <p>2D art – Painting & Drawing</p>	
		<ul style="list-style-type: none"> Contemporary & historical images of mythical creatures' analysis and mind-map Observations from second-hand sources (animal forms). Development of own mythological creature. Native American art analysis - totem pole drawing of own – Spiritual animals Australian Aboriginal art analysis and response. 	<ul style="list-style-type: none"> Group work – design & making process. Own mythical creature. Transfer 2D planning into 3D Form Making skills - Building a Papier Mache structure. Adding colour shell in tissue. Contemporary & historical graphic design symbols. 	<ul style="list-style-type: none"> In-depth written analysis of Narrative/Dramatic Images. 18th/19th Century Narrative painting. Analysis of book cover and graphics art. Observational drawings of the Human Figure Dramatic Word/Colour/Composition exercises Reading book synopsis 	<ul style="list-style-type: none"> Designing and ideas development for re-design of book cover. Painting book cover – graphically illustrated using hand-rendered techniques. Photoshop – Image manipulation including adding typography Reflection of own work & how to make improvements. 	<ul style="list-style-type: none"> Introduction to still life. Comparisons and analysis from various times and styles. Drawing basic shapes and turning them into forms. Observational drawing – tonal/mark-making including pencil, charcoal, ink, ruler & pen of bottles and basic still life set ups. Analysis of the work of others including Cubism and Kandinsky 	<ul style="list-style-type: none"> Collage/composition activities to explore the ideas behind Cubism. Enlarging – changing scale from Cubism ideas created. Develop ideas informed by their own work and that of others. A3 Mixed –media outcome using collage and painting techniques. Reflection of own work & how to make improvements. END OF YEAR PRACTICAL TEST
Year 9 Fine Art		<p>SKILLS BASED WORKSHOPS</p> <p>Using the FORMAL ELEMENTS as stimulus, the course is designed to allow students to develop knowledge and understanding through a variety of learning experiences and approaches, including engagement with sources which demonstrate the formal elements of art. This allows students to develop the skills to explore, create and communicate their own ideas.</p> <p>2D art – Painting & Drawing – Mixed Media</p>				<p>NATURAL FORMS</p> <p>Student's re-visit experimental mark making techniques. They will be encouraged to observe and record from a range of objects that display different surface qualities, exploring pattern, texture, shape, colour and form. The subject matter will include natural forms such as seed pods, tree bark, etc. both primary and secondary sources.</p>	
		<ul style="list-style-type: none"> Observations from first and second-hand sources. Drawing from Still Life. LINE/CONTOUR/TONE/TEXTURE Digital photography of Natural Forms Colour responses from photoshoot 	<ul style="list-style-type: none"> Re-visit colour theory. Mixing paint workshops. Application of Knowledge. Painting experiments with compositions from photoshoot. Reflection of own work & how to make improvements. 	<ul style="list-style-type: none"> Painting outcomes (extended – A2 piece) 	<ul style="list-style-type: none"> Development of imagery through to relief piece. A2 Mod - roc outcome. 	<p>Select & explore traditional and experimental recording materials such as: -</p> <ul style="list-style-type: none"> charcoal and pastel graphite and coloured pencils biro, pen and ink 	<ul style="list-style-type: none"> drawing on prepared surfaces. Analysis of the work of others Reflection of own work & how to make improvements. END OF YEAR PRACTICAL TEST

Year 9 Graphic Communication

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

THE ELEMENTS OF DESIGN

Using the elements of design as stimulus, this course has been designed to allow students to develop knowledge and understanding through a variety of learning experiences and approaches, including engagement with sources which demonstrate elements of design. This allows students to develop the skills to explore, create and communicate their own ideas.

Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio of evidence.

BOTANICAL RAINBOW

The subject matter will be student directed in response to a brief. Students are given a specific brief to design a range of packaging for a new range of perfume called 'botanical rainbow'.

They will select and use a variety of traditional and experimental recording materials such as charcoal and pastel, graphite and coloured pencils, biro, pen and ink, paint, printing and digital recording and digital manipulation.

- Introduction to the elements of design.
- SHAPE – Basic shapes and forms tonal drawings
- Using Illustrator create 2D Sphere, Cube and Cylinders following You Tube Tutorial.
- SHAPE – Application of Knowledge TOTE BAG mini project.
- Analyses the work of one artist from 3 (Matisse/Kandinsky/Mondrian) Design a Tote bag inspired by the artist. Use either photoshop or illustrator.

- Re-visit colour theory. Development of understanding of colour schemes.
- Colour Theory – application of knowledge. TYPOGRAPHY MINI PROJECT Design 4 x letter/pattern ICT pieces connected through colour schemes.
- LEVITATION CHALLENGE Photography Workshops, artist analysis and photoshop session.

- Graphic Novel Miniproject
- Comic Books Graphic Novel Analysis
- Exercises in framing
- Onomatopoeic words.
- Creating a storyline
- Storyboard
- Developing Imagery
- Final outcome

- Stop-Frame Animation – Independent small group learning task.
- Flip books
- Team discussions /initial ideas/ plans/research
- Basic trials of animation
- Developing resources/storyline
- Photography/ shooting pictures
- ICT – animation programmes
- adding sound/tweaking/post production

- Second and firsthand recording activities. Initial information gathering around the brief.
- Analysis of current product and the work of others.

- END OF YEAR PRACTICAL TEST
- Photography workshops
- Photography challenges.

Year 10 FINE ART

NATURAL FORMS CONTINUED

This is a mainly taught introductory course in which students are introduced to experimental mark making techniques.

As the project moves to Year 10 the focus will be on how artists and designers use natural forms in their work, focussing specifically on architectural detail. From this, students will develop their own idea to create relief printing and a clay capital in 3-dimensional form.

- Natural Forms Photography Challenge.
- Gathering first and second-hand imagery.
- Stylisation developments
- Relief printing workshops including poly tile and Lino. Development of understanding of reduction techniques.

- Research into natural forms in architecture. (capitals)
- Development of ideas drawing ideas for a clay capital.
- Making a clay capital.
- Presenting work in study boards.

SWEETS & TREATS

Students explore the theme of ‘Sweets & Treats’ as a starting point for creating their art. They will explore contemporary themes for creating images of food. They will concentrate on improving their technical ability in painting and drawing exploring scale in both 2D and 3D media.

- Recording initial ideas
- Sweet wrapper collection and 6x section enlarged colour drawing.
- Allsorts tonal drawing
- Allsorts painting
- Photoshoot 1
- Biscuit tonal drawings
- Biscuit pen and ink drawings.
- Artist analysis 1

- Cupcake photoshoot
- Photoshop imagery developments
- Artist analysis 2.
- Cupcake pen & mark-making drawings.
- Ink Cupcake drawings.
- Mixed media collage pieces.
- Developing ideas towards 10-hour piece

- Developing ideas towards 10-hour piece
- 10 hour-controlled test.
- Reflection on 10-hour piece.
- Reviewing CW and identifying areas to improve. Working on those improvements.

PORTRAIT SKILLS WORKSHOP

This term students will develop their skills of portraiture through workshop in painting and drawing to prepare their skills for Year 11.

- Proportions of the face.
- Recording from observation – Tonal and digital photography.
- Mixing colour – skin tones
- Portrait painting - blending

Year 10 Graphic Communication

BOTANICAL RAINBOW CONTINUED

The subject matter will be student directed in response to a brief. Students are given a specific brief to design a range of packaging for a new range of perfume called ‘botanical rainbow’.

- Observational drawing activities including tone – pen & pencil.
- Current designers’ analysis looking at the website behance.net

- Mixed media developments including collage and stencil work.
- ICT manipulation of the images created.
- Typography workshops including hand-rendered type and digital type analysis.
- Packaging developments and nets.
- Development of design ideas through to final outcome.

TEST OF TIME

Students are provided with a brief to advertise and promote an exhibition at the British Museum called The Test of Time. Students will explore the theme of time in a broad way including recording and photography from a range of time pieces and depicting how themes such as culture, fashion, architecture, music etc. has changed over time.

- Gathering first and second-hand imagery.
- Observational drawing activities including tone – pen & pencil.
- Artist analysis

- Mixed-media techniques working on prepared surfaces and paper cuts
- Stylisations pen and pattern developments of imagery.
- Exhibition Poster and ticket analysis

- Development of poster compositions/imagery.
- Typography developments/logos
- Poster designs
- Tickets designs
- 10 hour-controlled test
- Outcomes printed and presented.

SKILLS BASED WORKSHOPS

Students re visit some of the skills in digital media introduced during Year 9.

- They choose one technique to become the expert in and produce a series of prices of work.
- These skills are then shared with peers. Students to build up a small folder of knowledge, skills and techniques.
- Introduction to final project in the format of the Year 11 MOCK. Students to prepare initial research during the summer break.

Year 11 FINE ART	<p><u>SWEETS & TREATS – CONTINUED EXTENDED DUE TO COVID</u></p> <p>Students to continue to explore the theme of ‘Sweets & Treats’. The aim this term is to develop one idea through to outcome’</p>		<p><u>PERSONAL PROJECT</u></p> <p>Students will respond to a starting point of their own choice from a list of five. They will then produce a unit of coursework that will address their understanding of all four assessment objectives with a final outcome which will take 10 hours to complete</p>		<ul style="list-style-type: none"> ● Review of portfolio and finalized to be submitted form marking by May 2022 ● FINAL MARKS TO EXAM BOARD BY 31st MAY 2022 ● Course will be completed by first week of May 2022.
	<ul style="list-style-type: none"> ● Cupcake photoshoot ● Artist analysis 2. ● Cupcake pen & mark-making drawings. ● Pen & Ink Cupcake drawings. ● Mixed media collage pieces. ● Developing ideas towards 10-hour piece 	<ul style="list-style-type: none"> ● Developing ideas towards 10-hour piece ● 10 hour-controlled test ● Reflection on 10-hour piece. ● Reviewing CW and identifying areas to improve. Working on those improvements. 	<ul style="list-style-type: none"> ● Recording initial ideas ● Recording activities – firsthand and secondhand sources. ● Analysing the work of others. ● Selecting and exploring media, materials and processes suitable to purpose. 	<ul style="list-style-type: none"> ● Reviewing work in progress, planning for improvements. ● Selecting and exploring media, materials and processes suitable to purpose. ● Developing ideas towards 10-hour piece ● Final outcome 	
Year 11 Graphic Communication	<p><u>BOTANICAL – EXTENDED DUE TO COVID</u></p> <p>Students to re-visit Year 10 Botanical project disrupted due to covid. This term will focus on the developments of media and techniques, especially strengthening their digital skills using photoshop.</p> <p>Students will complete a 6-week student led Photoshop workshop. They will Research, Practise, Teach, Present, Learn, Develop and Annotate the photoshop skills</p>		<p><u>PERSONAL PROJECT</u></p> <p>Students will respond to a starting point of their own choice from a list of five. They will then produce a unit of coursework that will address their understanding of all four assessment objectives with a final outcome which will take 10 hours to complete</p>		<ul style="list-style-type: none"> ● Review of portfolio and finalized to be submitted form marking by May 2022 ● FINAL MARKS TO EXAM BOARD BY 31st MAY 2022 ● Course will be completed by first week of May 2022.
	<ul style="list-style-type: none"> ● Review of project. ● Photoshop – ‘become the expert’ sessions and teach others. They will produce 2 PowerPoints. ● Students will then use these skills to develop their Botanical Graphics project including: - ● Visual collage, photoshoot, research, mixed media drawings, 	<ul style="list-style-type: none"> ● Developing ideas towards 10-hour piece using. Photoshop manipulations, design ideas for a poster and merchandise. ● Final outcome 10-hour test ● Reflection on marks/feedback. Plan improvements and work on them. 	<ul style="list-style-type: none"> ● Recording initial ideas ● Recording activities – firsthand and secondhand sources. ● Analysing the work of others. ● Selecting and exploring media, materials and processes suitable to purpose. 	<ul style="list-style-type: none"> ● Reviewing work in progress, planning for improvements. ● Selecting and exploring media, materials and processes suitable to purpose. ● Developing ideas towards 10-hour piece ● Final outcome ● Reflection on marks/feedback. Plan improvements and work on them. 	

<p><u>SKILLS WORKSHOPS</u></p> <p>Students use the theme ‘view-points’ to build a body of work in response to the exam board specification. Every week students will take part in a skills-based workshop to further develop their understanding of techniques taught at GCSE. Time is used to develop their own person response to the theme resulting in a sustained outcome at the end of the project.</p>		<p><u>AO2 & Creative idea development</u></p> <p>Students to develop their skills by generating and exploring potential lines of enquiry using appropriate media and techniques</p> <p>They will learn to organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.</p>		<p><u>PERSONAL INVESTIGATION – RECORDING & RESEARCH</u></p> <p>This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material of their own choosing. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.</p>
<p><u>DRAWING EXERCISES</u></p> <ul style="list-style-type: none"> ● Tonal drawing & photography – stack of stools ● Chalk & Charcoal observations – Rope. Large scale. ● 6 section selection and enlarged rope drawings. ● Overlapping compositions/still life photoshoot ● Create your Futures UCAS Fayre ● Excel Centre ● Analysis of artists. ● Sustained still life drawing outcome from photoshoot. 	<p><u>OIL PAINTING EXERCISES</u></p> <ul style="list-style-type: none"> ● Painting- from yellow to white. ● Colour exercises including nude tones. ● Painting a grape – the illusion of translucency. ● Painting grass – the illusion of texture. ● Presenting colour experiments page. ● Analysis of artists. ● Sustained still life outcome from photoshoot. 	<p><u>INDEPENDENT LEARNING</u></p> <ul style="list-style-type: none"> ● Exploration of media and materials, as appropriate to students’ personal intentions ● For example: ● charcoal, pastels, pen and ink, crayons and pencil ● watercolour, gouache, acrylic and oil paint ● found materials ● clay ● digital imagery ● different papers and surfaces on which to work. ● Work inspired by a visit to the London Art Fair. ● Develop sustained ideas through to realisation. ● Analysis of the work of others as and when needed. 	<p><u>INDEPENDENT LEARNING</u></p> <ul style="list-style-type: none"> ● Exploration of media and materials, as appropriate to students’ personal intentions ● Work developed through to a series of outcomes showing mastery in the skills developed. ● Develop sustained ideas through to realisation. ● Analysis of the work of others as and when needed. ● SUSTAINED 15 HOUR TEST 	<p><u>INDEPENDENT LEARNING</u></p> <ul style="list-style-type: none"> ● Various media and artists could be explored as the work will be a personal choice. ● 2D art – Painting & Drawing, digital & mixed media, photography. ● The investigation should be a coherent, in-depth study that demonstrates the student’s ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. ● The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student’s ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. ● critical/contextual work – chosen by the student ● Reviewing work in progress, planning for improvements. ● studies made during a site, gallery or museum visit.

PERSONAL INVESTIGATION

CONTINUED & EXTENDED DUE TO COVID & CHANGES TO EXAM BOARD REQUIREMENTS (2022 COHORT ONLY)

This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material of their own choosing. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

- Various media and artists could be explored as the work will be a personal choice.
- 2D art – Painting & Drawing, digital & mixed media, photography.
- The investigation should be a coherent, in-depth study that demonstrates the student’s ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.
- The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student’s ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.
- critical/contextual work – chosen by the student
- Reviewing work in progress, planning for improvements.
- studies made during a site, gallery or museum visit.

- Artist analysis
- Recording activities
- Idea developments exploring a range of media and materials.
- Small group critiques.
- Feedback and reflection

- Artist analysis
- Recording activities
- Idea developments exploring a range of media and materials.
- Small group critiques.
- Feedback and reflection
- Holistic review & marking.

- Sustained idea developments
- Written element started
- mall group critiques.
- Feedback and reflection
- Holistic review & marking.

- Sustained outcomes
- Written element finished
- Portfolio developed for final marking

PERSONAL INVESTIGATION COMPLETED AND HANDED IN FOR MARKING BY: - May 2022

- **Course will be completed by first week of May 2022.**
- **FINAL MARKS TO EXAM BOARD BY 31st MAY 2022**