

# SUBJECT: Creative - Art

## Key Stage 3: Curriculum Intent

	Year 7	Year 8	Year 9
Project 1	<p><b>Topic: Building Foundations</b></p> <p><b>Content covered, including knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Baseline RECORDING assessment drawing of a leaf</li> <li>- Understanding of the techniques required to create a successful drawing</li> <li>- Implement new RECORDING skills</li> <li>- RESEARCH of Marcia Baldwin, colour theory and paint application</li> <li>- Implementation of new understanding of colour theory in own RESPONSE</li> <li>- RESEARCH of Pablo Picasso cubism movement</li> <li>- RECORDING of a violin using colour pencils</li> <li>- Create final RESPONSE inspired by artist research and knowledge of materials and application</li> </ul> <p><b>Literacy: Key words and terminology:</b> Form, recording, observation, shape, outline, tone, shading, blending, outline, soft, hard, dark, light, colour, contrasting, complementing, warm, cool, acrylic paint</p>	<p><b>Topic: Remembrance</b></p> <p><b>Content covered, including knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Baseline RECORDING assessment drawing of a medal</li> <li>- RESEARCH Ian Murphy background techniques and create own RESPONSE using collage and biro</li> <li>- RESEARCH Poppy installation to inspire clay poppy outcomes.</li> <li>- Create own RESPONSE using clay and paint, with a red poppy outcome</li> <li>- RESEARCH watercolour artist and RESPOND to exploring watercolour application techniques</li> <li>- Create FINAL OUTCOME combining collage and watercolour techniques from research</li> </ul> <p><b>Literacy: Key words and terminology:</b> Symbolism, purposeful, colour, historical, messages, mood, feeling, impact, text, clay, experimental, sculpture, watercolour, collage</p>	<p><b>Topic: Natural Forms</b></p> <p><b>Content covered, including knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Baseline RECORDING assessment drawing of a flower</li> <li>- RESEARCH analyse work of William Morris and Hundertwasser</li> <li>- RESPOND Experience the new techniques and concepts learnt from research</li> <li>- RESPOND by applying the new technique to your recordings</li> <li>- EXPLORE outcomes by experimenting with different ways of applying new techniques learnt</li> <li>- FINAL RESPONSE (AO4) create a triptych outcome evidencing research and techniques learnt</li> </ul> <p><b>Literacy: Key words and terminology:</b> Form, recording, observation, shape, outline, tone, shading, blending, outline, soft, hard, dark, light, colour, contrasting, complementing, warm, cool, botanical, organic</p>
	<p><b>Topic: Recycled Art: Pop Up Café!</b></p> <p><b>Content covered, including knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Baseline RECORDING assessment of a cupcake</li> <li>- EXPLORE various application techniques to RECORD cupcakes</li> <li>- RESPOND by using an illustrative style to create an event poster</li> <li>- RESEARCH Pattianne Stevensons use of recycled materials and three-dimensional modelling</li> <li>- DEVELOP RESPONSE using 3D modelling and mixed media to create recycled cupcake to exhibit</li> </ul> <p><b>Literacy: Key words and terminology:</b> Three-dimensional, collage, mixed media, layering, paint, sculpture, modelling,</p>	<p><b>Topic: Impact of Words!</b></p> <p><b>Content covered, including knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Baseline RECORDING assessment drawing</li> <li>- RESEARCH Pop Art artist</li> <li>- RESPOND by developing own recording using pop art style and application method</li> <li>- RESEARCH of Graffiti and impactful words</li> <li>- RESPOND by combining art styles together and personal input</li> <li>- RESEARCH application of text within art</li> <li>- Explore different application methods and develop skills and ideas together</li> <li>- Create a FINAL RESPONSE using successes from developed ideas and personal input</li> </ul> <p><b>Literacy: Key words and terminology:</b> Bold, bright, text, colour, flat, patterns, comic, saturation, colourful, vivid, contrasting, outline, perspective, precision, barriers, cut-out, stylistic, stylised, advertisement, printing,</p>	<p><b>Topic: Cultural Portraits</b></p> <p><b>Content covered, including knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Baseline RECORDING assessment drawing of an eye</li> <li>- RECORD (AO3) self-portrait using guidelines</li> <li>- RESEARCH (AO1) analyse various artists that explore different application methods in portraiture</li> <li>- RESPOND (AO2) Experience the new technique learnt from research</li> <li>- RESPOND (AO2) by applying the new technique to your own self portrait</li> <li>- EXPLORE outcomes by experimenting with different ways of applying new techniques learnt</li> <li>- FINAL RESPONSE (AO4) drawing upon all successes from developed ideas and creating final portraiture outcome</li> </ul> <p><b>Literacy: Key words and terminology:</b> Proportion, guidelines, accuracy, facial features, shading, tonal, blending, three-dimensional, solid, form, directional,</p>
Project 2			

# Key Stage 4: Curriculum Intent

	Year 10	Year 11
Autumn 1	<p><b>Topic: Line, Shape and Colour (submitted as part of 60%)</b></p> <p><b>Content covered, including knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- Initial RECORDING relating to the theme</li> <li>- AO1 analyse various artists that explore different techniques</li> <li>- AO2 Experience the new technique learnt from research</li> <li>- AO3 Record a subject using the new style discovered from research and experience of new technique</li> </ul>	<p><b>Topic: Component One - Portfolio (60%)</b></p> <p><b>Content covered, including knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- AO1 – Research, intentions and development of ideas</li> <li>- AO3 – Recording of ideas both visually and written</li> <li>- AO2 – Exploration of various techniques with successful refinement</li> <li>- AO4 – Creation of a personal response that develops throughout the project</li> <li>- Selection made from three titles, personal project created covering each of the assessment objectives.</li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>- Development of ideas exploring application of various materials</li> <li>- AO4 Development of personal response</li> </ul> <p>Students will be given this opportunity to experience a vast selection of different materials. This will enable them to discover some new skills which they enjoy using and will then perhaps develop further in to their contribution projects.</p> <p><b>Links to prior learning:</b> This project will draw from the three assessment objectives from KS3; record, research and respond.</p>	<p><b>Literacy: Key words and terminology:</b> linking to project theme, research and development of ideas</p> <p>COMPLETION OF PROJECT WITH 10 HOUR EXAM – CREATION OF FINAL RESPONSE</p>
Spring 1	<p><b>Literacy: Key words and terminology:</b></p> <p>Form, recording, observation, shape, outline, tone, shading, blending, outline, soft, hard, dark, light, colour, contrasting, complementing, warm, cool, botanical, organic,</p>	<p><b>Topic: Component Two – Externally Set Assignment (40%)</b></p> <p><b>Content covered, including knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- AO1 – Research, intentions and development of ideas</li> <li>- AO3 – Recording of ideas both visually and written</li> <li>- AO2 – Exploration of various techniques with successful refinement</li> <li>- AO4 – Creation of a personal response that develops though out the project</li> <li>- Selection of seven titles; provided by AQA</li> </ul>
Spring 2	<p><b>Topic: Component One - Portfolio (60%)</b></p> <p><b>Content covered, including knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>- AO1 – Research, intentions and development of ideas</li> <li>- AO3 – Recording of ideas both visually and written</li> <li>- AO2 – Exploration of various techniques with successful refinement</li> <li>- AO4 – Creation of a personal response that develops throughout the project</li> </ul>	<p><b>Literacy: Key words and terminology:</b> linking to project theme, research and development of ideas.</p> <p>EXAM TO COMPLETE COMPONENT TWO – FINAL RESPONSE</p>
Summer 1	<ul style="list-style-type: none"> <li>- Selection made from three titles, personal project created covering each of the assessment objectives.</li> </ul>	<p>Component One Completion/ workshops to complete portfolio</p> <p>Final marks completed and submitted to exam board</p>
Summer 2	<p><b>Literacy: Key words and terminology:</b> linking to project theme, research and development of ideas.</p>	

	Year 12	Year 13
Autumn 1 Autumn 2	<p><b>Topic: Technical Beginnings</b></p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> <li>- Initial understanding of recording skills and techniques including shape, form, shading and mark-making</li> <li>- Introduction to a selection of artist using various skills</li> <li>- Introduction to a variety of materials to develop recording skills</li> <li>- Introduction to a selection of different materials that can develop responses to selected artists</li> <li>- Personal response created identifying strengths</li> </ul> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>	<p><b>Topic: Component One – Personal Project</b></p> <p>Content covered, including knowledge and skills:</p> <p>Selection of a chosen personal title – created by the student</p> <ul style="list-style-type: none"> <li>- AO1 – Research, intentions and development of ideas</li> <li>- AO3 – Recording of ideas both visually and written</li> <li>- AO2 – Exploration of various techniques with successful refinement</li> <li>- AO4 – Creation of a personal response that develops though out the project</li> <li>- Essay</li> </ul> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>
Spring 1	<p><b>Topic: Broad Genre Selection</b></p> <p>Content covered, including knowledge and skills:</p> <p>Students will be expected to explore one of these art genres:</p> <ul style="list-style-type: none"> <li>- Landscape, portraiture, experimental, nature, still life, materials</li> </ul> <p>Implementing/ practicing these skills:</p> <ul style="list-style-type: none"> <li>- AO1 – Research, intentions and development of ideas</li> <li>- AO3 – Recording of ideas both visually and written</li> <li>- AO2 – Exploration of various techniques with successful refinement</li> <li>- AO4 – Creation of a personal response that develops throughout the project</li> </ul> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>	<p><b>Topic: Component Two – External Set Assignment</b></p> <p>Content covered, including knowledge and skills:</p> <ul style="list-style-type: none"> <li>- Selection of one of 7 titles provided by AQA</li> <li>- AO1 – Research, intentions and development of ideas</li> <li>- AO3 – Recording of ideas both visually and written</li> <li>- AO2 – Exploration of various techniques with successful refinement</li> <li>- AO4 – Creation of a personal response that develops though out the project</li> </ul> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>
Sprint 2 Summer 1 Summer 2	<p><b>Topic: Component One – Personal Project 60%</b></p> <p>Selection of a chosen personal title – created by the student</p> <ul style="list-style-type: none"> <li>- AO1 – Research, intentions and development of ideas</li> <li>- AO3 – Recording of ideas both visually and written</li> <li>- AO2 – Exploration of various techniques with successful refinement</li> <li>- AO4 – Creation of a personal response that develops though out the project</li> </ul> <p>Literacy: Key words and terminology: linking to project theme, research and development of ideas.</p>	<p>Completion of A Level Art – moderation, submission of marks and exhibition</p>