**Curriculum Overview Art and Design 2024- 2025 Secondary**

**Intent**

The Art and Design curriculum allows students to experience the wonder of the Arts in the world we live in. To provide a rich curriculum that encourages students to think intellectually, develop ideas, concepts, create works and reflect on their successes. The Arts will support students with the skills to develop thinking strategies that can transfer into higher education and future life.

Spiritually students can investigate visual, tactile and the sensory qualities of their own and others work and use literacy skills to describe artwork using key artist’s terms and definitions. Understanding of how to view, read, analyse and reflect on cultural images and individuals’ art works.

Students know how mathematics used in art, symmetry, pattern, perspective and proportions. They can identify them in artworks. How history and the wider world integrated into Art, discuss why it has enabled Artists and designers to share their work on a global scale and discover new audiences. Cross-curricular links Combine KS3 Art with Science department, Geography and History though research and discuss Artists who have applied scientific forms to their artwork.

Knowledge - Substantive knowledge: Specific, factual content for the topic, which should be connected into a careful sequence of learning.

Skills - Disciplinary knowledge: This is the action taken within a particular topic in order to gain substantive knowledge.

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| Drawing/ Mark Making | | Painting | | Sculpture/ 3D | |
| Collage | | Textiles | | Printing  Photography | |
| Artist research  Mixed Media | | Architecture  Perspective | | Graphics/ Illustration | |
| YR 7 | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| Content | **Drawing** | **Colour Theory** | **Abstract** | | **Artist Study** | | **Collage**  **Photography** | | **3D Design** |
| Key New Knowledge | Development of drawing skills and techniques.  Demonstrate good application of drawing materials and understand the difference between tones and shades.  Self Portraits showing skills learnt in Primary | To know colour principles and theories, how to combine colours in sequence, that colour can reflect meaning or mood.  Use in Self-portrait development. Work on photo copy of self-portrait with paints. Create an alternative portrait. | Artists  Cubism, abstraction, and the importance of abstract work as a means of expression through the application of the formal elements.  How student interprets cubism  Reflections in workbooks and design studies. | | To discuss The Scream artwork by Edvard Munch and know the meaning and story behind it.  Create a picture with a story behind  How artist work been interpreted to be used in student theme?  Demonstrate good design ideas | | Know how  to collect materials to collage papers and where to find them.  Be able to tear/cut small papers and unite them to make a larger unified image.  Artist Jennifer Collier  Photography use in collage. | | Clay  To manipulate clay using hand eye coordination.  To make a tile using clay materials and found objects.  3D picture using photography of beach |
| Assessment | Drawing and Colour Theory  Baselining where pupils starting point is within KS3 Pupils learning how to evaluate their own and others work. | | Abstract art and artists. How to study artists and make mood boards.  Artist understanding and importance.  Ideas and intentions relevant, used in artwork. | | | | Collage and artist research  3D design and Clay understanding and finished outcomes marked with pupil. Photography how ideas used in work. | | |
| Career Focus | Importance of community Art projects and their impact on wellbeing | | Cultural engagement and impact on the wider community. How the arts around us affect our understanding. | | | | Discussions how art can build self-esteem.  How we use art in further learning. | | |

**KEY STAGE 3 Year 7 Curriculum Overview 2024-2025**

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| Drawing/ Mark Making | | Painting | | Sculpture/ 3D | |
| Collage | | Textiles | | Printing  Photography | |
| Artist research  Mixed Media | | Architecture  Perspective | | Graphics/ Illustration | |
| YR 8 | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| Content | **Mark Making** | **Portraits** | **Artist Study** | | **Composition** | | **Art as a career** | | **Printmaking** |
| Key New Knowledge | **T**o know that artists use mark making and gestural lines to represent creative expression.  Experiment with Yearly Self Portraits  Use mark making in a more in depth manner.  Acetate reverse imagery explored | Explore portrait paintings over the years.  Mood boards of art style and artist information.  Pupils pick Artist –  Independence  Create portrait in style of artist.  Emulate artist style | Architecture  To identify first hand imagery within the environment and photograph with the intention of drawing using perspective.  Two and three point perspective investigated.  Gaudi Barcelona | | Still Life  Compositional structure.  To be able to explain how a still life composition can be arranged  Drawing arrangement using mixed media.  Using fragments of still life to make mosaic inspired by Gaudi | | Research careers and explain clearly what that career is and why it is important. What courses study career.  Create a poster to advertise careers in art.  Discuss with peers careers and expectations. | | The importance of printmaking, how it enabled communication and storage of information in the past.  Block and mono printing. Printmaking in Japan  Hokusai and printmakers across time. |
| Assessment | Mark Making and Portraits how developed and show good understanding of processes. Discussing work. Demonstrate the use of fine art techniques and approaches. | | Researching Artists and understanding composition  Pupil shows through work how they interpreted.  Understanding how themes can provide information to support expanding project work | | | | Art as a career  Printmaking and posters outcomes. | | |
| Career Focus | How can art be combined with other subjects and combine topics | | How the arts can nurture creativity in the workplace | | | | Art as a career and educational pathway | | |

**KEY STAGE 3 Year 8 CURRICULUM OVERVIEW 2024-2025**

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| Drawing/ Mark Making | | Painting | | Sculpture/ 3D | |
| Collage | | Textiles | | Printing  Photography | |
| Artist research  Mixed Media | | Architecture  Perspective | | Graphics/ Illustration | |
| YR 9 | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| Content | **Tone and shade** | **Portraits Artists.**  **Painting** | **Architecture Block Printing** | | **Poster work Printing** | | **Art around the world**  **Textiles** | | **Continuing theme** |
| Key New Knowledge | Exercises  Detailed still life piece with depth created through mixture of materials chosen and techniques.  Research still life artists  Start Yearly self-portraits. | Pupils pick influence write about and create mood board.  Final piece in style of Artist Learning about GCSE level  Portraits  Pick artist-expanding portrait into painting. Explain choices and style used | Structures buildings historical, Photography of buildings. Traffic signs and the streets.  Screen, Mono and block printing. 3 Colour print showing layering skills. Buildings of the world. | | Photography  Poster Design  Past to present  War posters and propaganda. How Art used in messages,  City posters and graphics how style permeate.  Graphics.  Printing skills extended | | Different cultures  Term project learning for GCSE level work.    Mixed media scale and structures.  Textiles procedures investigated picking one to explore further. | | Progressing designs and colour palettes, mood boards and understanding of how to mark.  T shirts and batik  Learning about extended projects ready for GCSE. Pupils pick options for year 10 |
| Assessment | Tonal work and Portraits  How style has matured, detailing of tone shade used within portraits.  Ability to demonstrate the use of materials. | | Architectural understanding, photography and how used in artwork. Poster design  Understand the way sources inspire the development of ideas. | | | | Term project learning to sustain a theme and dig deeper into ideas making a collection.  Demonstrate the ability to use textile techniques. | | |
| Career Focus | How and where we research careers in Art and the arts.  Art careers in Merseyside. | | The wider world, how art used in consumerism.  How much spent on consumerism in Great Britain in last year. | | | | Further courses in art and making decisions about qualifications. Careers in art how much they can pay | | |

**KEY STAGE 3 Year 9 Curriculum Overview 2024 -2025**

**KEY STAGE 4 Year 10 CURRICULUM OVERVIEW 2024 -2025**

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| Drawing/ Mark Making | | Painting | | Sculpture/ 3D | |
| Collage | | Textiles | | Printing  Photography | |
| Artist research  Mixed Media | | Architecture  Perspective | | Graphics/ Illustration | |
| YR 10 | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| Content | **GCSE**  **Introduction**  **Drawing/Mark Making** | **Module 1**  **GCSE**  **Mixed Media** | **Module 1**  **Mixed Media** | | **Module1**  **Mixed Media** | | **Annotation workbooks**  **Mixed Media** | | **Conclusion to Module 1**  **Mixed Media** |
| Key New Knowledge | GCSE and expectations  Extended observational drawing project covering 4 key GCSE areas. Warm up 6 week project  How GCSE works and how marked explained for first time in detail at end of 6 weeks so pupils understand their strengths and areas to expand and develop. | Start with yearly portraits and explain how that can extend into many areas for development.  Research  Develop  Annotate  Outcomes  Developing all areas with thorough understanding.  **MIXED MEDIA** | Extended project continue development showing 4 areas covered and understood.  Mixed media explored with pupils picking materials, explaining, annotating, developing | | Artist visits  Museum Visits  Pages in work book about Artists and art in local area to enhance module.  Continue development of portfolio on theme discussed with Teacher | | Make sure up to date and show clearly design journeys. Larger 3D model making and Textiles worked on if pupil planned  Module one moderated so far and pupils gain an understanding of how work marked. | | If completed to good standard ready for second theme, areas to improve worked through.  Pupils discuss how they feel they have done and work through art and design standards to make sure fulfilling all criteria’s to best of their ability. |
| Assessment | AQA Assessment criteria understanding  Understand how ideas, themes, forms feelings and feeds ideas. | | Explaining work and what targets they met, setting next expectations.  Understand visual and tactile elements how to expand use of materials. | | | | Skills how to evaluate own work  AQA Modules.  Understand the ability to use media and materials to reach personal intentions. | | |
| Career Focus | Art qualifications and pathways to further courses. | | Understanding paperwork and how used to guide work. Career progression and how used in work settings. | | | | Building self-esteem evaluating own work and resetting targets to work towards. How we use this for further learning. | | |

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| **MIXED MEDIA** |

**KEY STAGE 4 Year 11 CURRICULUM OVERVIEW 2024-2025**

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| Drawing/ Mark Making | | Painting | | Sculpture/ 3D | |
| Collage | | Textiles | | Printing  Photography | |
| Artist research  Mixed Media | | Architecture  Perspective | | Graphics/ Illustration | |
| YR 11 | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 |
| Content | **Satellite Project** | **Continue themes** | **Exam questions** | | **Exam Prep** | | **Exam10 hours over two days** | | **Completed GCSE** |
| Key New Knowledge | Extended portfolio project. Advancing use of materials and techniques.  Pupils continue themes expanding ideas from module 1 or decide a theme for a satellite project. | Finished outcomes Complete portfolio ready for marking at end of GCSE  Pupils look through all work achieved adjusting, adapting, finishing and mounting work. Assessment criteria looked at. | Exam paper arrives pupils pick question with support of teacher.  Prep ideas build up mood boards start own research in detail.  Visiting artists | | Experiment with a range of materials, scale, ideas and annotation.  Outside visits and photography to extend ideas and develop their chosen theme. | | One week to finish prep after Easter break and decide what continuing or starting for the 10-hour exam.  Once exam done all work stored for marking and move back to continuing portfolio, mounting work for presentation. | | Moderation by May 31st send into AQA  Pupils prepare portfolios for marking  Exam Leave from May half term. |
| Assessment | AQA Assessment criteria understanding  Demonstrate the use of media and materials, as appropriate to student’s personal intentions. | | Explaining work and what targets they met, setting next expectations.  Demonstrate the ability to use media and materials. | | | | Skills how to evaluate own work  AQA Modules.  Understand the way sources inspire the development of ideas. | | |
| Career Focus | Art qualifications and pathways to further courses. | | Understanding paperwork and how used to guide work. Career progression and how used in work settings. | | | | Building self-esteem evaluating own work and resetting targets to work towards. How we use this for further learning. | | |

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| **Impact**  **KS3**   * **Have experiences in drawing, painting, sculpture and other art, craft and design techniques in order to build on basic skills.** * **Be able to start exploring their ideas and recording their experiences using a variety of different methods.** * **To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.** * **To be able to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or application of their work Have had a positive and enjoyable experience that will result in many opting to study GCSE in Art and Design.**   **KS4**   * **Becoming more independent by building on artistic confidence through a more in- depth investigation of materials, techniques and processes.** * **Undertaking a more independent study of art and design identifying and comparing key artists and designers to inform the generation of own ideas.** * **Start to make insightful and qualified judgments in their annotations, which enables them to reinforce their understanding on the way the artists’ work.** * **Have experienced Art and Design in the real world through visiting museums, galleries and places of artistic influence, furthering their cultural understanding.** * **Have had a positive experience and build confident and professional relationships with staff providing a strong foundation for further study at higher level.** |