

ART Curriculum Overview, 2021-2022

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| <p>Why do we teach Art at Ark BDA?</p> | <p>Imagination greater than knowledge' Albert Einstein and We at BDA develop Imagination in Art. The arts develop creativity—the skills they learn spill over into academic achievement: Decision Making, the arts strengthen problem solving and critical thinking skills, perseverance, focus. visual learning, collaboration, accountability...</p> <p>Art we develop creative problem-solving skills, we present difficult concepts visually, making them easier to understand, we develop motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness which is evident around classroom display, journals and discussions. Across all key stages we build critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world, our personalised SOW provides challenges for learners at all levels and connects students with their own culture as well as with the wider world.</p> |
| <p>How do we deliver our Christian values in Art?</p> | <p>We explore at BDA visually, verbally and in writing the justice, relationship/rapport, inclusivity, service, love and faith, this is embedded in the heart of everyday teaching and learning. Students in KS3 lesson are expected to annotate in every lesson their opinion of technical and contextual art. In KS4 the students work is personalised theme enriching knowledge of architecture/culture/art/photography... students are given opportunity to express verbally and written. Peer assessment help them share different information of faith, religion, art, architecture, photography or even performance art. Example Architecture in year 10 includes BDA architecture evolution from 1966 to contemporary architecture visual and written information of personal interpretation art and history.</p> <p>Art at BDA pursue innovation, which requires trust and confidence and frequently it happens with love for learning and inspiration from teachers hence we achieve 'exceptional standard' 'university quality' 2019 GCSE and A level moderator's report. We celebrate these works exhibiting during Christmas and Summer show case.</p> |
| <p>How do we build core skills and knowledge over time?</p> | <p>Our curriculum is designed to embed key skills such; realistic drawing, constructive drawing, ability to draw from life, drawing from memory and imagination, knowledge of art materials and their skilful use, knowledge of the rules of perspective, knowledge of golden proportions, composition skills, knowledge of the proportions of the human head, face, and body, Knowledge of human anatomy, understanding and using the techniques of rendering tonal value, techniques for working with colours and different medium and experimentation including three dimensional Art. From year 7 students revisit them frequently so that students can build skills. KS3 develop by learning various techniques and skills, in KS4 students will choose their strongest skill, aspiration to build a personalised SOW portfolio for their chosen career path in university after A level.</p> <p>Year 7 Throughout the Art students in Year 7 learn about non-traditional and traditional art form in portraiture and surreal project called everything that creeps. During the project students learn the foundation skills of</p> |

drawing before learning other art skills. They are challenged to explore colour and ways to embellish their work using a range of materials. Throughout the year students learn about key techniques and produce work through the medium of paint and textiles.

Year 8

During the Art students will explore the following areas: portraiture, cubism, expressionism and Landscapes. They will revisit and refine various skills and techniques in order to produce high quality outcomes. They will consolidate their understanding on colour and painting techniques with contextual annotations. They will learn how to analyse other artist's work and produce a range of tonal, painted and expressionist style.

Year 9

In Art, Year 9 will be exploring the key elements of entomology and art. Initially they will analyse the work of surreal artists and produce their own ideas in response to juxtaposition, transposition, illusion and metamorphosis. This project will enable students to understand the meaning and ideas behind the artwork and will help them to generate their own surreal artworks and refinement of: perspective drawing, use of colour, collage, painting and tonal drawing techniques. They will then explore Greek mythology, storytelling and illustration. They will focus on watercolour, print making and clay techniques in response to mythology.

Summery KS3:

Students will produce creative work, exploring their ideas and recording their experiences 1. become proficient in drawing, painting, sculpture and other art, craft and design techniques 2. evaluate and analyse creative works using the language of art, craft and design 3. know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key Stage 4: Development of traditional methods and materials: AQA GCSE Art & Design/Photography

This GCSE is designed to bring Art/Design/photography to life and to help students to develop their artistic skills and expand their creativity, imagination and independence. What's more, the possibilities for personal expression are endless with personalised project based on individual interest, skill and aspiration.

We want this to be an inspiring GCSE that will encourage students to consider a wide range of approaches to expressing themselves through different materials, media and techniques.

It will help students gain knowledge and understanding of art, craft, design, media and technologies today and in the past, and in different societies and cultures. Students will also develop an understanding of the different roles, audiences and consumers for art, craft and design. Students will experience different work practices and look at relevant processes and equipment too.

The course is divided into two units 1 personalised portfolio and unit 2 exam paper from AQA given to students in year 11 second week of January and offers in both units students the opportunity to develop their ability to actively engage in the processes of art and design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

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| | <p>Portfolios will be presented creatively through a collection of sketchbooks and journals. Developing drawing, painting, sculpting, mixed media, installation art, digital art, printmaking, photography, art history and aesthetics</p> <p>Key Stage 5: Fine arts and art / design/photography</p> <p>At BDA we provide students with a real enthusiasm and skill for art /design/ photography who are seeking a career in this growing and exciting industry. The course is divided into two units 1 personalised portfolio and unit 2 exam paper from AQA given to students in year 12 first week of January and offers in both units students the opportunity to develop both units provide crucial underpinning skills for all artist and designers - drawing, problem solving, working to a brief and deadlines, understanding others work and developing specialist vocabulary to analyse and discuss work in regards to art history and aesthetics. These skills will be developed through a range of practical projects, which will also give you opportunity to develop technical skills and experience in a range of art and design areas such as painting, sculpture, ceramics, photography, digital graphic image making and printmaking.</p> <p>Knowledge of art, history and aesthetics is at the heart of our curriculum. We start in KS3 with the annotation of critical thinking and the analysis of artists, culture and their own work with technical analysis scaffolded. In year 8 and 9 they further develop conceptual and contextual analysis, this is also achieved by presentations and class discussions, as well peer critiquing. From year 10 students are encouraged to underpin art essay writing with their opinion, intensive research, problem-solving, decision-making, with insightful questions relating to different culture, artform, aesthetics with open mindedness. This is later broadened with historical and cultural knowledge and creative writing.</p> <p>We have created templates scaffolded with support for every KS3 SOW with historical, aesthetical and technical analysis. This is our building blocks for KS4 and KS5 students with personalised SOW based on their individual skills and ability. We acknowledge that this takes time, and that the effect is cumulative. As students deepen their understanding of these concepts in a range of contexts, they progressively develop to be an art critic. This knowledge is central to our schemes of learning and is revisited and reviewed to ensure that all students share a common knowledge of art history and aesthetics.</p> |
| <p>How does the study of Art prepare students for life beyond Ark BDA?</p> | <p>With the skill mentioned above, we develop student's memory and concentration skills, develop decision-making and critical thinking skills, enhance communication and listening skills, but also encourage focus and discipline with projects that are personalised and tailored to their interest/skill/ambition. Students want to be architect, fashion designer, Veterinary surgeon, make-up artist ... study visual art and theory with research and personal analysis essay. We also improve self-esteem and social skills.</p> |

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| | We build students to understand emotions that helps us heal, grow and improve ourselves. We teach self-awareness through art leading to more success both personally and professionally (We have had students studying art and architecture at Cambridge, Bartlett and many successful students do Art foundations at UAL and continue university). Our projects with the community for few to mention Royal Albert Hall, Fourth Plinth awards, Notting Hill carnival make our community more beautiful and interesting. |
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| Year 7 | Topic | Portraiture | Portraiture | Natural Forms | Natural Forms | Engineering | Engineering |
| | Key question | What is Tone, Texture, Shading, Observation, Proportion, Perspective, Observation, How to Paint exploring Colour Theory, Colour Wheel, Colour Schemes, Colour Mixing, Tones, Blending, proportions How to Research and analysis Context, Subject Matter, How to Experimenting | What is Tone, Texture, Shading, Observation, Proportion, Perspective, Observation, How to Paint exploring Colour Theory, Colour Wheel, Colour Schemes, Colour Mixing, Tones, Blending, proportions How to Research and analysis Context, Subject Matter, How to Experimenting | How to use different techniques and respond to pointillism. What realistic drawing, constructive drawing, ability to draw from life, drawing from memory and imagination. | What is tonal value, techniques for working with colours and different medium and experimentation including three-dimensional Art. What is the importance of art, history and aesthetics? | How will students learn different types of engineering and how this works in the context of art, in addition to how artists different structures and 3D sculptures. What will build confidence in their drawing, collage, print making and graphic design. | In addition, how will they use text and colour to communicate a different type of typography, to be able to draw creatively using colour and text. To create art inspired by different fonts using a variety of different styles and techniques. |

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| | | <p>Justifying decisions, Applying visual knowledge</p> <p>What to respond to Context</p> <p>Art movement, Genre, Style, Environment, Surreal, Painterly, Identity, Portraiture, Symbolism, culture, race,</p> | <p>Justifying decisions, Applying visual knowledge</p> <p>What to respond to Context</p> <p>Art movement, Genre, Style, Environment, Surreal, Painterly, Identity, Portraiture, Symbolism, culture, race,</p> | | | | |
| Content | <p>Looking at Portraiture and the different ways of Identity being expressed whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. Students will look at self-portraits and</p> | <p>Looking at Portraiture and the different ways of Identity being expressed whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. Students will look at self-portraits and</p> | <p>Student will be looking at how natural forms have been represented through a range of different art techniques. Students will be studying a range of different artists a wider awareness of people within society and recognise people from different cultures, religions and professions. Students will look at natural forms whilst developing their skills with use of basic and mixed materials and developing their</p> | <p>Student will be looking at how natural forms have been represented through a range of different art techniques. Students will be studying a range of different artists a wider awareness of people within society and recognise people from different</p> | <p>Students will be exploring and learning about engineering and artists create and engineering 3D structures as art and sculptures. They will be responding to a range of different artists such as Norma</p> | <p>Students will be exploring and learning about engineering and artists create and engineering 3D structures as art and sculptures. They will be responding to a range of different artists such as Moses McKissack III.</p> | |

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| | | <p>famous artists such as Leonardo Da Vinci, Chuck Close. They will be responding to these artists using a range of techniques whilst developing their skills with use of basic and mixed materials and developing their confidence.</p> <p>Take part in a project based on the history of portraiture and how they have responded in their own personal style and art movement. Show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these</p> | <p>famous artists such as Hockney and Frida Kahlo. They will be responding to these artists using a range of techniques whilst developing their skills with use of basic and mixed materials and developing their confidence.</p> <p>Take part in a project based on the history of portraiture and how they have responded in their own personal style and art movement. Show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these</p> | <p>confidence. They will be responding to artists such as Paul Cezanne, Amira Gale, Alisa Burke, Andy Warhol and</p> | <p>cultures, religions and professions. Students will look at natural forms whilst developing their skills with use of basic and mixed materials and developing their confidence. They will be responding to artists such as Andy Warhol and Henri Matisse giving them a history artistic overview of the representation of natural forms through artworks.</p> | <p>Merrick Sklarek, Sipho Mabona. Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. They will how their ability with the fundamental art skills such as recognising primary,</p> | <p>Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. They will how their ability with the fundamental art skills such as recognising primary,</p> |
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| | | colours and apply these to a series of projects based on portraiture. | colours and apply these to a series of projects based on portraiture. | | | They will how their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on engineering. | secondary colours and successfully mixing these colours and apply these to a series of projects based on engineering. |
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| | Assessment | AO1/A04 (Research and Evaluation): thinking, knowledge and understanding, annotation, presentation | <i>Classwork: 60%</i> <i>Homework: 40%</i> AO2/A04 (Materials and Techniques): drawing, paper cutting, Resizing, AO3/A04 (Formal Elements): Photoshop, ICT, line, tone, texture, composition, colour, shape and form | AO1 A02 To build confidence in their drawing, colour blending, colour and water colour painting skills To be able to use texture and colour to communicate a sense of life like at times, and at others surreal natural forms. To respond to natural forms from still life to artist's own representations, using a variety of different styles and techniques. To be able to present their own work clearly and sequentially. | <i>Classwork: 60%</i> <i>Homework: 40%</i> AO3 A04 To develop knowledge of depicting natural forms using a variety of different styles. To refine works through critical analysis To understand how artists represent and recreate natural forms and still life objects. To respond to the work of Paul Cezanne, Amira Gale, Alisa Burke, Andy Warhol, Henri Matisse, To be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. | AO1 A02 To build confidence in their drawing, design and paper cutting skills. To be able to use line, proportions and colour to communicate the artistry in engineering. To be able to draw the proportions of the famous landmarks and understand the importance of their creators. To be able to create representations of range of examples of creative engineering using a variety of different styles and techniques. | <i>Classwork: 60%</i> <i>Homework: 40%</i> AO3 A04 To develop portraits using a variety of different styles. To refine works through critical analysis To understand how artists create Surreal photomontage To respond to the work of Norma Merrick Sklarek, Siphon Mabona and Moses McKissack III To be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. To be able to explain how their work has |
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| | | | | | <p>To be able to explain how their work has been influenced at each stage of its development.</p> <p>To be able to write about their own work using a range of appropriate specialist vocabulary.</p> <p>To understand how artists use text to create artworks.</p> <p>To understand how artists use images, colour, composition to communicate a message.</p> | <p>To be able to present their own work clearly and sequentially.</p> | <p>been influenced at each stage of its development.</p> <p>To be able to write about their own work using a range of appropriate specialist vocabulary.</p> <p>To understand how artists use text to create artworks.</p> <p>To understand how artists use images, colour, composition to communicate a message.</p> |
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| Year 8 | Topic | Edible Art | Edible Art | School of Rock | School of Rock | Typography | Typography |
| | Key question | How to explore the ways in which graphic design, advertising and logos and contemporary artists have used to food as the subject of their artworks? | How to develop skills learning and practicing different techniques such as painting and print making adopted by artists such as Wayne Thiebaud, Andy Warhol, Vincent Van Gogh, Luke Lucas | How will students learn the transformation of music and pop culture from Pop Art to contemporary art. How will they build confidence in their drawing, collage, print making and graphic design? | How will they be able to use text and colour to communicate a pop culture, to be able to draw creatively using colour and text? How to create art inspired by pop culture and music a variety of different styles and techniques? | What is typography and how over time it has evolved and what are the different styles of font. | How to build confidence in their drawing, collage, print making and graphic design. How to use text and colour to communicate a different type of typography, to be able to draw creatively using colour and text. How to create art inspired by different fonts using a variety of different styles and techniques. |
| | Content | Student will be looking at food and the different ways of advertisements are created whilst developing a wider awareness of people within society and recognise people | Student will be looking at food and the different ways of advertisements are created whilst developing a wider awareness of people within society and recognise people | Student will be exploring and learning how artists have been influence by music and pop culture. They will be responding to artists such as Bob and Roberta Smith, John Strutton. Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art | Student will be exploring and learning how artists have been influence by music and pop culture. They will be responding to artists such as Christian Marclay, Sir | Students will be exploring and learning about the different types of font and typography and how it has changed and progressed throughout history and | Students will be exploring and learning about the different types of font and typography and how it has changed and progressed throughout history and around the world. |

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| | | <p>from different cultures, religions and professions. Students will look at traditional depictions of food and advertisement and how famous artists have used different techniques whilst developing their skills with use of basic and mixed materials and developing their confidence. Show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a</p> | <p>from different cultures, religions and professions. Students will look at traditional depictions of food and advertisement and how famous artists have used different techniques whilst developing their skills with use of basic and mixed materials and developing their confidence. Show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a</p> | <p>language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. They will how their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on music and pop culture.</p> | <p>Peter Blake. Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. They will how their ability with the fundamental art skills such as recognising primary, secondary colours and successfully</p> | <p>around the world. They will be responding to a range of different fonts and typography styles Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures,</p> | <p>They will be responding to a range of different fonts and typography styles Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. They will how their ability with the</p> |
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| | | series of projects based on food. | series of projects based on food. | | mixing these colours and apply these to a series of projects based on music and pop culture. | religions and professions. They will how their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on typography. | fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on typography. |
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| | Assessment | <p>A01 A02 To build confidence in their drawing, typography and print making skills To be able to use text and colour to communicate a message, to be able to draw the proportions of the food items and food advertising., To be able to creatively respond to daily food items and food logos using a variety of different styles and techniques. To be able to present their own work clearly and sequentially.</p> | <p>60% classwork 40% homework A02 A03 To develop creative responses to food using a variety of different styles. To refine works through critical analysis To understand how artists, respond to food items and food logos. To respond to the work of Wayne Thiebaud, Andy Warhol, Vincent Van Gogh, Luke Lucas. To be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. To be able to explain how their work has been influenced</p> | <p>A01 A02 To build confidence in their drawing, collage, print making and graphic design. To be able to use text and colour to communicate a pop culture, to be able to draw creatively using colour and text. To create art inspired by pop culture and music a variety of different styles and techniques. To be able to present their own work clearly and sequentially.</p> | <p>60% classwork 40% homework A03 A04 To develop portraits using a variety of different styles. To refine works through critical analysis To understand how artists and influenced by music and pop culture. To respond to the work of Bob and Roberta Smith, John Strutton, Christian Marclay, Sir Peter Blake. To be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. To be able to explain how their work has been influenced</p> | <p>A01 A02 To build confidence in their drawing, typography, printing and painting skills. To be able to use text and colour to communicate a message, to be able to experiment with different painting techniques. To consider proportion and composition whilst exploring typography using different styles and techniques. To be able to present their own work clearly and sequentially</p> | <p>60% classwork 40% homework A03 A04 To develop typography using a variety of different styles. To refine works through critical analysis To understand how to create different fonts and create a finished body of work in the form of a book. To respond to different fonts and artistic typography. To be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. To be able to explain how their work has been influenced</p> |
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| | | | <p>at each stage of its development. To be able to write about their own work using a range of appropriate specialist vocabulary. To understand how artists use text to create artworks. To understand how artists use images, colour, composition to communicate a message.</p> | | <p>at each stage of its development. To be able to write about their own work using a range of appropriate specialist vocabulary. To understand how artists use text to create artworks. To understand how artists use images, colour, composition to communicate a message.</p> | | <p>at each stage of its development. To be able to write about their own work using a range of appropriate specialist vocabulary. To understand how artists use text to create artworks. To understand how artists use images, colour, composition to communicate a message.</p> |
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| Year 9 | Topic | Entomology | Entomology | Portraiture | Portraiture | Architecture | Architecture |
| | Key question | How will students learn the representation of insects over time by different artists? | How to develop their drawing, collage, print making and graphic design? How will relate botany/zoology in art lesson? | How to transformation of portraiture from Renaissance period to contemporary Emoji portraits | How historically, portrait paintings have primarily memorialized the rich and powerful? How it became more common for middle-class patrons to commission portraits of their families and colleagues? How is it today, the portrait painting is still commissioned by governments, corporations, groups, clubs, and individuals or be emoji designer. | What is transformation of architecture around the world and throughout history? How to build skill in drawing, collage, print making and graphic design. | How does architecture in London evolve? What is the impact/influence of architecture to our society? |
| | | Students will be exploring and learning about | Students will be exploring and learning about | Looking at Portraiture and the different ways of Identity being expressed | Looking at Portraiture and the different | Students will be exploring and learning | Students will be exploring and learning how |

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| | | <p>insects and how their varied appearance and intricate scales, wings and skin has been inspiration for many artists. They will be responding to a range of different artists such as Damien Hirst, Tim Coffey, Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people</p> | <p>insects and how their varied appearance and intricate scales, wings and skin has been inspiration for many artists. They will be responding to a range of different artists such as Jennifer Angus and Maria Sibylla Merian Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people</p> | <p>whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. Students will look at self-portraits and famous artists such as Leonardo Da Vinci, Pablo Picasso, Kehinde Wiley, Student will be learning a range of different techniques whilst developing their skills with use of basic and mixed materials and developing their confidence. Take part in a project based on portraiture and will give students an overview of the history of portraiture and the many ways in which artists have interpreted the portrait. Show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of</p> | <p>ways of Identity being expressed whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. Students will look at self-portraits and famous artists such as David Hockney and Frida Kahlo. Student will be learning a range of different techniques whilst developing their skills with use of basic and mixed materials and developing their confidence. Take part in a project based on portraiture and</p> | <p>how architecture has changed and progressed throughout history and around the world. They will be responding to a range of different periods in architecture in addition to a range of different architects such as Zhara Hadid, Le Corbusier, Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art</p> | <p>architecture has changed and progressed throughout history and around the world. They will be responding to a range of different periods in architecture in addition to a range of different architects such as Ludwig Mies van der Rohe, Santiago Calatrava Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment</p> |
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| | | <p>from different cultures, religions and professions. They will show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on insects.</p> | <p>from different cultures, religions and professions. They will show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on insects.</p> | <p>projects based on portraiture.</p> | <p>will give students an overview of the history of portraiture and the many ways in which artists have interpreted the portrait. Show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on portraiture.</p> | <p>language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. They will show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based</p> | <p>with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. They will show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on architecture</p> |
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| | | | | | | on architecture | |
| | <p>A01 A02 To build confidence in their drawing, typography and paper cutting skills. To be able to use text and colour to creatively depict insects and flowers, to be able to draw the proportions of the creatures accurately and to be able to do this using a variety of different styles and techniques. To be able to present their own work clearly and sequentially.</p> | <p>A03 A04 60% classwork 40% homework To develop portraits using a variety of different styles. To refine works through critical analysis To understand how artists, create realistic and surreal representations of different plants and insects. To respond to the work of Damien Hirst, Tim Coffey, Jennifer Angus and Maria Sibylla Merian To be able to discuss art and artists' ideas confidently and express own ideas using</p> | <p>A01 A02 To build confidence in their drawing skills, printing, watercolour painting and collage skills. To be able to draw the proportions of the face accurately, to be able to create portraits using a variety of different styles and techniques. To understand the origins of portraiture and how this has developed through history from tradition painting to digital graphics like emojis. To be able to present their own work clearly and sequentially.</p> | <p>A03 A04 60% classwork 40% homework To develop portraits using a variety of different styles. To refine works through critical analysis To understand how portraiture first began and how different artists would create portraits in their own personal style. To respond to the work of Leonardo Da Vinci, Pablo Picasso, Kehinde Wiley, David Hockney and Frida Kahlo To be able to discuss art and artists' ideas confidently and express own ideas using</p> | <p>A01 A02 To build confidence in their drawing, printing, painting skills. To be able to respond to different period of architecture using colour, tone and line. To be able to draw the proportions of a building whilst recognising the different design aspects., To be able to create creative representations of architecture using a variety of different styles and techniques.</p> | <p>A03 A04 60% classwork 40% homework To develop architectural drawing using a variety of different styles. To refine works through critical analysis To understand how to create architectural drawings. To respond to the work of different periods in history of architectural. To be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. To be able to explain how</p> | |

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| | | | <p>appropriate fine art language. To be able to explain how their work has been influenced at each stage of its development. To be able to write about their own work using a range of appropriate specialist vocabulary. To understand how artists use text to create artworks. To understand how artists use images, colour, composition to communicate a message.</p> | | <p>appropriate fine art language. To be able to explain how their work has been influenced at each stage of its development. To be able to write about their own work using a range of appropriate specialist vocabulary. To understand how artists, use a range of different materials and techniques to create artworks. To understand how artists use images, colour, composition to communicate a message.</p> | <p>To be able to present their own work clearly and sequentially.</p> | <p>their work has been influenced at each stage of its development. To be able to write about their own work using a range of appropriate specialist vocabulary. To understand how artists use text to create artworks. To understand how artists use images, colour, composition to communicate a message.</p> |
| Year 10 | Topic | My Surrounding | My Surrounding | My Surrounding | My Surrounding | Personalised | Personalised |
| | Key question | What is Architecture, Brutalism, Cubism | How does architecture influence society and culture and vice versa | How architecture is influenced by Cityscape, buildings, man-made, urban, industrial. | How does architecture, society and culture influence Interiors, | <i>How can we inspire student with personalise d project?</i> | <i>How do we teach drawing and ways of drawing adapting</i> |

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| | <p>How did architecture evolve?</p> <p>How does Fantasy, imaginary, invented, mythological etc influence architecture and our sounding</p> | <p>How do we explore Line Shape Form Texture Tone Juxtapose Expressionism in architecture? How does Impressionism influence lighting in architecture</p> | | <p>domestic Landscape, seascape Still life.</p> | <p><i>How to scaffold personalise d theme with technical support?</i></p> <p>What criteria might be considered when selecting a work for a collection or portfolio?</p> <p>What methods and processes are considered when preparing artwork for presentation or preservation?</p> | <p><i>different styles and ability?</i></p> <p><i>How do we challenge and support written work connecting to practical?</i></p> |
| Content | In this unit student will build | To demonstrate the application | To trace/draw from observation their image | Students will articulate and | AO1: This term students | AO2: Refine work by |

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| | | <p>skills starting from drawing and progress to more complex techniques of visual art and art theory. This unit provides the opportunity to acquire new skills such as oil painting, printmaking, ink bleach mixed media and various other techniques where students will have opportunity to develop further the medium of their choice to progress into final piece. This Unit also scaffold knowledge of different art forms, media and techniques which will enrich students to gain specialist skills</p> | <p>of the designs and symbols used by artist Henry Matisse, Kemp and artist Vermeer, Mani Parkes, George Seurat, Roy Lichtenstein, Charles Hardaker, Aleksandr Rodchenko, Brutalist architecture, Frank Webb, Brutalist architecture</p> | <p>and apply appropriate designs and symbols to their drawing in the style of artists and art movements demonstrating an understanding of line, shape, colour, form and composition, To produce an architectural drawings and design combining the knowledge that they have learnt for their personalised final piece. To produce a drawing using pencil; biro; felt-tip, ink-bleach, painting: oil; water colour; ink wash, collage, prints, photography, photomontage, Photoshop, ink drawing, sewing, mixed media, assemblage, installation art, working towards their final piece.</p> | <p>critique contextual, conceptual and technical analysis responding to art history and aesthetic which will include self/peer critique refinement and progress. Students will have the opportunity to collaborate on a live brief with a client, gaining invaluable vocational experience. Past students have had the opportunity to work with Courtauld Gallery, who create contemporary prints for the fashion and interior industry. Students will also have</p> | <p>act as a springboard at the start of a project • inspire the development of techniques and/or investigation into materials or processes • generate ideas • introduce them to aesthetic considerations and ways to record and present ideas. Sources might include: • the work of artists, crafts people and designers • the built environment • the natural world • music, performance, poetry, literature, the moving image • traditions,</p> | <p>exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: journey of exploration and sequence it stage by stage, either to reflect the student's preferred ways of working or as a response to the requirements of a given brief or starting point. Alternatively, the approach could be genuinely speculative, involve risk-taking and invite exploration of the unfamiliar. Work could centre on the</p> |
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| | | <p>in areas such as photography and digital technologies. This unit will conclude combining both observation with imagination to create an inspirational personalised final piece/portfolio.</p> | | | <p>opportunity to take part in a range of additional trips and visits. In previous years, students have visited places such as the National Portrait Gallery, Victoria & Albert Museum, Natural History Museum, TATE , Courtauld Gallery and Saatchi Gallery. Students will have access to all staff in the Art department, as well as equipment. This includes 2 Fine Art studios, a Sculpture studio with a kiln and a print studio. End of Year 11, 12 and Year 13 final outcomes will be exhibited in the department's</p> | <p>customs and beliefs • issues-based materials.</p> | <p>refinement of a dominant idea or consideration of a wide range of possibilities and potential directions. Students' refinement of ideas might be informed by investigations into appropriately selected sources such as the use of media, materials, techniques and processes or style, genre, purpose or function.</p> |
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| | | | | | end of year exhibition. | | |
| Assessment | AO1: Develop ideas through investigations, demonstrating critical understanding of sources to meet this assessment objective, students demonstrate their ability to develop ideas through engagement with given or self-determined sources. | AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes for this assessment objective students demonstrate their ability to explore, progress and refine their ideas through a developmental journey of experimentation, trials, samples and/or problem-solving as their work develops. | AO3: Record ideas, observations and insights relevant to intentions as work progresses for this assessment objective students demonstrate their ability to record ideas, observations and insights through drawing and annotation and any other appropriate means as work progresses | AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language for this assessment objective students demonstrate an ability to present a personal response that is both informed and meaningful. | AO1: Develop ideas through investigations, demonstrating critical understanding of sources to meet this assessment objective, students demonstrate their ability to develop ideas through engagement with given or self-determined sources. | AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes for this assessment objective students demonstrate their ability to explore, progress and refine their ideas through a developmental journey of experimentation, trials, samples and/or problem-solving as their work develops. | |

| Year 11 | Topic | Personalised | Personalised | Personalised | Exam | Exam | Exam |
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| | Key question | <p><i>drawing and ways of drawing adapting different styles and ability?</i></p> <p><i>How do we challenge and support written work connecting to practical?</i></p> | <p><i>How do we stretch our skills to support wide range of crossover outcomes? i.e making a wooden plane, ceramic clouds, installation</i></p> | <p>Mock exam: How do we build and connect prep work to create final piece? work How do people use creative and critical thinking skills in their jobs and careers?</p> | | | |

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| | Content | The unit is designed to embed key skills such; realistic drawing, constructive drawing, ability to draw from life, drawing from memory and imagination. Students then explore understanding and using the techniques of rendering tonal value, techniques for working with colours and different medium and experimentation including three-dimensional Art. | Then students will choose their strongest skill, to build a personalised portfolio/final piece for their chosen career path or A level. | Knowledge of art, history and aesthetics is at the heart of our curriculum in-addition to self-critique and peer assessment showing progress and refinement | | | |
| | Assessment | AO1: Develop ideas through investigations, demonstrating critical understanding of sources | For this assessment objective students must demonstrate their ability to explore, progress and refine their | For this assessment objective students must demonstrate their ability to record ideas, observations and insights through drawing and annotation and any other | Assessment logged on: Confident responses to the techniques of various artists as directed by teacher and | coverage of the four assessment objectives · a sustained project evidencing the journey from | On completion of the Timed Test students will submit their preparatory work. Both preparatory |

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| | | | ideas through a developmental journey of experimentation, trials, samples and/or problem-solving as their work develops. | appropriate means as work progresses. | move on to develop their own in depth and authoritative enquiry in response to the theme, to create a final outcome that displays a full appreciation of the characteristics of media and the functional constraints of materials. Work will show sequential thinking but also imaginative leaps, at appropriate times, being intuitive exciting and original. Assessed throughout and in personal tutorials with target setting. | initial engagement to the realisation of intentions · a selection of further work undertaken during the student's course of study · evidence of drawing activity and written annotation | work and the work produced in the Timed Test will be stored until moderation and must not be visited by the student again. The Art Team will moderate the full Externally Set Assignment (both preparatory studies and the timed test) and coursework and submit marks to AQA who in turn send an external moderator to ensure moderation has been correctly done and students have been correctly awarded. |
| | Topic | Autopsy | Autopsy | Personalised | Personalised | Personalised | Personalised |

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| <p>Year 12</p> | <p>Key question</p> | <p>What is the relationship between Art and Science? How do images influence our views of the world? Where and how do we encounter images in our scientific world? How do artworks convey meaning?</p> | <p>How and why might criteria vary? How do people engage in the visual arts throughout their lives? How does learning in the arts help us build relationships with others? How do your choices in life and engagement with the world evolve as you grow in your knowledge and interaction with the visual arts?</p> | <p><i>How can we inspire student with personalised project?</i></p> <p><i>How to scaffold personalised theme with technical support?</i></p> <p>What criteria might be considered when selecting a work for a collection or portfolio?</p> <p>What methods and processes are considered when preparing artwork for presentation or preservation?</p> | <p><i>How to technically support to refine practical work which is not teacher's specialism?</i></p> <p><i>How do we scaffold essay and annotation with personalised theme?</i></p> <p>How do technologies influence how we share and experience images and works of art?</p> <p>How does technology influence our presentation and experience of art?</p> | <p><i>How do we teach drawing and ways of drawing adapting different styles and ability?</i></p> <p><i>How do we challenge and support written work connecting to practical?</i></p> <p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and</p> | <p><i>How do we gain 20 marks on one piece of work?</i></p> <p><i>How do we stretch our skills to support wide range of crossover outcomes? i.e making a wooden plane, ceramic clouds, installation...</i></p> <p>Mock exam: How do we build and connect prep work to create final piece? work How do people use creative and critical thinking skills in their jobs and careers?</p> <p>How do people use creative and critical</p> |
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| | | | | | | error? | thinking skills in their daily lives? |
| Content | <p>Cross curriculum: A broad-based course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media associated with two or more of the titles</p> | <p>Cross curriculum: A broad-based course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media associated with two or more of the titles</p> | <p>AO1: This term students act as a springboard at the start of a project • inspire the development of techniques and/or investigation into materials or processes • generate ideas • introduce them to aesthetic considerations and ways to record and present ideas. Sources might include: • the work of artists, crafts people and designers • the built environment • the natural world • music, performance, poetry, literature, the moving image • traditions, customs and beliefs • issues-based materials.</p> | <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: journey of exploration and sequence it stage by stage, either to reflect the student's preferred ways of working or as a response to the requirements of a given brief or starting point. Alternatively, the approach could be genuinely speculative, involve risk-taking and</p> | <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses This will include: Some of the ways that ideas could be recorded are: • mind maps • thought showers • design sheets • personal journals • working drawings • digital presentations • recorded discussions • plans • diagrams • annotations • other forms of documentatio</p> | <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Personal responses should be informed by the focus of the study, be this an individual activity, theme, starting point, brief or problem that requires a solution. A project focusing on personal identity or an issue of personal relevance, for example, would inevitably be</p> | |

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| | | | | | invite exploration of the unfamiliar. Work could centre on the refinement of a dominant idea or consideration of a wide range of possibilities and potential directions. Students' refinement of ideas might be informed by investigations into appropriately selected sources such as the use of media, materials, techniques and processes or style, genre, purpose or function. | n • thumbnail sketches. | informed by the student's individual experiences and insights and would be likely to have particular meaning for the student |
| Assessment | Assessment on: ability to develop ideas through engagement with given or self-determined sources. | Assessment on: ability to develop ideas through engagement with given or self-determined sources. | AO1: Develop ideas through investigations, demonstrating critical understanding of sources | For this assessment objective students must demonstrate their ability to explore, | For this assessment objective students must demonstrate their ability to record ideas, | For this assessment objective students need to demonstrate an ability to present a | |

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| | | Externally set or self-generated starting points. | Externally set or self-generated starting points. | | | progress and refine their ideas through a developmental journey of experimentation , trials, samples and/or problem-solving as their work develops. | observations and insights through drawing and annotation and any other appropriate means as work progresses. | personal response that is both informed and meaningful. Personal responses can take a wide variety of forms and should reflect the knowledge, understanding and skills developed during the course of study. They can be evidenced at any stage of the creative process |
| Year 13 | Topic | Personalised | Personalised | Personalised | | Exam | Exam | Exam |
| | Key question | How can we inspire student with personalised project? How to scaffold personalised theme with technical support? | How to technically support to refine practical work which is not teacher's specialism? How do we scaffold essay and annotation with | How do we teach drawing and ways of drawing adapting different styles and ability? How do we challenge and | How do we gain 20 marks on one piece of work? How do we stretch our skills to support wide range of crossover outcomes? | Exam Title | Exam Title | Exam title |

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| | <p>What criteria might be considered when selecting a work for a collection or portfolio?</p> <p>What methods and processes are considered when preparing artwork for presentation or preservation?</p> | <p>personalised theme?</p> <p>How do technologies influence how we share and experience images and works of art?</p> <p>How does technology influence our presentation and experience of art?</p> | <p>support written work connecting to practical?</p> <p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> | <p>i.e making a wooden plane, ceramic clouds, installation ...</p> <p>Mock exam: How do we build and connect prep work to create final piece? work How do people use creative and critical thinking skills in their jobs and careers?</p> <p>How do people use creative and critical thinking skills in their daily lives?</p> | | | |
| Content | A01: This term students act as a | A02: Refine work by exploring ideas, | A03: Record ideas, | A04: Present a personal and | A01 | A01 A02 A03 | A04: The selection of work chosen for |

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| | | <p>springboard at the start of a project • inspire the development of techniques and/or investigation into materials or processes • generate ideas • introduce them to aesthetic considerations and ways to record and present ideas. Sources might include: • the work of artists, crafts people and designers • the built environment • the natural world • music, performance, poetry, literature, the moving image • traditions, customs and beliefs • issues-based materials.</p> | <p>selecting and experimenting with appropriate media, materials, techniques and processes: journey of exploration and sequence it stage by stage, either to reflect the student's preferred ways of working or as a response to the requirements of a given brief or starting point. Alternatively, the approach could be genuinely speculative, involve risk-taking and invite exploration of the unfamiliar. Work could centre on the refinement of a dominant idea or consideration of a wide range of possibilities and potential directions. Students' refinement of ideas might be informed by investigations into appropriately selected sources such as the use of media, materials, techniques and processes or style, genre, purpose or function.</p> | <p>observations and insights relevant to intentions as work progresses This will include: Some of the ways that ideas could be recorded are: • mind maps • thought showers • design sheets • personal journals • working drawings • digital presentations • recorded discussions • plans • diagrams • annotations • other forms of documentation • thumbnail sketches.</p> | <p>meaningful response that realises intentions and demonstrates understanding of visual language. Personal responses should be informed by the focus of the study, be this an individual activity, theme, starting point, brief or problem that requires a solution. A project focusing on personal identity or an issue of personal relevance, for example, would inevitably be informed by the student's individual experiences and insights and would be likely to have particular meaning for the student</p> | <p>Students have eleven school weeks to produce preparatory work in response to the theme, detailed in the examination paper. This preparatory period allows students time to consider the theme and investigate and experiment with ideas in preparation for the Timed Test. The preparatory studies are compulsory and worth 75% of the examination. The Timed Test taken at the end of the preparatory period consists of eight hours working under examination conditions, producing a response to the theme unaided. Students can be supported with technical problems such as working space, materials and equipment however the work they do MUST be unaided. The Externally Set Assignment is worth 40% of their total mark, coursework 60%.</p> | <p>Students have eleven school weeks to produce preparatory work in response to the theme, detailed in the examination paper. This preparatory period allows students time to consider the theme and investigate and experiment with ideas in preparation for the Timed Test. The preparatory studies are compulsory and worth 75% of the examination. The Timed Test taken at the end of the preparatory period consists of eight hours working under examination conditions, producing a response to the theme unaided. Students can be supported with technical problems such as working space, materials and equipment however the work</p> | <p>submission must include: • coverage of the four assessment objectives • a sustained project evidencing the journey from initial engagement to the realisation of intentions • a selection of further work undertaken during the student's course of study • evidence of drawing activity and written annotation.</p> |
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| | | | | | | | they do MUST be unaided. The Externally Set Assignment is worth 40% of their total mark, coursework 60%. | |
| Assessment | AO1: Develop ideas through investigations, demonstrating critical understanding of sources | For this assessment objective students must demonstrate their ability to explore, progress and refine their ideas through a developmental journey of experimentation, trials, samples and/or problem-solving as their work develops. | For this assessment objective students must demonstrate their ability to record ideas, observations and insights through drawing and annotation and any other appropriate means as work progresses. | For this assessment objective students need to demonstrate an ability to present a personal response that is both informed and meaningful. Personal responses can take a wide variety of forms and should reflect the knowledge, understanding and skills developed during the course of study. They can be evidenced at any stage of the creative process | Ao1 On completion of the Timed Test students will submit their preparatory work. Both preparatory work and the work produced in the Timed Test will be stored until moderation and must not be visited by the student again. The Art Team will moderate the full Externally Set Assignment (both preparatory studies and the timed test) and coursework and submit marks to AQA who in turn send an external moderator to ensure moderation has been correctly done and students have been correctly awarded. | Ao1, Ao2 Ao3 On completion of the Timed Test students will submit their preparatory work. Both preparatory work and the work produced in the Timed Test will be stored until moderation and must not be visited by the student again. The Art Team will moderate the full Externally Set Assignment (both preparatory studies and the timed test) and coursework and submit marks to AQA who in turn send an external moderator to ensure moderation has been correctly done and students have been correctly awarded. | Ao1 Ao2 Ao3 Ao4 On completion of the Timed Test students will submit their preparatory work. Both preparatory work and the work produced in the Timed Test will be stored until moderation and must not be visited by the student again. The Art Team will moderate the full Externally Set Assignment (both preparatory studies and the timed test) and coursework and submit marks to AQA who in turn send an external moderator to ensure moderation has been correctly done and students have been correctly awarded. | |

