

# Art

## Curriculum Overview

### Key Stage 3/4



Subject: Art

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nurture</b>	<b>Baseline assessment task</b>  <b>Lettering</b> Line & Pattern (Elements) Ink drawing (skill)	<b>Day of the Dead</b> Research, culture Line, pattern, colour (Elements) Painting (skill)  <b>Remembrance</b> Colour (Elements) Collage (skill)	<b>Colour Theory</b> Mixing colour using paint or pencil (skill)  <b>Kandinsky</b> Research & use of colour theory	<b>Texture</b> Drawing texture, mark making. (Element)  <b>Landscape</b> Working with texture	<b>Buildings</b> Drawing, texture (Elements)  <b>Card relief</b> Layering, collage, composition (skill)	<b>Tone &amp; form</b> Value (Elements) Pencil (skill)  <b>Printmaking</b> Press tile/mono/card print linked to previous work.
<b>Year 8</b>	<b>Baseline assessment task</b>  <b>Lettering</b> Jasper Johns Research (skill) Experimental work using colour, line and layering.	<b>Mark making</b> Line, texture (Elements)  <b>Printmaking</b> Press tile/mono/card Linked to the mark making work	<b>Space (Element)</b> Aerial perspective  <b>Aerial viewpoint</b> Use artists that work in this perspective. Space, line, value (elements) Shading & mixing (skill)	<b>Line, form, value</b> (Elements)  <b>Still life drawing</b> Drawing from observation with reference to the work of artists.	<b>Colour</b> (Elements)  <b>Pop Art</b> Keith Haring. Research & 3D work	<b>Mixed Media</b> Composition & layering.  <b>Teesha Moore</b> Research
<b>Year 9</b>	<b>Baseline assessment task</b>  <b>Lettering</b> Graffiti art (Research, skill) Drawing, colour (Elements)	<b>Tone &amp; form</b> Value (Elements) Pencil (skill)  <b>Patterns in Nature</b> Use of line, form, value (Elements).	<b>Colour &amp; composition</b> Work based on Andy Goldsworthy 2D or 3D Research (skill) Ideas development Personal response. GCSE Assessment Objectives.	<b>Cultural</b> Focus on art from a different culture Research (skill) Developing ideas  <b>Printmaking or 3D</b> Personal response using either skill.	<b>Line, form, value</b> (Elements)  <b>Still life drawing</b> Drawing from observation with reference to the work of artists.	<b>Pattern</b> Zentangle patterns & repeats. Colour (Elements)
<b>Year 10</b>	<b>Baseline assessment task</b>  <b>Elements &amp; Skills workshops.</b> (To cover - Line, tone, pattern, form, texture. Drawing, printing, collage/mixed media)	<b>Coursework 1</b> (Research, Planning. Recording & developing ideas)	<b>Coursework 1</b> (Experiment & refine ideas. Create a personal response)	<b>Coursework 1</b> Personal response	<b>Coursework 2</b> (Research, Planning. Recording & developing ideas)	<b>Coursework 2</b> (Experiment & refine ideas. Create a personal response)
<b>Year 11</b>	<b>Baseline assessment task</b>  <b>Coursework 2</b> Personal response	Extended coursework piece & securing assessment objects in CWK 1 & CWK 2	<b>Externally Set Assignment</b> (Preparation)	<b>Externally Set Assignment</b> (10 hrs timed work)	Coursework completion	

