

Art curriculum overview

	Year 7	Year 8	Year 9
Autumn 1	<p>Familiarisation with the art room</p> <ul style="list-style-type: none"> - A variety of short activities to enable students to source equipment and for assessment purposes. <p>In depth study: The Elements of Art</p> <ul style="list-style-type: none"> - Explore what the elements of art are – colour, form, texture, tone, line, composition. - Group collaborations – making displays for the art room. - Rules for the art room. <p>SMSC: Practise giving constructive criticism, developing tolerance towards others.</p>	<p>Familiarisation with the art room</p> <ul style="list-style-type: none"> - A variety of short activities to enable students to source equipment and for assessment purposes. <p>In depth study: The Elements of Art</p> <ul style="list-style-type: none"> - Explore what the elements of art are – colour, form, texture, tone, line, composition. - Group collaborations – making displays for the art room. - Rules for the art room. <p>SMSC: Practise giving constructive criticism, developing tolerance towards others.</p>	<p>Familiarisation with the art room</p> <ul style="list-style-type: none"> - A variety of short activities to enable students to source equipment and for assessment purposes. <p>In depth study: The Elements of Art</p> <ul style="list-style-type: none"> - Explore what the elements of art are – colour, form, texture, tone, line, composition. - Group collaborations – making displays for the art room. - Rules for the art room. <p>SMSC: Practise giving constructive criticism, developing tolerance towards others.</p>

<p>Autumn 2</p>	<p>Design a rollercoaster ride</p> <p>Project about design and construction.</p> <ul style="list-style-type: none"> - Use the internet to research different types of roller coaster - Make a range of different structures, testing strength and balance - Expressive drawing skills – documenting what might happen on a rollercoaster - Building models using engineering sets. <p>Skill set:</p> <ul style="list-style-type: none"> - Developing formal art skills using sculpture and drawing techniques. -Developing drawing skills and the use of dry media. -Developing spatial awareness using model making and Kinex. <p>Cross-curricular links: design and technology, physics</p> <p>SMSC: exploring emotion through mark making, sharing ideas in front of the class, problem solving</p>	<p>Identity and all about me</p> <p>Project about graphic design and visual literacy.</p> <ul style="list-style-type: none"> - Use hieroglyphics to write your own name - Create a collage which shows the viewer all about yourself - Expressive drawing skills – large paintings documenting different emotions - Painting to music – interpretative mark making - Design your own set of hieroglyphics or emojis to tell someone about yourself. <p>Skill set:</p> <ul style="list-style-type: none"> - Exploring a range of digital technology and drawing skills. - Independent research. - Inspiration from contextual links. - Developing ideas and intentions with creating artwork. - Recording the artistic process, including success and creative mistakes. - Learning from mistakes and building resilience. 	<p>Design a flood proof home for the fictional island of Watu</p> <p>Project about design and construction.</p> <ul style="list-style-type: none"> - Design a flag - Research flood proof homes - Conduct materials experiments (link to science) - Design and build a model of a flood proof home. <p>Skill set:</p> <ul style="list-style-type: none"> - Development of using merging drawing with painting skills. - Use of digital technologies alongside traditional methods. - Evaluation and analysis of their design – assess the suitability of their design for who their flood-proof home is made for. <p>Cross curricular links: science and design & technology, PSHE</p> <p>SMSC: building compassion and empathy, awareness of climate crisis</p>
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<p>Spring 1</p>	<p>Customise your own Durag</p> <p>Project about design and textiles.</p> <ul style="list-style-type: none"> - Explore the history and traditions of durags - Researching brands you like - Creating designs inspired by fashion labels - Learning basic sewing skills (hand and machine) - Measuring and cutting patterns - Printing onto textiles <p>Skill set:</p> <ul style="list-style-type: none"> - Developing awareness of branding and fashion trends. - Independent research. - Learning from mistakes and building resilience. 	<p>Illustrate the Jabberwocky</p> <p>Project about set design and visual literacy</p> <ul style="list-style-type: none"> - Analyse the Jabberwocky poem by Lewis Carroll - Build a plasticene version of the Jabberwocky - Build a stage set to move the Jabberwocky around and act out the poem - Look at the artwork of Cressida Cowell to help illustrate your poem - Make a concertina sketchbook - Create a storyboard <p>Cross-curricular links: English</p> <p>SMSC: empathising with different characters</p>	<p>Design your dream shoes</p> <p>Project about design and 3D modelling using clay.</p> <ul style="list-style-type: none"> - Create a mood board using magazine cuttings which will help inform the design of your shoe. - Conduct a peer-to-peer survey on what kind of shoes they like to wear (market research). - Design your dream shoe using your mood board and other research. - Present your design to the class. - Learn to construct a 3D shoe using clay – making slabs, joining clay correctly, finishing techniques. - Paint the shoe.

	<p>Cross-curricular links: PSHE and history, design</p> <p>SMSC: working together, sharing skills, peer evaluation</p>		<p>Cross-curricular links: design and technology, marketing and business</p> <p>SMSC: building resilience through making mistakes, peer-to-peer tutelage, giving constructive feedback</p>
<p>Spring 2</p>	<p>Art meets science</p> <p>Create a display for a science fair. Conduct a variety of exciting experiments.</p> <ul style="list-style-type: none"> - Students to research their own art/science experiments that they would like to explore. - Gathering appropriate materials to conduct an experiment. - Coming up with a hypothesis, rules for fair testing etc. - Digital technologies to document and present their findings. - Creating an engaging display for their peers to get them interested in science. <p>Skill set:</p>	<p>Portraiture, line and tone</p> <p>Complete a self-portrait using a geometric style.</p> <ul style="list-style-type: none"> - Explore continuous line drawings in portraiture. - Experiment with tone, pattern and colour using continuous line. - Research the work of Alexander Calder - Create a wire sculpture self-portrait in the style of Calder. - Explore the work of Josh Bryan - Complete a self-portrait in the style of Bryan. <p>Skill set:</p> <ul style="list-style-type: none"> -Exploring a range of digital technology and drawing skills. -Independent research. 	<p>Street Art with the Contemporary Art Foundation (Dog project)</p> <p>A collaborative group project exploring current issues for young people in London.</p> <ul style="list-style-type: none"> - Introduction to street art with Neil Bonner - Conducting independent research online – images which inspire - Looking at the work of Jean-Michel Basquiat, Keith Haring and Andy Warhol. Precursors to street art. - Designing the dog - Experiments with application of paint and other materials. - Applying ideas and learning to create final piece.

	<p>-Development of the use of the formal elements of art. Line, Tone, Form, Shape, Pattern and Texture. -Developing drawing skills further, alongside sculpture and ceramic skills. -Evaluation and analysis of the techniques they have been taught.</p> <p>Cross curricular links: science</p> <p>SMSC: building resilience through making mistakes, peer-to-peer tutelage, giving constructive feedback</p>	<p>-Inspiration from contextual links. -Developing ideas and intentions with creating artwork. -Recording the artistic process, including success and creative mistakes. -Learning from mistakes and building resilience.</p> <p>Cross curricular links: PSHE, design</p> <p>SMSC: building resilience, growing communication skills</p>	<p>Cross curricular links: History, PSHE, design</p> <p>SMSC: Exploring issues to do with young people in London today, empathising with others, communication and presentation skills.</p>
<p>Summer 1</p>	<p>Sculptural life drawing</p> <p>Create a self-portrait sculpture using clay.</p> <ul style="list-style-type: none"> - Create a mini-set for the sculptures to interact with (e.g. an art gallery, playground, school room etc.) - Using empathy as a source of inspiration – (sight) how does the person look when in that pose, (feeling) how might they feel, any other key questions? - Mixture of seated and standing poses – life-based sculptures. - Figures in motion. 	<p>Fantasy creatures</p> <p>Use a variety of drawing and printmaking techniques to create fantasy creatures.</p> <ul style="list-style-type: none"> - Look at the link between eggs and the life-cycle. What is in an egg, how does it form? - Carbon copy prints of eggs and their interiors. - Carbon paper with oil pastels – making mono-prints - Thoughtful mark-making exercises. - Creating our own creatures using consequences game. 	<p>Birds in the trees</p> <p>Painting and drawing project to make a large-scale shared picture.</p> <ul style="list-style-type: none"> - Studying wildlife and growth around us - Creating masking tape drawings of trees – class trip to Hollow Ponds - Thoughtful mark-making techniques - Mono-printing and collage techniques to create familiar garden birds. <p>Skill set:</p>

	<ul style="list-style-type: none"> - Figures interacting with their surroundings. - Documented by the class using photography and film. <p>Skill set:</p> <ul style="list-style-type: none"> -Refinement of drawing skills, alongside sculpture and ceramic skills. -Comparison, evaluation and analysis of the techniques they have been taught. -Use of digital technologies alongside traditional methods. <p>Cross curricular links: drama (performing arts), English</p> <p>SMSC: deepening empathy, talking and listening, building resilience.</p>	<ul style="list-style-type: none"> - Drawing together elements of carbon-copy drawings and ink/wax resist. - Refining ideas to make final piece. <p>Skill set:</p> <ul style="list-style-type: none"> -Development of using merging drawing with painting skills. -Use of digital technologies alongside traditional methods. -Evaluation and analysis of artist who link to their culture they are studying. <p>Cross-curricular links: English, science</p> <p>SMSC: valuing creativity and design, sharing ideas with peers, constructive feedback.</p>	<ul style="list-style-type: none"> -Refinement of drawing skills, alongside painting and printmaking skills. -Comparison, evaluation and analysis of the techniques they have been taught. -Use of digital technologies alongside traditional methods. <p>Cross-curricular links: forest school style learning, science, geography</p> <p>SMSC: working together, sharing skills, peer evaluation</p>
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<p>Summer 2</p>	<p>Sculpture games</p> <p>Creating a series of sculptures from recycled object inspired by Joan Miro and Sol Le Witt</p> <ul style="list-style-type: none"> - Tall and free-standing game – make a sculpture from paper straws which is as tall as possible - Explore what makes an ‘automatic’ drawing or sculpture - Sculptural constraints games - Using paper, card and colours to create a sculpture inspired by Joan Miro. <p>Skill set:</p> <ul style="list-style-type: none"> -Development of the use of the formal elements of art. Line, Tone, Form, Shape, Pattern and Texture. -Developing drawing skills further, alongside sculpture skills. -Evaluation and analysis of the techniques they have been taught. <p>Cross-curricular links: science, design and technology</p>	<p>Natural forms</p> <p>Making a sculptural form inspired by nature</p> <ul style="list-style-type: none"> - Conduct independent research about Day of the Dead online - Create a PowerPoint presentation for the class about DotD. - Gather images and objects which inspire them – relating to natural forms. - Learn how to construct a skull out of clay. - Experiment with finishes – dripping wax, painting, applying jewels using hot glue gun. <p>Skill set:</p> <ul style="list-style-type: none"> -Use of digital technologies alongside traditional methods. -Developing drawing skills further, alongside painting and collage skills. -Evaluation and analysis of artist who link to their own practice. <p>Cross-curricular links: history, geography</p> <p>SMSC: empathising with different cultures</p>	<p>Portraiture</p> <p>Create a portrait using either clay or linocut</p> <ul style="list-style-type: none"> - Research artists who make portraits of different types of people - In-depth study of a self-portrait by an artist - Framing matters – construct a cardboard frame and use it to help photograph portraits and different selected objects. - Layering the image. Design your portrait using a background, mid-ground and foreground. - Learn basic lino-cutting skills. - Slab making and extruding skills in clay. <p>Skill set:</p> <ul style="list-style-type: none"> -Production of a final outcome with skilful links to the project. -Exploring a range of sculptural and ceramic skills. -Contextual links informing artistic practise.
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	<p>SMSC: building resilience through making mistakes, peer-to-peer tutelage, giving constructive feedback</p>		<p>-Refinement of ideas and intentions with creating artwork. -Skilful recording of the artistic process, including success and creative mistakes.</p> <p>Cross-curricular links: PSHE, English</p> <p>SMSC: empathising with different cultures, building resilience from making mistakes</p>