



Curriculum Overview – Art 2023

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>Portraits Looking at identify, expressions and feelings using drawing, printing and painting, focus on proportion, tone and colour</p> <p><u>Cross-curricular links:</u> The human body topic in form groups Proportion/ratio link to maths Media – compare images times and styles</p> <p>RSSE: Article: 8, 13, 31,</p>	<p>War Art Reasons for war art, messages in art, empathy, history and poetry. Working in groups using drawing and printing.</p> <p><u>Cross-curricular links:</u> World war I topic focussing on history, citizenship and literacy in form groups Media – explore media industries Lit- Poetry and art competition.</p> <p>Possible visit – Royal armouries museum. RSSE: Article:12, 13, 17, 29, 31, 38</p>	<p>Sculpture Experiment with materials (metal, clay, mod rock), design and make 3D work linked to the environment</p> <p><u>Cross-curricular links:</u> Form group topic on environment 2d/3d shape in maths Forest school – Wood Carving / tribal art.</p> <p>Possible visit- Yorkshire sculpture park. RSSE: Article: 12, 13, 17, 29, 31</p>	<p>World Patterns Awareness of world cultures and art. Using various pastels, ceramics, paint Etc</p> <p><u>Cross-curricular links:</u> Form group project on China. Shape and space in maths / Islamic art Geography / places.</p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>	<p>Oriental Landscapes (calligraphy) Depth in landscapes and perspective. Brush techniques and calligraphy, collage, ink.</p> <p><u>Cross-curricular links:</u> Continue link to China topic Chinese philosophy / art Celtic calligraphy</p> <p>Possible visit – Moors and hills / nature visit. RSSE: Article: 12, 13, 17, 29, 31</p>	<p>Own Art/Graffiti Identity and loop design using pen/ink and spray paints. Continue calligraphy into TAGS.</p> <p><u>Cross-curricular links:</u> PSHE- getting to know the new learners and settle into Oastlers</p> <p>Visit from Graffiti artist</p> <p>RSSE: Article: 8, 12, 13, 17, 29, 31</p>
8	<p>Celtic Knot Work Patterns, line and accuracy, symmetry and design. Using planning and measuring</p> <p><u>Cross-curricular links:</u> Literacy work on Beowulf</p> <p>Possible - Viking visitor</p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>	<p>Comic Book Covers Styles of artists, design process and planning. Focus on design, tone, style and developing further using ICT</p> <p><u>Cross-curricular links:</u> ICT use of Serif Suite Media – video games, comic book characters</p> <p>Possible- comic /animation artist RSSE: Article: 12, 13, 17, 29, 31</p>	<p>Space Books Styles of artists, design process and planning. Focus on design, tone, style and developing further using ICT</p> <p><u>Cross-curricular links:</u> ICT use of Serif Suite Media - video games, comic book characters, links to advertising, marketing, logs and identity</p> <p>Possible – textile group work / textile artist RSSE: Article: 12, 13, 17, 29, 31</p>	<p>Still Life Observation and critical skills. Focus on line and tone, figurative and abstract, proportion. Develop further using ICT</p> <p><u>Cross-curricular links:</u> Proportion/measurements in maths Being objective in science Resilience and making mistakes in PSHE</p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>	<p>Monsters Creativity and imagination, experimentation with media and techniques</p> <p><u>Cross-curricular links:</u> A Monster Calls in literacy Science- ecology</p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>	<p>Moroccan Plant Pots Design, colour and symmetry, hand painting techniques, cultural awareness, identity</p> <p><u>Cross-curricular links:</u> Shape and space in maths Links to geography/history & citizenship Ceramics – making and glazing pots.</p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>

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<p>9</p>	<p>Portraits Focus on history and style, figurative or abstract. Working with different paints and colour theory, mood and feelings, expression</p> <p><u>Cross-curricular links:</u> <i>Jekyll and Hyde in English</i> <i>Science of potions and medicines</i> <i>Philosophy of good and evil.</i></p> <p>RSSE: Article: 8, 12, 13, 17, 29, 31</p>	<p>Mosaics and Jewellery Design process, planning designs and trying different materials</p> <p><u>Cross-curricular links:</u> <i>Romeo & Juliet in English</i> <i>Greco-Roman history – mosaics in England</i> <i>Jewellery – link to Celtic art and metal work.</i></p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>	<p>Textile Project (William Morris) Using textile techniques such as BATIK. Planning creating effective textile art</p> <p><u>Cross-curricular links:</u> <i>Symmetry/rotational symmetry in maths</i> <i>Geography link to textile art in Bradford and Pakistan and to Batik art around the world.</i> <i>DT- product design and branding</i></p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>	<p>3d Packaging Design Creating an identity logo. Being able to visualise and create a 3D package</p> <p><u>Cross-curricular links:</u> <i>Shape, space & measure in maths</i> <i>Media - , links to advertising, marketing, logs and identity</i></p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>	<p>Landscapes Cultural context of romantic landscapes, focus on Hockney's landscapes and his practice. Local artists in local area. Various different media including I pads</p> <p><u>Cross-curricular links:</u> <i>Local & world geography</i></p> <p>Possible nature visit/ moors and hills etc.. RSSE: Article: 12, 13, 17, 29, 31</p>	<p>Tattoo design Patterns and style around the world. Careful design and creation of effective tattoo designs</p> <p><u>Cross-curricular links:</u> <i>Shape, space & measure in maths</i> <i>Identity in PSHE</i></p> <p>Possible visiting staff with tattoos. RSSE: Article: 8, 12, 13, 17, 29, 31</p>
<p>KS3 Literacy Focus Command words: illustrate, dimensions, image, text, logo, composition, mood, textiles, print proportion, tone, colour, shape, pattern, line, sketch, idea, research, texture, design, develop, evaluate, sculpture, ceramics, still life, portrait, landscape</p>						
<p>10</p>	<p>AO1: Develop ideas through investigations, demonstrating critical understanding sources.</p> <p><u>Cross-curricular links:</u> <i>Critical understanding links to English extended writing</i></p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>	<p>AO1: Develop ideas through investigations, demonstrating critical understanding sources.</p> <p><u>Cross-curricular links:</u> <i>Critical understanding links to English extended writing</i></p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>	<p>AO3: record ideas, observations and insights relevant to intentions as work progresses.</p> <p><u>Cross-curricular links:</u> <i>Critical understanding links to English extended writing</i></p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>	<p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p><u>Cross-curricular links:</u> <i>Critical understanding links to English extended writing</i></p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>	<p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p><u>Cross-curricular links:</u> <i>Critical understanding links to English extended writing</i></p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>	<p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p><u>Cross-curricular links:</u> <i>Critical understanding links to English extended writing</i></p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>
<p>11</p>	<p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p><u>Cross-curricular links:</u> <i>Critical understanding links</i></p>	<p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p><u>Cross-curricular links:</u> <i>Critical understanding links to English extended writing</i></p>	<p><u>EXAM PREPARATION FOR TIMED ASSESSMENT.</u></p> <p><u>AO1-3 EXAM PREP.</u></p> <p><u>Cross-curricular links:</u> <i>Critical understanding links to English extended writing</i></p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>	<p><u>EXAM PREPARATION FOR TIMED ASSESSMENT.</u></p> <p><u>AO1-3 EXAM PREP.</u></p> <p><u>Cross-curricular links:</u> <i>Critical understanding links to English extended writing</i></p> <p>RSSE: Article: 12, 13, 17, 29, 31</p>	<p><u>AO1-3 EXAM PREP. AND AO4: TIMED ASSESSMENT</u></p> <p><u>Cross-curricular links:</u> <i>Critical understanding links to English extended writing</i></p>	<p>NA.</p>

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	to English extended writing	RSSE: Article: 12, 13, 17, 29, 31			RSSE: Article: 12, 13, 17, 29, 31	
	RSSE: Article: 12, 13, 17, 29, 31					
KS4 Literacy Focus						
Command words: perspective, complimentary, contrasting, formal elements, process, graphics, figurative, abstract, polyhedron, symmetrical, observational, surreal, motif, rotational, parallel, translucent, transparent, opaque, visualise						