



## Curriculum Overview – Art

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><b>Cross-curricular links:</b> <i>The human body topic in form groups</i> <i>Proportion/ratio link to maths</i> <i>Media – compare images times and styles</i></p>	<p>War Art Reasons for war art, messages in art, empathy, history and poetry. Working in groups using drawing and printing.</p> <p><b>Cross-curricular links:</b> <i>World war I topic focussing on history, citizenship and literacy in form groups</i> <i>Media – explore media industries</i></p>	<p>Sculpture Experiment with materials (metal, clay, mod rock), design and make 3D work linked to the environment</p> <p><b>Cross-curricular links:</b> <i>Form group topic on environment</i> <i>2d/3d shape in maths</i></p>	<p>World Patterns Awareness of world cultures and art. Using various pastels, ceramics, paint Etc</p> <p><b>Cross-curricular links:</b> <i>Form group project on China.</i> <i>Shape and space in maths</i></p>	<p>Oriental Landscapes (calligraphy) Depth in landscapes and perspective. Brush techniques and calligraphy, collage, ink.</p> <p><b>Cross-curricular links:</b> <i>Continue link to China topic</i></p>	<p>Own Art/Graffiti Identity and loop design using pen/ink and spray paints. Continue calligraphy into TAGS.</p> <p><b>Cross-curricular links:</b> <i>PSHE- getting to know the new learners and settle into Oastlers</i></p>
8	<p>Celtic Knot Work Patterns, line and accuracy, symmetry and design. Using planning and measuring</p> <p><b>Cross-curricular links:</b> <i>Literacy work on Beowulf</i></p>	<p>Comic Book Covers Styles of artists, design process and planning. Focus on design, tone, style and developing further using ICT</p> <p><b>Cross-curricular links:</b> <i>ICT use of Serif Suite</i> <i>Media – video games, comic book characters</i></p>	<p>Space Books Styles of artists, design process and planning. Focus on design, tone, style and developing further using ICT</p> <p><b>Cross-curricular links:</b> <i>ICT use of Serif Suite</i> <i>Media - video games, comic book characters, links to advertising, marketing, logs and identity</i></p>	<p>Still Life Observation and critical skills. Focus on line and time, figurative and abstract, proportion. Develop further using ICT</p> <p><b>Cross-curricular links:</b> <i>Proportion/measurements in maths</i> <i>Being objective in science</i> <i>Resilience and making mistakes in PSHE</i></p>	<p>Monsters Creativity and imagination, experimentation with media and techniques</p> <p><b>Cross-curricular links:</b> <i>A Monster Calls in literacy</i></p>	<p>Moroccan Plant Pots Design, colour and symmetry, hand painting techniques, cultural awareness, identity</p> <p><b>Cross-curricular links:</b> <i>Shape and space in maths</i> <i>Links to geography/history &amp; citizenship</i></p>
9	<p>Portraits Focus on history and style, figurative or abstract. Working with different paints and colour theory, mood and feelings, expression</p> <p><b>Cross-curricular links:</b> <i>Jekyll and Hyde in English</i></p>	<p>Mosaics and Jewellery Design process, planning designs and trying different materials</p> <p><b>Cross-curricular links:</b> <i>Romeo &amp; Juliet in English</i> <i>Greco-Roman history</i></p>	<p>Textile Project (William Morris) Using textile techniques such as BATIK. Planning creating effective textile art</p> <p><b>Cross-curricular links:</b> <i>Symmetry/rotational symmetry in maths</i></p>	<p>3d Packaging Design Creating an identity logo. Being able to visualise and create a 3D package</p> <p><b>Cross-curricular links:</b> <i>Shape, space &amp; measure in maths</i> <i>Media - , links to advertising, marketing, logs and identity</i></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 ipads</p> <p><b>Cross-curricular links:</b> <i>Local &amp; world geography</i></p>	<p>Tattoo design Patterns and style around the world. Careful design and creation of effective tattoo designs</p> <p><b>Cross-curricular links:</b> <i>Shape, space &amp; measure in maths</i> <i>Identity in PSHE</i></p>
<b>KS3 Literacy Focus</b>						
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						
10	<p>AO1: Develop ideas through investigations, demonstrating critical understanding sources.</p> <p><b>Cross-curricular links:</b> <i>Critical understanding links to English extended writing</i></p>	<p>AO1: Develop ideas through investigations, demonstrating critical understanding sources.</p> <p><b>Cross-curricular links:</b> <i>Critical understanding links to English extended writing</i></p>	<p>AO3: record ideas, observations and insights relevant to intentions as work progresses.</p> <p><b>Cross-curricular links:</b> <i>Critical understanding links to English extended writing</i></p>	<p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p><b>Cross-curricular links:</b> <i>Critical understanding links to English extended writing</i></p>	<p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p><b>Cross-curricular links:</b> <i>Critical understanding links to English extended writing</i></p>	<p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p><b>Cross-curricular links:</b> <i>Critical understanding links to English extended writing</i></p>
11	<p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p><b>Cross-curricular links:</b> <i>Critical understanding links to English extended writing</i></p>	<p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p><b>Cross-curricular links:</b> <i>Critical understanding links to English extended writing</i></p>	<p><b>EXAM PREPARATION FOR TIMED ASSESSMENT.</b></p> <p><b>AO1-3 EXAM PREP.</b></p> <p><b>Cross-curricular links:</b> <i>Critical understanding links to English extended writing</i></p>	<p><b>EXAM PREPARATION FOR TIMED ASSESSMENT.</b></p> <p><b>AO1-3 EXAM PREP.</b></p> <p><b>Cross-curricular links:</b> <i>Critical understanding links to English extended writing</i></p>	<p><b>AO1-3 EXAM PREP. AND AO4: TIMED ASSESSMENT</b></p> <p><b>Cross-curricular links:</b> <i>Critical understanding links to English extended writing</i></p>	NA.
<b>KS4 Literacy Focus</b>						
Command words: perspective, complimentary, contrasting, formal elements, process, graphics, figurative, abstract, polyhedron, symmetrical, observational, surreal, motif, rotational, parallel, translucent, transparent, opaque, visualise						