

## ART

## YEAR 7

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
<b>Half Term 1</b>	Henri Rousseau: Painted jungle compositions: The study of exotic plants and flowers and the work of the artist, working towards an imaginary painted composition.  Observational Drawing exercises: formal elements: line, tone, texture, shape etc  Colour theory	Students will understand the mechanics of painting and the rules of composition. Observational drawing techniques. Research skills: critically analysing the work of the artist and presenting their findings thoughtfully. Creative presentation techniques, including watercolour washes, collage, text / lettering, organisation, composition, planning. Appreciation. Methods of reviewing their own and others work. Literacy. Colour theory. Paint application: colour mixing, blending etc. Respect, health and safety in the classroom, cleaning up etc. How to read, discuss and critically analyse paintings. <a href="#">Potential fieldtrip to the Devisdale, ideally in the Autumn term to draw / paint / photograph 'en plein air'.</a>	Understand perspective, the use of distance, depth and space. Understand the importance of planning and sketching out composition. Creativity. Design skills. Drawing lightly. Thinking skills. Analytical skills. Decision making. Taking risks. Observational skills: looking carefully: line, tone, texture, colour etc. Decision making. Using a variety of media and techniques including: pencil, paint, clay, printmaking and/ or textile techniques. Research skills, history of art, visual literacy. Paint application. Appreciation of each other's work. How to study, understand and research Rousseau's paintings (Art history).	Understanding perspective, distance and space. How to appreciate and read paintings. Know key works of art through history (Rousseau). Global ideas and issues including deforestation, extinction, the environment, the privilege of travel. Understanding the history of art / culture. Understand colour theory. Motor skills. Self- belief and not to be too influenced by others' opinions. It is possible to succeed against the odds. Rousseau, an untrained artist defied the critics through his vision and determination; his imagination (he never travelled to see a jungle) he still achieved against the odds; adversity. To appreciate (and be aware of) their surroundings and the world around them.	Jungles: Geography, Citizenship Poetry: English French? colours
<b>Half Term 2</b>	Rousseau continued. To complete this composition successfully attention to detail, reviewing and refining is expected. Drawing exercise for homework: 'View through a window using the window as the frame'. 'Beneath your feet' A photography and drawing homework (Autumn colours). Art History: Introduce the work of 'The Fauves', focus on Matisse and Derain.	The importance of attention to detail, reviewing and refining their skills and understanding of composition, application of paint, colour theory and mixing, tonal elements etc.  Drawing homework will test progress regarding observational skills and pencil technique re: the formal elements: line, tone, texture, form, shape and space. Independent visual decision making.  Learn about different art movements, The Fauves, looking closely at their use of and rules of colour. How to successfully use oil pastels to create a small Fauvist landscape.	As above.  Independent visual decision making. The art of seeing. Framing for both drawing and photography composition.  How to study, understand and research the work of the Fauves (Art history).  How to use oil pastels as an expressive medium.	As above Know where Rousseau and The Fauves sit in the Art History timeline.	French; Where I live'
<b>Half Term 3 &amp; 4</b>	'Under the sea' Inspired by the work of the contemporary artist Yellena James. Drawing studies of coral and shells, line, pattern, shape, form, texture and colour leading to printing and the use of mixed media and materials.  Art History	The language of contemporary art and illustration. The language of abstraction in art, through the study of the work of the artist Yellena James (and other contemporary artists and makers) inspired by images from under the sea, including coral, shells, sea life including jellyfish. Research skills: critically analysing the work of the artist and presenting their findings in an imaginative and visual way. Interpreting the artist's style thus showing their understanding. Layering, new media, printing, repetition. Composition, arrangement, overlapping. Observation. Creative risk taking. Explore life under the sea and the environmental impacts of our waste, plastics etc.	Understand the different formal elements in art and design: line, tone, pattern, colour, texture, rhythm. How to print using polystyrene and printing inks. Mark-making. Learning how to take risks and experiment creating different backgrounds, surface, colours and tones and textures. Control and precision. Learn how to produce their own scraperboard using oil pastels, poster paint and fairy liquid. That lovely element of surprise when coloured marks appear from the black surface. The qualities and rules of clay and clay techniques. Clay/ceramic artists, such as Diane Lublinski. The firing process. The glazing process. New relief and 3D techniques are always being discovered eg: knitted coral reefs (inspired by textile artists). Knitting, finger knitting, textile skills, applique, various types of stitching, blanket, chain, French knots etc. Felting.	Knowledge and understanding of the modern / contemporary art, craft and design world. Living artists, and female artists. How art and subject matter can be interpreted through the use of a wide range of media, materials and techniques. Global warming. Will help them with general and necessary basic skills for fixing and mending skills later in life. Understanding Art through history	Geography, coral reefs and the natural world. Citizenship. Business and careers (in art, craft and design). Music: The Aquarium Saint Saens. Debussy; La Mer Poetry. RS: link to 'What does it mean to be religious in contemporary India?' MFL; Environment year 11

			Students will also be introduced to key art works across history and cultures (as separate lessons and homework's) Van Gogh's chairs / Impressionism/ etc.		
<b>Half Term 5 &amp; 6</b>	<p>Indian Art and culture.</p> <p>We are currently extending this unit to include the opportunity to study many other cultures including African art, Japanese Art, Chinese art, Islamic art, African Art, South American art etc</p> <p>To include artists / designers and craftspeople How cultural art and design inspires modern design: prints / fabrics / textiles / fashion / interiors/ architecture etc</p>	<p>Reflects the culture of some of our cohort and allows them to share. Deepen understanding and appreciation of the culture, through research and explorations. Be more knowledgeable about the traditions, religion, history, stories, theatre, art and architecture, pattern, animals' significance, food, colour, costume, of this incredible country etc. Mehndi, shadow puppets etc.</p> <p>Applying learnt techniques from the previous 2 projects, for example, printmaking, drawing, painting, composition, research, effective presentation of their findings. Be more independent and confident with their enquiry and selection of information.</p>	<p>Building on all of the previous skills learned over the year so far and adding new ones. Similar format to the GCSE process. Personal enquiry and research are essential. Confidence in the use and selection of media. To take creative risks. To include the symbolism and include the language. Design skills regarding their presentation. Understanding the role of craft person and designers in a range of cultures. The ability to explore visual, tactile and sensory qualities of their own and others work. Develop their own views and judgements. Engage with ideas, images and artefacts and identify how values and meanings are conveyed. To recognise the varied characteristics of different cultures and use them to inform their creating and making.</p>	<p>Knowledge and understanding of Indian art and culture. The importance of thorough and varied research. They should demonstrate intelligent use of sources, including using books and the internet positively to find and extract reliable information, inform purposeful enquiry, develop analytical skills and make progress with their ideas. Be able to communicate their understanding in written, visual, practical and verbal forms. To consider the presentation of their findings. Learning about another culture through art and design. To be able to make decisions and review and refine their own work. To appreciate the work of others. Critical analysis skills. Contemporary practice.</p>	<p>RS: link to 'What does it mean to be religious in contemporary India?' Food Tech. Drama. Literature. English; Chinese Cinderella Textiles. Geography. Languages. Music. History. Dance</p>

## ART

## YEAR 8

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
<b>Half Term 1</b>	<p>Short half term project to assess drawing and risk taking. Based on a natural form: Birds or Insects. Resources available for both themes, staff can select.</p>	<p>A variety of drawing, tone and texture and colour techniques. Observational skills, how to vary tone and texture using pencils, biro and coloured pencil. The importance of looking: draw what you see and not what you think you see. Control in the application of all media. Understand the different qualities and potential of the media and processes. Critical studies of a range of artists both historical and contemporary using these themes. John Ruskin, Tracie Huskamp, Mark Hearld, Michelle Morin, Claire Brewster, Abby Diamond, Si Scott (a local artist), etc. Learn to analyse, and recreate the work, approaches and responses of a variety of contemporary artists and designers to these themes. To appreciate the beauty, delicacy and importance of birds and insects. How to analyse and evaluate their own and others work.</p>	<p>Observational drawing skills including the understanding of the formal elements. Looking carefully. Accuracy, realism, mark making, texture, depth, scale, composition, colour etc. The potential of a wide range of drawing media: pencils, crayons, inks. Confidence to explore a variety of drawing media. Research effectively. Creativity. Design skills. Drawing lightly. Thinking skills. Analytical skills. Decision making. Taking risks. Using a variety of media and techniques, including: pencil, paint, clay, printmaking and/ or textile techniques. Research skills, visual literacy. Extension: Create an imaginary creature based on initial drawings. Literacy when asked to create a narrative/story about their creatures and describe its role. Use of alliteration, poetry. Fun and light hearted.</p>	<p>Learning that there are many interpretations of a theme through the use of many different media and materials. How to take the time to really look and observe the details of birds and insects (or anything!). Drawing and recording skills.</p>	<p>English. Biology. Geography. The natural world, global effects... ..a world without insects... .. Music; Flight of the bumblebee, Messiah LeOiseau</p>

Half Term 2 & 3	<p>Perspective: to learn the principles of one and two- point perspective, beginning with a study of the Renaissance. Option one: Through the study of the Renaissance painting by Carlo Crivelli: 'The Annunciation'. Option Two: Through the study of 3D lettering leading to the creation of a Gallery space that will contain artworks by The Impressionists (or the teacher's choice of a period of art).</p>	<p>Understanding how perspective developed during the Renaissance and was used to create some of the most important works of art. Drawing in one and two- point perspective. How to use simple one- point perspective to create their own hallway / space and begin to learn the technical drawing skills necessary and the rules in order to successfully produce the illusion of a 3- dimensional image on a 2- dimensional surface. Painting skills, blending, application, control and the use of many shades and tones to effectively represent shadow and light (3D). How to produce a successful, imaginative and well considered perspective composition. How to assess, review and modify. Resilience (this is a very difficult concept for many students!). How to read paintings, critical analysis.</p>	<p>How to use pencils and rulers. Painting skills, blending, application, control and the use of many shades and tones to effectively represent shadow and light (3D). How to produce a successful, imaginative and well considered perspective composition. How to assess, review and modify. Resilience (this is a very difficult concept for many students). How to read paintings, critical analysis. Patience. Perseverance.</p>	<p>The importance of spatial awareness and design. To know how a range of artists used perspective using the art history timeline (Renaissance). To know the painting of the Annunciation by Carlo Crivelli. To research and select effectively the work of the Impressionists (amongst others). How artists create realism and depth to their paintings. How an architect creates a building from the beginning and why visualisation is so important. How we interact with our environment and how it enhances our lives. Problem solving, decision making and resilience.</p>	<p>Mathematics. Physics. History, (The Renaissance), D&amp;T (technical drawing). Music English; Renaissance links poetry (Year 9)</p>
Half Term 4 & 5	<p>'What are you like?' an identity project where the students are asked to describe themselves through a series of drawings, images and text. Based on an exhibition of the responses of artists, photographers and illustrators to a series of words: eg: your favourite comfort, weather, food, place, transport, clothes, shoes, animal, pastime, possession, instrument etc.</p>	<p>Self- exploration, analysis of who they are and how to illustrate this and present it to others. Freedom of expression as this is a very personal project, prompted by the many different ways this range and mix of artists have interpreted this theme. IDENTITY. They will recognise the work of the self-trained artist: Andrea Joseph. Independent research and collecting appropriate resources. Organisation. Apply skills learned over the past 2 years, collage, text, drawing, printing, painting, etc. Creative and imaginative use of all media selected. Decision making. Presentation.</p>	<p>Research and collecting resources. Imagination and confidence in the use of all selected media. Fine tuning their observational drawing skills (Joseph's main tool is biro). Literacy. Collage, biro and pencil drawing, drawing from observations, taking and using their own photographs, composition, mixed media, textiles, incorporation of text/typography, use of colour and tone etc. Remembering and applying their knowledge and skills from previous projects in both years 7 and 8.</p>	<p>Celebrating individuality and respecting each other's differences. Self- reflection. Values. Appreciation of family and friendships. Value of independent enquiry to produce something totally unique and personal to each student. A lasting memory / scrapbook of images that represents a snapshot about them at this age.</p>	<p>Literacy, English. PHSE. Citizenship. Drama; Tell- tale heart- design scheme in Drama year 7 RS: Beliefs English; Me, myself and I Spanish; 'Free time'</p>
Half Term 6	<p>Opportunity to complete any unfinished work from the year / or introduce short series of workshops, drawing exercises, group work.</p>	<p>For example: Still life drawing exercises, quick fire sketching, encouraging risk taking. Group projects: Paper manipulation to create hats, wigs, sculptures, etc which can then be drawn. Imagination. Responding to recent exhibitions.</p>	<p>Resilience How creating a piece of art does not have to take a long time. Embracing the happy accident. Fun. Interaction. Collaboration. Imagination and creativity encouraged and stretched.</p>	<p>Resilience How creating a piece of art does not have to take a long time. Embracing the happy accident. Have fun. Interaction. Collaboration.</p>	

## ART

## YEAR 9

	Topic	Knowledge What will students know by the end of this unit?	Skills What skills will students have developed by the end of this unit?	Big Idea What are the essential ideas which students could not leave school without?	Cross Curricular What links to other subjects / enrichment might be made?
Half Term 1 & 2	<p>Pattern and Fashion: Designs based on the study of reptiles and butterflies and inspired initially by the work of the designer Alexander McQueen and other designers such as: Dior, Jean Paul Gaultier, Iris Van Herpen, Noa Raviv, Issey Miyake, Victor &amp; Rolf etc.</p> <p>This project has evolved to be inclusive of the many BAME designers including: Ozwald Boateng, Duro Olowu, Pyer Moss, Stephen Burrows...</p> <p>Study of the work of the artist Yinka Shonibare</p>	<p>Design processes.</p> <p>Links with nature to many aspects of design and how it has directly influenced and inspired designers including fashion and textile designers, architects and illustrators.</p> <p>How to observe and select details, shapes, patterns, colours and textures in nature.</p> <p>How to create patterns and designs for fashion/ costume outcomes.</p> <p>Be more aware of pattern in all types of design, interior (fabrics, textiles and wallpaper etc), fashion (textiles, fabrics etc).</p> <p>Links to the industry.</p> <p>How to use the design process, from their own resources, drawings, repeat pattern to creating fashion /costume designs.</p> <p>Know and understand the fantastic creative talents of Alexander McQueen and other designers worldwide.</p> <p>An extension activity for students to work in small groups and create a full- size costume from cardboard for "The cardboard catwalk".</p> <p>How black artists create art inspired by history and culture through studying the work of Yinka Shinibare and Bisa Butler. (Contemporary)</p>	<p>Observational drawings of a wide variety of reptiles and butterflies and moths.</p> <p>To carefully observe detail, pattern and colour. Attention to detail.</p> <p>To be creative / imaginative.</p> <p>Consider composition and arrangement of the details, patterns and colours of their recorded images.</p> <p>To be selective of the media that they choose to use and use it skilfully.</p> <p>To be able to find reputable information about the designers of their choice and find their own resources of reptiles and butterflies.</p> <p>Use their own drawing studies to inspire the patterns and creation of their fashion / costume design.</p> <p>Use ink and water neatly and to good effect.</p> <p>A second design is totally left to their own imagination (with some prompts) and they can select a mix of media to realise their intentions: collage, papercutting techniques, paints etc.</p> <p>Effective manipulation of cardboard techniques.</p>	<p>The importance of design process and to be aware of how much design is all around us: homes, clothes, cars, transport, products, film, graphics, etc</p> <p>The environment and sustainable fashion (fast fashion).</p> <p>The value and importance of creativity, research, personal responses.</p> <p>Working in a group to create a costume: problem solving, sharing ideas, and listening to others, appreciating their input, all to contribute.</p> <p>Links to industry.</p> <p>Links to the history of fashion</p> <p>Links to ex students who have studied fashion and gone on to have successful careers: Henrietta (Rixo). Hannah (Balmain, Paris). Louisa (whose final show was represented at London Fashion Week in June 2019) she now also works at Balmain, Paris.</p>	<p>D and T. English (literary skills)</p> <p>Citizenship.</p> <p>Spanish; Clothes</p>
Half Term 3	<p>Sweets and Food: An illustration project inspired by many artists.</p> <p>Experimentation is encouraged as is using skills learned over the past 3 years.</p> <p>History of Art &amp; Food</p>	<p>How to apply learned skills and to test their decision - making skills. Experimentation, investigation with confidence and resilience.</p> <p>How both historical and contemporary artists and designers have been inspired by Food.</p> <p>Still life: History of art: Illuminated manuscripts, The last supper (Leonardo, Marten de Vos) Arcimbaldo, Dutch school Pieter Claesz, Vermeer, Van Gogh, Cezanne Pop art (consumerism) Kara Walker, (Cath Riley, Tjalf Sparnaay, Wayne Thiebaud, Tommy Kane, Sara Midda, Danny Gregory etc.</p> <p>A structure very much like the GCSE assessment objectives where they will:</p> <p>Record observations (take their own photographs and produce a variety of skilful drawings and then create art work combining media.</p> <p>Experiment with appropriate techniques.</p> <p>Develop their ideas using the influence and inspiration of their chosen artists: research.</p> <p>Then produce an outcome inspired by all of their studies.</p>	<p>Selecting, choosing their own theme, fruits, vegetables, fast food, contents of a fridge, a food diary of the food they eat in a day / week, supermarket fresh foods, breads, fish etc.</p> <p>Thorough research will give them so many opportunities.</p> <p>Take their own photographs: consider composition, zooming in on details etc.</p> <p>Being in control of their own selection of appropriate media and techniques. Responsibility. Ownership.</p> <p>Decision making.</p> <p>Freedom of expression.</p>	<p>Independent enquiry.</p> <p>Observation and analysis of the everyday.</p> <p>The importance of individual responses and research to themes (particularly if the students are going on to study art at GCSE).</p> <p>Adapting and using their skills creatively.</p> <p>Understanding the inspiration of food throughout the History of Art and in contemporary practice.</p> <p>The ability to place art and artists in the timeline.</p>	<p>English. Food Tech.</p> <p>History</p>

<p><b>Half Term 4 &amp; 5</b></p>	<p>Architecture and the urban and suburban environment.</p>	<p>To be aware of the many different architectural styles, both historical and modern in our own local area. How many different artists and illustrators have interpreted this theme: including: Minty Sainsbury's drawings (a young and talented architect). Stephen Wiltshire (severely autistic, fantastic detailed drawings of architect, he has a photographic memory, show video of him at work on a large panorama of London after a helicopter ride over the city). Maya Wronska, Lucy Jones, urban sketchers etc. Graphic design / collage artists: Evan Hecox, Lynette Jackson Papercutting: Callum Russell Urban sketching (trip down to Altrincham / local are to experience 'Urban Sketching' En plein air To learn to interpret patterns and form using a range of media. To create a mixed media panorama of their chosen buildings focusing on line, shape, pattern, tone, colour, texture, drawing on the wide range of media, materials and techniques used since year 7. Photography.</p>	<p>Drawing from their own photographs (and our vast array of resources). Taking their own photographs, considering composition, zooming in on details, doorways, decorative stone carving, patterns, colours, steel, glass, stained glass, shopping streets, bus and train stations, town halls, churches, their own village or street etc. Using mixed media. A variety of printing methods will be explored: poly-printing, photo etching, oil pastel transfer and mono-printing etc. Experimenting with backgrounds and surfaces. Applying previously learned skills. Colour, shape, form, composition</p>	<p>More aware of the world around them. To look up and see. Appreciation of the history of architecture, the variety and purpose, the detail and structures etc. Understanding and appreciation of the built environment. Artists and designers. Photography skills. Many of our students have gone on to study architecture. Supports students who go onto study art &amp; design at GCSE</p>	<p>History. Human geography; urban decline / regeneration. MFL; Where I live</p>
<p><b>Half Term 6</b></p>	<p>Once complete the students will work on a group project based on the History of Art and contemporary art.</p> <p>If time: A series of creative art workshops</p>	<p>Students will work in small groups, maximum of 3 (or independently if they so choose). They will be shown a PowerPoint which goes though the timeline of the history of art (condensed of course). They will then be asked to select one, it could be a particular group of artists, a particular period of time, a particular media, an individual artist, sculpture, printmaking, video, installations, painting, etc. They will then research and present their findings to the rest of the class. They can add visuals, produce a film, power point, piece of artwork, song (this was done once by a student who sang a song about Caravaggio which accompanied her power point presentation.</p>	<p>Working as a team. Wide research, understanding, learning, analysing, creativity and imagination when deciding how to present their findings to their peers. Critical analysis and appreciation. Teaching and applying their newfound information.</p>	<p>Collaboration, working as a part of a team. Independent research skills Public speaking Expanding their general knowledge, seeking out new learning opportunities and experiences. Learning referencing / bibliographies / acknowledging all of their sources etc. The ability to place art and artists in the timeline.</p>	<p>English Drama</p>