

All Hallows RC High School

Specialising in Business, Enterprise & Sports



ART CURRICULUM OVERVIEW

MRS J. EVANS

September 2021



WE AIM FOR ALL HALLOWS RC
BUSINESS, ENTERPRISE AND SPORTS COLLEGE TO BE A
CATHOLIC SCHOOL
TO WHICH CHILDREN WISH TO COME
TO WHICH PARENTS WISH TO SEND THEIR CHILDREN
AND WHERE TEACHERS
WISH TO TEACH

OUR MISSION IS TO OFFER A
HIGH QUALITY
CATHOLIC EDUCATION
FOR ALL, IN AN ENVIRONMENT WHERE
GOSPEL VALUES ARE CENTRAL
TO TEACHING AND LEARNING
AND IN WHICH THE
UNIQUE VALUE
OF EACH PERSON IS
RECOGNISED AND RESPECTED

Curriculum Intent

KS3: Our curriculum design seeks to enable students to become confident and inquisitive creative thinkers and makers. They will develop their visual literacy and abilities to interpret the sights, symbols and structures of the world they live in. Students will develop critical thinking, designing and creating skills. They will work in contexts that provide opportunities to design and communicate meaning, message, expression and emotion through visual imagery and crafts to represent a wide range of experiences and contexts that they may live in and art forms through history.

KS4: At Key Stage 4 the pupils will build on their knowledge and skills formed at KS3, then apply these skills to develop ideas, experiment with art media whilst refining ideas, record ideas through both visual interpretation and the written word and then develop personal responses to a context or theme.

Art and design is a practical and valuable subject. It enables children and young people to actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation. It teaches how to take risks and so become more resourceful, innovative, enterprising and capable. Working in the arts helps learners to develop creative problem-solving skills. Art instruction helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness.

What exactly do they learn?

KEY CONCEPTS:

Art and Design prepares students to actively and confidently thrive in an inclusive and diverse society: it facilitates the exploration and celebration of similarities and differences between people, places and cultures. Students are exposed to pathways, through education, to employment. There are key concepts that are key to the major study of Art, Craft, and Design. The concepts need to be understood in order to deepen and broaden their knowledge, skills and understanding.

Creativity: understanding that taking risks are part of learning, as are making mistakes and the learning that comes from them. Students will explore and experiment with ideas, materials, processes and techniques to give form to their ideas.

Competence of skills: using the processes of investigating, analysing, designing, making, reflecting and evaluating and effectively within the creative process and the creation of their work. Students will be able to make informed choices about their application of media, techniques and processes.

Cultural Understanding: understanding how images and objects communicate characteristics of cultures, themes and places of their own context both personal and/or collective and how these items both define and link us to the world.

Critical understanding: analysing existing images and objects, from diverse settings, to inform how students can put across their own ideas, meanings and views.

Key stage 3: Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
- to use a range of techniques and media, including painting.
- to increase their proficiency in the handling of different materials.
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present.

Subject content Key Stage 3: Through the formal elements of Art, using a variety of creative approaches, a wide range of art media, and developing pupils' art skill base that will enable students, to develop their own ideas as independent learners, then enable them to make informed choices about what materials and techniques they can use in the future.

KEY KNOWLEDGE: Formal Elements of Art

Line:

A line is a mark made on a surface that joins different points. Lines can vary in length, width, direction and shape. Artists and designers can use lines for many different reasons:

Lines can show the subject's physical appearance:

- the outline of shapes and objects
- details of features and patterns
- surfaces and texture
- tone, light and shade

Lines can suggest something more than just what can be seen:

- movement
- mood and atmosphere
- the subject's emotions
- the artist's emotions and ideas

Tone:

In art and design, tone refers to how light or dark something is. Tones could refer to black, white and the grey tones between.

It could refer to how light or dark a colour appears.

In real life tone is created by the way light falls on an object.

The parts of the object on which the light is strongest are called **highlights** and the darker areas are called **shadows**.

Tone can be used for a range of effects:

- to create the illusion of **form**
- to create a particular atmosphere
- to create **contrast** and focus attention
- to suggest **depth** and distance

Colour:

How a work of art or design looks and what we feel about it depends on a number of colour choices:

Colour relationship – are there similar, harmonious colours or very different, contrasting colours?

Colour temperature - how warm or cool are the colours used?

Strength of colour - are pure hues, lighter tints, darker shades or less vibrant tones used?

Emotional response - what moods or feelings do the colours suggest?

The colour wheel - The colour wheel helps us understand the relationships between colours.

Texture:

What is texture?

Texture means how something feels.

There are two types of texture: actual texture and visual texture.

In all art and design, the appearance of texture is an important visual element.

In design, texture can also play a part in a product's function.

Pattern:

What is a pattern?

Patterns are all around us, in nature as well as in art and design.

We see patterns where shapes, lines or colours are repeated. How complicated a pattern is depends on what is repeated and the way in which it is repeated.

Shape

A shape is a two-dimensional area. Shapes have height and width but not depth.

A shape might be defined by an outline or through contrast with its surroundings, such as through colour or tone.

There are two types of shape:

- **Organic** - Organic shapes are ones that can be found in nature. For example fruit, vegetables, flowers and shells all have organic shapes.
- **Geometric** - Geometric shapes are mathematical shapes, such as squares and circles. They are perfect and regular.

Form

Form refers to three dimensional objects. While shapes have two dimensions (height and width), forms have three dimensions (height, width and depth)

Forms that are three dimensional, such as sculptures or buildings are called **real forms**.

Space

Three-dimensional work creates real space. Two-dimensional works can create implied space using artistic technique. Objects take up positive space, while negative space is the empty space around them.

Two dimensional work can suggest three dimensional objects by including implied forms. This means that lines or shapes are shown in a way that suggests they have depth. This can be done using perspective, or through tone or colour effects.

KEY SKILLS:

The skills of Artists, Crafts People and Designers are multifaceted, both in terms of thinking and practical activities. Students work in the manner of creative practitioners throughout their Key Stage 3 projects, with essential skills and processes taking the form of:

- **Developing:** students develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources.
- **Exploring:** students explore a breadth of Art styles, eras and themes. They refine ideas by selecting from a range of materials, techniques and processes. These feature drawing, painting, ceramics, collage, photography and mixed-media. Through engagement in a range of processes, using a variety of media and equipment, fine motor skills are also nurtured.
- **Recording:** students record through drawing, photography, written form or other appropriate means. They capture observations, perceptions and intentions, to communicate feelings, experiences and ideas, and for pleasure. Students use these observations to inform evaluations of their own and others' work.
- **Creating:** the development and realisation of personal artworks that share their intentions and demonstrate understanding of visual language.

Year 7 - Focus on formal elements. <i>Artists researched, are flexible and may change.</i>	
Winter 1	<ul style="list-style-type: none"> • Explore elements of Colour (colour wheel) • Colour theory/ line/ shape/ form. Investigate artists for example Mark Hearld, Charlie Harper. • Develop understanding of collage techniques and presentation of research.
Winter 2	<ul style="list-style-type: none"> • Explore elements of Colour/ line/ Project looking at Fauvist art and drawing with scissors. • Colour mixing
Spring 1	<ul style="list-style-type: none"> • Explore 3D shape, form, tone and colour, through the exploration of a variety of different tasks. • Key skills • Line and Texture • Observations of Birds and observational drawings of leaves, for example through • Monoprinting wax-resist with the use of watercolour paint. Artist research: Charlie Harper • https://ferncrescent.wordpress.com/2015/03/29/making-prints-from-nature/
Spring 1	<ul style="list-style-type: none"> • Explore observational drawing through, colour and tone, through the exploration of a variety of different tasks. • Artist research: May van Millingen or another suitable artists for example Wayne Thiebaud • Tjalf Sparnaay, Claes Oldenburg, May van Millingen, Kerstin Hiestermann and Patrick Caulfield
Spring 2	<ul style="list-style-type: none"> • Explore form through Relief sculpture linked to investigations and pupils observational • Drawings linked to food and their artist research.
Summer 1	<ul style="list-style-type: none"> • Pupils will explore the work of textile artists from different cultures. • Investigate pattern, texture, colour, line, colour.. Through the investigation into woven paper and fabrics and other materials.
Summer 2	<ul style="list-style-type: none"> • Explore elements linked to pattern and woven techniques.

Year 8 - Focus on formal elements.

Artists researched, are flexible and may change.

Winter 1	<ul style="list-style-type: none"> Developing prior learning of key skills in year 7. Observational drawing from seed pods. Line, Texture, Pattern Shading, Colour Artist research Mixed media work looking at natural form and the work of Angie Lewin. Revisiting and extending on the formal elements explored throughout Year 7. Using the natural form as a theme and exploring a variety of media, processes and techniques. Possible artists to look at include Sophia Munns, Angie Lewin
Winter 2	<ul style="list-style-type: none"> Develop understanding of the lithograph print making processes and techniques. Create their own printing plate influenced by their personal research, artist research and experimentations with a range of art media.
Spring 1	<ul style="list-style-type: none"> Explore elements of line, texture, experimentation with drawing materials. Research: Architecture and architectural styles through history, through a variety of different tasks.
Spring 2	<ul style="list-style-type: none"> Explore the work of Zaha Hadid. Look at the linked theme, symmetry, pattern within buildings and design. Moving into creating a collagraph print.
Summer 1	<ul style="list-style-type: none"> Pupils will explore the work of surrealism and dreams and fantasy. Investigate form, pattern, texture, colour, line, space.
Summer 2	<ul style="list-style-type: none"> Pupils will create a card relief piece inspired by the theme surrealism and their own personal research and investigations into their dreams.

		Year 9
Winter 1	Lesson 1	<ul style="list-style-type: none"> Explore the rules of portraiture.
Winter 2	Lesson 2 & 3	<ul style="list-style-type: none"> Cubist portrait research page: Portrait Pattern and cubism
	Lesson 4 & 5	<ul style="list-style-type: none"> Continuous line drawings. Alexander Calder research Cubist self portraits.
	Lessons 5, 6 & 7	<ul style="list-style-type: none"> Wire portraits
	Lesson 9 & 10	<ul style="list-style-type: none"> Josh Byran investigation
	Lesson 11, 12, 13	<ul style="list-style-type: none"> Clay self portrait influenced by artists research.

Year 9	
Experimentation with art materials and techniques to enable pupils to develop their ideas in a confident and personal manner in future projects. Artists researched, are flexible and may change.	
Spring 1	<p>Homework/Mini project: Photography project to be completed on google classroom linked to their home and angles around them. Abstraction (Homework project)</p> <p>Spring 1 Urban clutter https://www.theguardian.com/artanddesign/gallery/2018/mar/17/sketch-in-the-city-the-artist-capturing-urban-clutter-in-pictures</p> <p>Exploration of different techniques using a wide variety of drawing materials, through a variety of tasks and experiments.</p>
Spring 2	<p>Explore the work of an artist that have been inspired and influenced by the world around through the exploration of colour work and experimentation with a variety of new techniques. Possible artists to look at are Alicia Merriett, Colin Taylor, Nigel Peake.</p>
Summer 1	<p>Explore the use of photography as a starting point using their own photos from the mini project in spring 1.</p> <p>Photography of closeups from their surroundings.</p> <p>Investigate the Boyle Family with investigations into textural techniques, through paper manipulations.</p>
Summer 2	<p>Personal responses to the journey and independent decision making explored throughout the experimentation and research.</p>

Year 10	
Winter 1	<p>Looking at life and recreating art from a microscopic view point looking at cells, seedpods etc. Researching the work of various artists that explore different specialisms, with a similar theme. Photographing and carrying out a series of observational studies.</p>
Winter 2	<p>Introduced to and have an opportunity to explore a variety of media and techniques, explored by the artists.</p> <p>Introduced to ceramic artist Chris Gryder. And artists that have been inspired by cells: Develop understanding of various ceramic processes and techniques. Create own petri dish art, slab work, inspired by the influences studied.</p>
Spring 1	<p>Explore their chosen artist, linked to cells or microscopic art. Investigate the techniques and processes in more depth. Artist that could be looked at include:</p> <ul style="list-style-type: none"> • Michele Bank's, (cancer cell paintings) • Klari Reis (Petri Dish), • Angela Canada Hopkins.
Spring 2	<p>Create a series of developments inspired by the theme and artists techniques explored.</p>
Summer 1	<p>Refine developments and generate a series of possible design ideas prior to a final response in clay either pinch pots or relief sculptures.</p>
Summer 2	<p>Combine a series of the most successful works produced and create an individual outcome inspired by those researched on the journey.</p>

Year 10 <i>Issues project</i>	
Winter 1	<p>Looking at the theme Issues.</p> <p>Analysis of photos linked to a variety of issues themes.</p> <p>Choose a theme to use as a starting point. Create a mind map about their chosen issue and their contextual links to life and their personal environment.</p> <p>Internet research, collect at least 20 pictures linked to their findings in their mind map.</p> <p>Homework Tasks: Take at least 10 photos that could symbolise their chosen issue or article 'in the news'.</p> <p>Create a series of drawings in a variety of drawing materials, techniques and backgrounds linked to their personal research.</p>
Winter 2	<p>Create a set of lettering linked to their chosen issue and develop each letter to link with their theme.</p> <p>Using the internet, find quotes, slogans and short facts about their chosen issue.</p> <p>Create a research page with a wide variety of art materials, techniques and background linked to their personal research.</p> <p>Homework Tasks:</p> <p>Sketchbook work and ideas development in a sketchbook to then inform work in class.</p>
Spring 1	<p>Consider how they will; combine symbolic objects, person/images with text.</p> <p>Create mini pieces using their personalised investigations.</p>
Spring 2	<p>Create a series of developments inspired by the theme and artists techniques explored.</p>
Summer 1	<p>Refine developments and generate a series of possible design ideas prior to a final response.</p>
Summer 2	<p>Combine a series of the most successful works produced and create an individual outcome inspired by those researched on the journey.</p>

Year 11	
Winter 1	<p>Completion and development of projects done over year 9 and 10, created from the journey and independent decision making explored.</p>
Winter 2	<p>Completion and development of projects done over year 9 and 10, created from the journey and independent decision making explored.</p>
Spring 1	<p>Exam questions handed out and pupils will decide which question they will use for component 2 of the GCSE art, craft and design course. They will create their own art, inspired by the theme chosen and works of artists explored.</p>
Summer 1	<p>Combine a series of the most successful works produced and create an individual or a series of personal responses inspired by those researched on their journey.</p>
Summer 2	<p>Year 11 complete their GCSE in Art craft and Design personal responses in the 10 hour exam period.</p>

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