

# IDSALL SCHOOL



Our vision for Art:

The Art curriculum at Idsall School aims to give our students the level of breadth and knowledge they need to succeed as artists and creative minds of the future. The art curriculum is structured around the seven formal elements of art: line, shape, form, colour, texture, pattern, and tone. By building up the knowledge and skills drawn upon by outstanding artists, and taking inspiration and instruction from great artists and movements throughout art history, students are developed both as artists and as appreciators of art.

Our curriculum develops these skills over time gradually from our Key Stage 2 foundations and up to Key Stage 5 and beyond. Students are encouraged to take risks, explore a range of media and skills and acquire this knowledge whilst investigating into Artists, Cultures and Art History.

We intend to develop a sense of visual language which can be articulated pictorially, verbally and in written forms. We hope to develop analytical and critical thinking which broadens their cultural capital and creative thinking.

Curriculum sequencing means that students revisit and refine their ability to use the seven formal elements and their visual language in each unit, whilst widening their experiences, knowledge and skill as they go.

**The Big Picture - Intent:**

Year 7 Art students study one hour of Art each week. Art is the study of the visual world but also the expression of ideas, identity, and philosophy. To facilitate this, we seek to provide students with both the technical skills required to convey their thoughts and ideas visually but also an ability to develop these ideas and independent thoughts in the first place.

The art curriculum is structured around the seven formal elements of art: line, shape, form, colour, texture, pattern, and tone. By building up the knowledge and skills drawn upon by outstanding artists, and taking inspiration and instruction from great artists and movements throughout art history, students are developed both as artists and as appreciators of art.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided, where necessary.

**Implementation:**

Work is completed inside an A3 sketchbook as part of a presentation of work and, thus, we aim to develop presentation skills through this. Quality of work is important and everyone works at different speeds; therefore, some students will produce larger works than others. Where possible, students will have 2 weeks to complete a sustained drawing or development work.

Independence and study skills will be fostered through challenging questions and problems, modelling, deep thinking and homework. All students will receive QLA feedback after each end of unit and termly assessment. Independence and thinking skills will also be developed with use of WAGOLL examples, asking students to look and find out about successes within the project shown by a range of examples, using success criteria to make decisions about their work.

A knowledge organiser will be provided for each block to enable students to recall keywords, facts, formulas and/or formal methods.

**Home learning:** Homework is a termly Artist case study sheet which extends the learning of the artist they are currently studying, including researching into a linked art specific career.

**Wow Moments:** Throughout the year, pupils will have the opportunity to take part in competitions and art workshops within our Art Club session 6. They will experience a wide range of exciting art techniques such as clay, 3D card and oil pastel sgraffito.

**Key Summative Assessments:**

Each student completes a drawing assessment in a media which is most appropriate to the skills that have been taught so far. Each student assesses how they have done against an assessment criteria

Key success criteria and visual grade descriptors shared with students to enable self and peer assessment

Pupils undertake a termly drawing assessment and have a termly opportunity to respond to assessment feedback in a creative independence task

Moderation of pupils work during Department development time  
Retrieval homework

Live marking and low stakes quizzing

**Autumn Term**

Autumn Assessment  
Project assessment (inclusive of Homework) once per half term

**Spring Term**

Spring Assessment  
Project assessment (inclusive of Homework) once per half term

**Summer term**

Summer Assessment  
Project assessment (inclusive of Homework) once per half term

**Impact:**

Students become proficient in basic drawing, sculpture and art craft and design techniques, and have a clear understanding of the key knowledge and skills which support success in the subject. Pupils can discuss and analyse work from different artists and are able to discuss the ways in which the formal elements have been used and what effects they may have. Students who study Art at Idsall School should leave us with the skills, confidence, and ability to make a success of whatever creative field they choose to pursue when they leave us. Students develop an understanding of the cultural, historical and social significance of art.

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Prior Learning (Y6)	Future learning (Y8)
<p><b>Formal elements of art: Tone, line and mark-making, texture, pattern and shape</b></p> <p><b>Exploration of pen and graphite drawing, mark making with oil pastel, Sgraffito, Ceramics, 3D Card and acrylic painting: Vehicle of delivery: Jim Dine</b></p> <p>Usage of mark making and juxtaposed usage of colour and themes/symbolism (hearts/ skulls showing life/death). Brief look at his work within Pop art to build foundations for Yr 8 study in colour.</p>	<p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>To use the language of art, craft and design when talking about artwork, and express reasoned judgements that demonstrate understanding which can inform their work.</li> <li>To increase proficiency in a range of techniques and media, to record their observations, including drawing, painting, sculpture and other art, craft and design techniques as a basis for exploring their ideas.</li> <li>To be able to analyse and evaluate their own work, and creative work of others (using the language of art, craft makers and designers) in order to strengthen the visual impact of their own artwork.</li> <li>Media and techniques: pencil, pencil crayon, fine liner, biro, grid enlargement method, proportions, mark making techniques, positive and negative space.</li> </ul> <p><b>To develop the skills of using:</b></p> <ul style="list-style-type: none"> <li>Dry media</li> <li>Sgraffito</li> <li>3D Card Sculpture</li> <li>Ceramics</li> <li>Concepts: Line, shape, tone, form, pattern and texture</li> </ul> <p><b>Literacy:</b> The ability to research and respond to other artists is expected in both a visual and written way. When evaluating their own work, pupils explain links with other artists’ ideas. Pupils will develop an understanding of key terminology used which is both Art specific language and cross-curricular knowledge.</p> <p><b>Numeracy:</b> An understanding of scale and proportion is demonstrated through the use of measuring, marking out, scale drawing and enlargement tasks.</p>	<p><b>Essential Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand the key artistic terms.</li> <li>To understand artists, craft makers and designers in history, including periods, styles and major movements.</li> <li>To understand the properties of a range of art materials and different techniques.</li> <li>To understand how to analyse and evaluate artwork when making self and peer assessments.</li> <li>To understand the historical and cultural development of various art forms.</li> <li>To understand art which highlights political and environmental issues.</li> </ul> <p><b>Jim Dine:</b></p> <ul style="list-style-type: none"> <li>Who Jim Dine was</li> <li>The significance of Jim Dine as an artist</li> <li>To develop an understanding of the pop art movement</li> <li>To develop an understanding of colour theory basics (hot and cold colours)</li> <li>To develop an understanding of symbolism and the juxtaposition of ideas and themes.</li> </ul>	<ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p><b>Developing from yr 7 skills:</b></p> <ul style="list-style-type: none"> <li>Dry media, Sgraffito, 3D Card Sculpture, Ceramics</li> <li>Colour theory</li> <li>Painting</li> <li>Printmaking</li> </ul> <p><b>Students will explore:</b></p> <ul style="list-style-type: none"> <li>Colour theory artists such as Wayne Theibauld, Les Fauves and Impressionism,</li> <li>Pop art as a vehicle for graphics</li> <li>3D sculpture and a variety of world cultures including ancient Mayan symbols; Scandinavian Folk Art; Aboriginal Art; Ghanaian Kente fabric; South Asian Mehndi, Classical Greek decoration and Chinese Willow pattern all as a vehicle for creating print designs.</li> </ul>

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<p><b>Formal elements of art: tone, line and mark-making, texture, pattern and shape</b></p> <p><b>Medieval Architecture:</b> <i>Vehicle of delivery:</i> Gargoyles</p> <p>The exploration of proportion, enlargement and further development of line and mark-making and usage of mono chromatic tone and lastly basic usage of ceramics.</p> <p><b>Nazran Govinder:</b> Provides a simplistic, approachable and accessible vehicle to the basic exploration of abstraction, colour, pattern, illustration (TS Elliot Cat poems) and 3D card sculptures.</p>	<p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>To use the language of art, craft and design when talking about artwork, and express reasoned judgements that demonstrate understanding which can inform their work.</li> <li>To increase proficiency in a range of techniques and media, to record their observations, including drawing, painting, sculpture and other art, craft and design techniques as a basis for exploring their ideas.</li> <li>To be able to analyse and evaluate their own work, and creative work of others (using the language of art, craft makers and designers) in order to strengthen the visual impact of their own artwork</li> <li>Media and techniques: pencil, pencil crayon, fine liner, biro, grid enlargement method, proportions, mark making techniques, positive and negative space.</li> </ul> <p><b>To develop the skills of using:</b></p> <ul style="list-style-type: none"> <li>Dry media</li> <li>Sgraffito</li> <li>3D Card Sculpture</li> <li>Ceramics</li> <li>Concepts: line, shape, tone, form, pattern and texture</li> </ul> <p><b>Literacy:</b> The ability to research and respond to other artists is expected in both a visual and written way. When evaluating their own work, pupils explain links with other artists’ ideas. Pupils will develop an understanding of key terminology used which is both Art specific language and cross-curricular knowledge.</p> <p><b>Numeracy:</b> An understanding of scale and proportion is demonstrated through the use of measuring, marking out, scale drawing and enlargement tasks.</p>	<p><b>Essential Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand the key artistic terms.</li> <li>To understand artists, craft makers and designers in history, including periods, styles and major movements.</li> <li>To understand the properties of a range of art materials and different techniques.</li> <li>To understand how to analyse and evaluate artwork when making self and peer assessments.</li> <li>To understand the historical and cultural development of various art forms.</li> <li>To understand art which highlights political and environmental issues.</li> </ul> <p><b>Nazran Govinder:</b></p> <ul style="list-style-type: none"> <li>Who Nazran Govinder was</li> <li>The significance Nazran Govinder as a contemporary artist and illustrator</li> <li>To explore the underlying themes of his art – ‘good’ and ‘evil’, ‘innocence’ and ‘malevolence’</li> </ul> <p><b>Medieval Architecture</b></p> <ul style="list-style-type: none"> <li>Introduction to art. What is architecture? What are gargoyles? Comparison of different Medieval architectural styles.</li> <li>Where do you find Gargoyles? What is their significance/function?</li> </ul> <ul style="list-style-type: none"> <li>To understand what tone, line, proportion, enlargement, texture are.</li> <li>To develop an understanding of basic principles of ceramics, how to join clay, how to build.</li> </ul>	<ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p><b>Developing from yr 7 skills:</b></p> <ul style="list-style-type: none"> <li>Dry media, Sgraffito, 3D Card Sculpture, Ceramics</li> <li>Colour theory</li> <li>Painting</li> <li>Printmaking</li> </ul> <p><b>Students will explore:</b></p> <ul style="list-style-type: none"> <li>Colour theory artists such as Wayne Theibauld, Les Fauves and Impressionism,</li> <li>Pop art as a vehicle for graphics</li> <li>3D sculpture and a variety of world cultures including ancient Mayan symbols; Scandinavian Folk Art; Aboriginal Art; Ghanaian Kente fabric; South Asian Mehndi, Classical Greek decoration and Chinese Willow pattern all as a vehicle for creating print designs.</li> </ul>



# Year 7 Art Overview

What is my learning journey this year?

What's the bigger picture?

Why do we create art?  
How does art appear in our daily lives?

## What to expect

**Content:** Medieval Architecture: Gargoyles. Exploration of Proportion and enlargement. Development of line and mark-making and usage of monochromatic tone. Introduction to ceramics.

**Assessment:** Drawing with pencil, fine liner, biro. Imaginative drawing, clay modelling and pinch pots.

### Bigger picture question:

Think of some large public organisations that might commission artists or designers to create artworks for them and why?



## Cultural Connections

What are the roles of artists, designers and craftspeople in our culture?

How do the artists of the past link to today? What insights can they give us?

## Skills Ladder

How will you step up your skills this year?



### Yr7 SKILLS

- Presentation
- Tonal acrylic painting
- Flat acrylic painting
- Card sculpting
- Pattern development
- Imaginative drawing
- Mark making 3D
- Clay modelling
- Clay pinch pot
- Pen and wash
- Biro techniques
- Line drawing
- Art analysis
- Oil pastel blending
- Sgraffito
- Tonal pencil
- Tonal colour crayon
- Mixed media collage

ON TO YR8

## AUTUMN Basic Skills

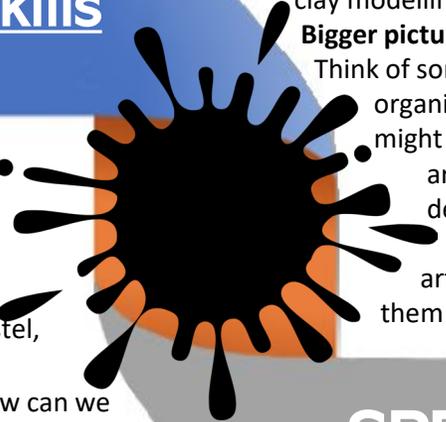
START

### What to expect

**Content:** 7 Formal elements of art: Tone, Line and mark-making, Texture, Pattern and shape.

**Assessment:** Drawing, oil pastel, Colour theory and analysis.

**Bigger picture question:** How can we express emotion through the use of line, colour and texture?



## SUMMER Govinder Cats

### What to expect

**Content:** Nazran Govinder Stylised, approachable and humorous artworks that introduce pupils to abstract art and illustration 3D card sculptures.

**Assessment:** Artist studies, illustration; developing design ideas, 3D card sculpting and decoration

**Bigger picture question:** Why do we value the work of fine artists as well as the more functional work of designers and craftspeople?



## SPRING Gargoyles



Homework

Creative Careers Research  
Art Research

Research will be set on Satchel One  
or Edulink

Research tasks are set every half term



**The big picture - Intent:**

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Our year 8 program of study centers on revisiting the 7 formal elements but with a greater emphasis on the use of colour, the rules of the colour wheel and colour mixing of dry media and painting. Later, we apply this to a variety of world cultural patterns and colour through the medium of printmaking, giving students a greater level of choice and independence.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

Work is completed inside an A3 sketchbook as part of a presentation of work and, thus, we aim to develop presentation skills through this. Quality of work is important and everyone works at different speeds; therefore, some students will produce larger works than others. Where possible, students will have 2 weeks to complete a sustained drawing.

Independence and study skills will be fostered through challenging questions and problems, modelling, deep thinking and homework. All students will receive QLA feedback after each end of unit and termly assessment. Independence and thinking skills will also be developed with use of WAGOLL examples, asking students to look and find out about successes within the project shown by a range of examples, using success criteria to make decisions about their work.

A knowledge organiser will be provided for each block to enable students to recall keywords, facts, formulas and/or formal methods.

**Home learning:** Homework is a termly Artist case study sheet which extends the learning of the artist they are currently studying, including researching into an art specific careers link.

**Wow Moments:** Throughout the year, pupils will have the opportunity to take part in competitions and art workshops within our Art Club session 6. They will experience a wide range of exciting art techniques such as printmaking collagraphs, 3D card and watercolour painting.

**Key Summative Assessments:**

Each student completes a drawing assessment in a media which is most appropriate to the skills that have been taught so far. Each student assesses how they have done against an assessment criteria

Pupils undertake a termly drawing assessment and have a termly opportunity to respond to assessment feedback in a creative independence task

Key success criteria and visual grade descriptors shared with students to enable self and peer assessment.

Moderation of pupils' work during department development time  
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**Impact:** Students become proficient in basic drawing, sculpture and art craft and design techniques and have a clear understanding of the key knowledge and skills which support success in the subject. Pupils can discuss and analyse work from different artists and are able to discuss the ways in which the formal elements have been used and what effects they may have. Students who study Art at Idsall School should leave us with the skills, confidence, and ability to make a success of whatever creative field they choose to pursue when they leave us. Students develop an understanding of the cultural, historical and social significance of art.

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning (Y7)	Future learning (Y9)
<p><b>Revisited formal elements of art: tone, line and mark-making, texture, pattern and shape</b></p> <p><b>Colour theory, Colour wheel and Colour mixing.</b> Revisit usage of basic drawing skills in pencil cupcake. Exploration of colour mixing using coloured pencil, oil pastel and Watercolour: <b>Vehicle of delivery:</b> Wayne Thiebauld Usage of colour mixing and Pop Art principles of colour usage. Brief look at other colour-related movements such as Les Fauves and Impressionism.</p> <p><b>Pop Art:</b> <b>Vehicle of delivery:</b> through a range of Pop artists, Warhol, Lichtenstein and Jasper Johns, the exploration of popular culture, varied styles of using colour, bold graphics and finally creating sculptures tailored to the individual using this style.</p>	<p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>To use the language of art, craft and design when talking about artwork, and express reasoned judgements that demonstrates understanding which can inform their work.</li> <li>To increase proficiency in a range of techniques and media, to record their observations, including drawing, painting, sculpture and other art, craft and design techniques as a basis for exploring their ideas.</li> <li>To be able to analyse and evaluate their own work, and creative work of others (using the language of art, craft makers and designers) in order to strengthen the visual impact of their own artwork</li> <li>Media and techniques: pencil, colour mixing through pencil crayon, oil pastel, watercolour, acrylic, 3D card sculpture, collagraph printmaking, positive and negative space.</li> </ul> <p><b>To develop the skills of using:</b></p> <ul style="list-style-type: none"> <li>Dry media</li> <li>Painting</li> <li>Printmaking</li> <li>3D Card Sculpture</li> <li>Concepts: Line, shape, tone, form, pattern, texture and colour.</li> </ul> <p><b>Literacy:</b> The ability to research and respond to other artists is expected in both a visual and written way. When evaluating their own work, pupils explain links with other artists' ideas. Pupils will develop an understanding of key terminology used which is both Art specific language and cross-curricular knowledge.</p> <p><b>Numeracy:</b> An understanding of scale and proportion is demonstrated through the use of measuring, marking out, scale drawing and enlargement tasks. 3D shapes are revisited from KS2 and discussed.</p>	<p><b>Essential Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand the key artistic terms.</li> <li>To understand artists, craft makers and designers in history, including periods, styles and major movements.</li> <li>To understand the properties of a range of art materials and different techniques.</li> <li>To understand how to analyse and evaluate artwork when making self and peer assessments.</li> <li>To understand the historical and cultural development of various art forms.</li> <li>To understand art which highlights political and environmental issues.</li> <li>To understand the formal elements of art: <ul style="list-style-type: none"> <li>Tone, Line, Texture</li> <li>Colour mixing</li> <li>Proportion, Ratio and Enlargement</li> <li>3D Sculpture</li> <li>World cultures</li> <li>Printmaking practices</li> </ul> </li> </ul> <p><b>Pop Art:</b> What Pop Art was The significance of Pop Art as a movement To develop an understanding of the pop art movement To develop an understanding of colour theory and colour mixing To develop an understanding of the usage of graphics and advertising and mass media.</p> <p><b>Wayne Thiebauld:</b> Who Wayne Thiebauld was The significance of Wayne Thiebauld as a pop artist and painter To explore his usage of colour theory in his art work and how this compares to other art movements that dealt with colour mixing.</p> <p><b>World cultural patterns:</b> Introduction to each culture. Where did they come from? What did they believe? What was the driving force for their artwork? Comparison of different styles.</p>	<p><b>Developing from yr 7 skills :</b> Dry media, Sgraffito, 3D Card Sculpture, ceramics</p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>Students will continue to build on their usage of basic drawing skills and colour mixing. They will move on to apply and develop these skills further and develop ideas based on the influence of selected artists.</li> </ul> <p><b>Next Steps:</b> Pupils will build on their skills learnt and developed to progress onto a wider range of skills and techniques, including collage, acrylic painting and 3D sculpture using ceramics and wire.</p> <p>Pupils work independently to develop ideas based on the influence of selected artists.</p>

Content	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning	<b>Prior Learning (Y7)</b>	<b>Future learning (Y9)</b>
<p><b>Revisited formal elements of art: tone, line and mark-making, texture, pattern and shape</b></p> <p><b>World Cultural Pattern:</b>  <i><b>Vehicle of delivery:</b></i>                      Colour mixing through a variety of world cultures including ancient Mayan symbols; Scandinavian Folk Art; Aboriginal Art; Ghanaian Kente fabric; South Asian Mehndi, Classical Greek decoration and Chinese Willow pattern all used as a vehicle for creating individual print designs</p>	<p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>To use the language of art, craft and design when talking about artwork, and express reasoned judgements that demonstrates understanding which can inform their work.</li> <li>To increase proficiency in a range of techniques and media, to record their observations, including drawing, painting, sculpture and other art, craft and design techniques as a basis for exploring their ideas.</li> <li>To be able to analyse and evaluate their own work, and creative work of others (using the language of art, craft makers and designers) in order to strengthen the visual impact of their own artwork.</li> <li>Media and techniques: pencil, colour mixing through pencil crayon, oil pastel, watercolour, acrylic, 3D card sculpture, collagraph printmaking, positive and negative space.</li> </ul> <p><b>To develop the skills of using:</b></p> <ul style="list-style-type: none"> <li>Dry media</li> <li>Painting</li> <li>Printmaking</li> <li>3D Card Sculpture</li> <li>Concepts: line, shape, tone, form, pattern, texture and colour.</li> </ul> <p><b>Literacy:</b>                      The ability to research and respond to other artists is expected in both a visual and written way. When evaluating their own work, pupils explain links with other artists’ ideas. Pupils will develop an understanding of key terminology used which is both Art specific language and cross-curricular knowledge.</p> <p><b>Numeracy:</b>                      An understanding of scale and proportion is demonstrated through the use of measuring, marking out, scale drawing and enlargement tasks. 3D shapes are revisited from KS2 and discussed.</p>	<p><b>Essential Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand the key artistic terms.</li> <li>To understand artists, craft makers and designers in history, including periods, styles and major movements.</li> <li>To understand the properties of a range of art materials and different techniques.</li> <li>To understand how to analyse and evaluate artwork when making self and peer assessments.</li> <li>To understand the historical and cultural development of various art forms.</li> <li>To understand art which highlights political and environmental issues.</li> <li>To understand the formal elements of art:                         <ul style="list-style-type: none"> <li>Tone, line, texture</li> <li>Colour mixing</li> <li>Proportion, ratio and enlargement</li> <li>3D Sculpture</li> <li>World cultures</li> <li>Printmaking practices</li> </ul> </li> </ul> <p><b>World cultural patterns:</b>                      Introduction to each culture. Where did they come from? What did they believe? What was the driving force for their artwork? Comparison of different styles.</p>	<p>Developing from yr 7 skills :                      Dry media, Sgraffito, 3D Card Sculpture, Ceramics</p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>Evaluate and analyse creative works using the language of art, craft and design</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	<p>Students will continue to build on their usage of basic drawing skills and colour mixing. They will move on to apply and develop these skills further and develop ideas based on the influence of selected artists.</p> <p><b>Next Steps:</b> Pupils will build on their skills learnt and developed to progress onto a wider range of skills and techniques, including collage, acrylic painting and 3D sculpture using ceramics and wire. Pupils work independently to develop ideas based on the influence of selected artists.</p>



# Year 8 Art Overview

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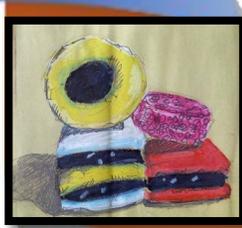
**What's the bigger picture?**  
How can colour: inform, influence, create mood and express emotion in art?

**Cultural Connections**  
What are the roles of artists, designers and craftspeople in our culture?  
How do the artists of the past link to today? What insights can they give us?

**Skills Ladder**  
How will you step up your skills this year?

**START**  
**AUTUMN**  
Colour theory

**What to expect**  
**Content:** Sweets and Cakes studies. Revisiting drawing skills – shape, proportion, tone, colour and texture. Exploring colour theory, mixing and blending. Wayne Thiebaud, Les Fauves and Impressionism.  
**Assessment:** Drawing, oil pastel, watercolour. Colour wheel and theory and analysis.  
**Bigger picture question:** Why do we think certain things when we are looking at particular colours?



**What to expect**  
**Content:** World Cultural Pattern: Exploring symbolism, motif and pattern development; cultural symbolism and identity. Ancient Mayan symbols; Scandinavian Folk Art; Aboriginal Art; Ghanaian Kente fabric; South Asian Mehndi, Classical Greek decoration and Chinese Willow pattern.  
**Assessment:** Drawing, watercolour, ball point pen, crayon, design ideas, printmaking  
**Bigger picture question:** What symbols and colours could we use to represent: our school, our community, our society?



**SUMMER**  
Pop Art



**What to expect**  
**Content:** Pop Art; Exploring artists interpretations of popular culture, looking at the influences of graphic design on art. Further development of colour theory to create impact and design and 3D construction. Pop art, Warhol, Lichtenstein and Jasper Johns.  
**Assessment:** Artist studies, collage, oil pastels, design ideas, 3D card sculpting and decoration  
**Bigger picture question:** What is meant by the term 'ready mades'?

**SPRING**  
World pattern



**ON TO YR9**

- Yr8 SKILLS**
- Presentation
  - Card sculpting
  - Pattern development
  - Design ideas
  - Mixed media collage
  - Collagraph printing
  - Imaginative drawing
  - Mark making
  - Line drawing
  - Art analysis
  - Oil pastel blending
  - Watercolour painting
  - Tonal pencil
  - Tonal colour crayon
  - Fine liner



**Creative Careers Research**  
**Art Research**

**Research will be set on Satchel One or Edulink**

**Research tasks are set every half term**



**The big picture - Intent:**

Year 9 Art students study one hour of Art each week. The art curriculum is structured around the seven formal elements of art: line, shape, form, colour, texture, pattern, and tone. By building up the knowledge and skills drawn upon by outstanding artists, and taking inspiration and instruction from great artists and movements throughout art history, students are developed both as artists and as appreciators of art.

All topics covered focus on developing students' exploration of ideas, greater independence and further application and development of the skills gained in years 7 and 8.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided, where necessary.

**Implementation:**

Work is completed inside an A3 sketchbook as part of a presentation of project work and, thus, aims to develop presentation skills through this. Quality of work is important and everyone works at different speeds; therefore, some students will produce larger works than others. Where possible, students will have 2 weeks to complete a sustained drawing or sustained piece of work.

Each project aims to give pupils a greater level of independence and choice about their work. Independence and study skills will be fostered through challenging questions and problems, modelling, deep thinking and homework. All students will receive QLA feedback after each end of unit and termly assessment. Thinking skills will also continue to be developed through the usage of WAGOLL examples and using success criteria to make decisions about their work.

**Home learning:** Homework is a termly Artist case study sheet which extends the learning of the artist they are currently studying, including researching into an art specific careers link.

**Wow Moments:** Throughout the year, pupils will have the opportunity to take part in competitions and art workshops within our Art Club session 6. They will experience a wide range of exciting art techniques such as printmaking collagraphs, ceramics/wire, collage and acrylic painting.

**Key Summative Assessments:**

- Each student completes a drawing assessment in a media which is most appropriate to the skills that have been taught so far. Each student assesses how they have done against an assessment criteria
- Pupils undertake a termly drawing assessment and have a termly opportunity to respond to assessment feedback in a creative independence task
- Key success criteria and visual grade descriptors shared with students to enable self and peer assessment
- Moderation of pupils' work during department development time
- Retrieval homework
- Live marking and low stakes quizzing

**Autumn Term**

- Autumn Assessment
- Project assessment (inclusive of Homework) once per half term

**Spring Term**

- Spring Assessment
- Project assessment (inclusive of Homework) once per half term

**Summer term**

- Summer Assessment
- Project assessment (inclusive of Homework) once per half term

**Impact:**

Pupils gain the breadth and fundamental skills needed for producing quality GCSE artwork. Pupils are well informed of the skills and quality needed at GCSE. Pupils possess a range of skills, techniques and knowledge which can be applied to their learning in other subjects and for use with their GCSE art, craft and design course, these skills and techniques can then be applied to their chosen projects at GCSE giving them a strong start to Year 10. Students who study Art at Idsall School should leave us with the skills, confidence, and ability to make a success of whatever creative field they choose to pursue when they leave us. Students develop an understanding of the cultural, historical and social significance of art.

Content	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning	<b>Prior Learning (Y8)</b>	<b>Future learning (Y10)</b>
<p><b>Revisited formal elements of art: tone, line and mark-making, texture, pattern, shape, colour theory and 3d form.</b></p> <p>Revisit usage of fundamental drawing skills in pencil eye. Exploration of colour mixing using coloured pencil.</p> <p><b>Vehicle of delivery:</b> Picasso usage of colour and abstract shapes principles of composition and cubist styles. Ceramic techniques using Picasso influence.</p> <p><b>Remembrance:</b> Revisited usage of fundamental drawing, painting and compositional skills.</p> <p><b>Vehicle of delivery:</b> through a range of war artists, Henry Moore, Chris RW Nevinson, Wadsworth, John Piper, Paul Nash, Otto Dix, the exploration of how war was documented and varied styles and feelings depicted through colours and style used.</p>	<p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>To use the language of art, craft and design when talking about artwork, and express reasoned judgements that demonstrates understanding which can inform their work.</li> <li>To increase proficiency in a range of techniques and media, to record their observations, including drawing, painting, sculpture and other art, craft and design techniques as a basis for exploring their ideas.</li> <li>To be able to analyse and evaluate their own work, and creative work of others (using the language of art, craft makers and designers) in order to strengthen the visual impact of their own artwork.</li> <li>Media and techniques: pencil, colour mixing through pencil crayon, watercolour, acrylic, 3D card sculpture, ceramics, collagraph printmaking, enlargement, composition, proportion and positive and negative space.</li> </ul> <p><b>To develop the skills of using:</b> Dry media Painting Printmaking 3D Sculpture, ceramics Concepts: line, shape, tone, form, pattern, texture and colour.</p> <p><b>Literacy:</b> The ability to research and respond to other artists is expected in both a visual and written way. When evaluating their own work, pupils explain links with other artists' ideas. Pupils will develop an understanding of key terminology used which is both Art specific language and cross-curricular knowledge.</p> <p><b>Numeracy:</b> An understanding of scale and proportion is demonstrated through the use of measuring, marking out, scale drawing and enlargement tasks.</p>	<p><b>Essential Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand the key artistic terms.</li> <li>To understand artists, craft makers and designers in history, including periods, styles and major movements.</li> <li>To understand the properties of a range of art materials and different techniques.</li> <li>To understand how to analyse and evaluate artwork when making self and peer assessments.</li> <li>To understand the historical and cultural development of various art forms.</li> <li>To understand art which highlights political and environmental issues.</li> </ul> <p><b>To understand the formal elements of art:</b></p> <ul style="list-style-type: none"> <li>Tone, line, texture</li> <li>Colour mixing</li> <li>Proportion, ratio and enlargement</li> <li>3D sculpture</li> <li>British history</li> <li>Printmaking practices</li> <li>Ceramics practices</li> <li>Collage</li> <li>Acrylic painting</li> </ul> <p><b>Picasso:</b> Who Picasso was and the exciting long career he had The significance of Picasso as an artist and the founder of the Cubist movement To develop an understanding of abstract art work and ideas To compose a design for a purpose</p> <p><b>Remembrance:</b> What a War Artist was. To know a selection of war artists and what drove their Art works. To know of significant times during the war. The significance of the Blitz and how it influenced Henry Moore as a War artist. The significance of design for the Wadsworth ships. To explore the usage of colour theory and themes in war art work and how this compares with one another. How might we use this to convey feeling and mood?</p>	<p><b>Developing from yr 8 skills:</b> Pencil, colour mixing through pencil crayon, oil pastel, watercolour, acrylic, 3D card sculpture, collagraph printmaking, positive and negative space. Concepts: line, shape, tone, form, pattern, texture and colour.</p>	<p>Students will continue to build on their usage of basic drawing skills and colour mixing. They will move on to apply and develop these skills further and develop ideas based on the influence of selected artists.</p> <p><b>Next Steps:</b> Pupils will build on their skills learnt and develop the sophisticated use of materials, ideas and processes including the use of digital media. Pupils work independently to develop ideas based on the influence of selected artists. GCSE Art, Craft and Design is available to pupils after year 9.</p>

Content	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning	<b>Prior Learning (Y8)</b>	<b>Future learning (Y10)</b>
<p><b>Revisited formal elements of art: tone, line and mark-making, texture, pattern, shape, colour theory and 3d form.</b></p> <p><b>Organic Forms:</b> Revisited usage of fundamental drawing skills and the development of ideas using, watercolour, acrylic paint, collagraph printing, collage and 3D sculpture techniques.</p> <p><b><i>Vehicle of delivery:</i></b> A range of contemporary artists all used as a vehicle for creating individual ideas and exploring creative careers.</p>	<p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>To use the language of art, craft and design when talking about artwork, and express reasoned judgements that demonstrate understanding which can inform their work.</li> <li>To increase proficiency in a range of techniques and media, to record their observations, including drawing, painting, sculpture and other art, craft and design techniques as a basis for exploring their ideas.</li> <li>To be able to analyse and evaluate their own work, and creative work of others (using the language of art, craft makers and designers) in order to strengthen the visual impact of their own artwork.</li> <li>Media and techniques: pencil, colour mixing through pencil crayon, watercolour, acrylic, 3D card sculpture, ceramics, collagraph printmaking, enlargement, composition, proportion and positive and negative space.</li> </ul> <p><b>To develop the skills of using:</b></p> <ul style="list-style-type: none"> <li>Dry media</li> <li>Painting</li> <li>Printmaking</li> <li>3D Sculpture, ceramics</li> <li>Concepts: line, shape, tone, form, pattern, texture and colour.</li> </ul> <p><b>Literacy:</b> The ability to research and respond to other artists is expected in both a visual and written way. When evaluating their own work, pupils explain links with other artists' ideas. Pupils will develop an understanding of key terminology used which is both Art specific language and cross-curricular knowledge.</p> <p><b>Numeracy:</b> An understanding of scale and proportion is demonstrated through the use of measuring, marking out, scale drawing and enlargement tasks.</p>	<p><b>Essential Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand the key artistic terms.</li> <li>To understand artists, craft makers and designers in history, including periods, styles and major movements.</li> <li>To understand the properties of a range of art materials and different techniques.</li> <li>To understand how to analyse and evaluate artwork when making self and peer assessments.</li> <li>To understand the historical and cultural development of various art forms.</li> <li>To understand art which highlights political and environmental issues</li> </ul> <p><b>To understand the formal elements of art:</b></p> <ul style="list-style-type: none"> <li>Tone, line, texture</li> <li>Colour mixing</li> <li>Proportion, ratio and enlargement</li> <li>3D sculpture</li> <li>British history</li> <li>Printmaking practices</li> <li>Ceramics practices</li> <li>Collage</li> <li>Acrylic painting</li> </ul> <p><b>Organic Forms:</b> Introduction to each contemporary artist. What art career do they have? What is the driving force for their artwork? Comparison of different styles and techniques.</p>	<p><b>Developing from yr 8 skills :</b> Pencil, colour mixing through pencil crayon, oil pastel, watercolour, acrylic, 3D card sculpture, collagraph printmaking, positive and negative space. Concepts: line, shape, tone, form, pattern, texture and colour.</p>	<p>Students will continue to build on their usage of basic drawing skills and colour mixing. They will move on to apply and develop these skills further and develop ideas based on the influence of selected artists.</p> <p><b>Next Steps:</b> Pupils will build on their skills learnt and develop the sophisticated use of materials, ideas and processes including the use of digital media. Pupils work independently to develop ideas based on the influence of selected artists. GCSE Art, Craft and Design is available to pupils after year 9.</p>



# Year 9 Art Overview

What is my learning journey this year?

What's the bigger picture?

Where can art take me?  
What educational pathways does it lead to and what careers could I follow?

## Cultural Connections

What are the roles of artists, designers and craftspeople in our culture?

How do the artists of the past link to today? What insights can they give us?

## Skills Ladder

How will you step up your skills this year?



### Yr9 SKILLS

- Presentation
- Tonal acrylic painting
- Flat acrylic painting
- Card sculpting
- Ink drawing
- Mixed media collage
- Pattern development
- Imaginative drawing
- Mark making 3D
- Clay sculpting
- Low relief 3D work
- Biro techniques
- Line drawing
- Art analysis
- Contextual references
- Tonal pencil
- Tonal colour crayon

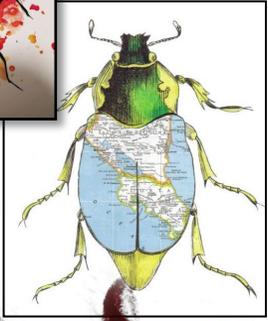
ON TO YR8

## SUMMER Organic Forms

### What to expect

**Content:** Revisit observational drawing skills and further exploring media and techniques including ink, watercolour, acrylic paint, collagraph printing, collage and 3D sculpture techniques. Exploring a range of contemporary artists and creative careers pathways.

**Assessment:** Exploring and combining a range of media artist references; artist and researching creative pathways. **Bigger picture question:** Where can GCSE art take me?



## SPRING Rememberance

### What to expect

**Content:** Revisit observational drawing skills, painting and compositional skills. Exploring a range of War artists including Henry Moore, Chris RW Nevinson, Edward Wadsworth, John Piper, Paul Nash, Otto Dix, looking at propaganda; how war was documented; and how artists were engaged in the war effort.

**Assessment:** Drawing with pencil, fine liner, biro. Watercolours, composition design and planning.

### Bigger picture question:

Why is it important to record visuals of historic moments?  
Why is it important for artists to respond to historical events?



## AUTUMN Picasso

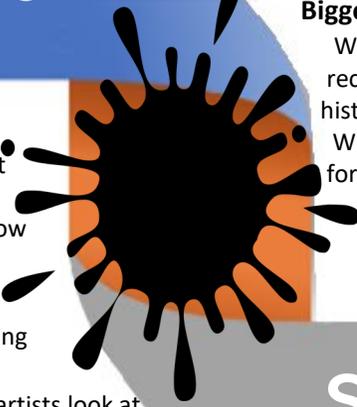
START

### What to expect

**Content:** Revisit observational drawing skills Exploring Picasso's Cubist portraits; abstract art and developing artist inspired design ideas leading to low relief clay outcomes.

**Assessment:** Tonal pencil drawing, colour tone, artist references; developing competencies with clay

**Bigger picture question:** Why do artists look at and record the world from different and personal viewpoints?



Homework

Creative Careers Research  
Art Research

Research will be set on Satchel One  
or Edulink

Research tasks are set every half term



**The big picture - Intent:**

Year 10 Art students Study 5 hours of Art each fortnight. The core focus is on developing students' exploration of disciplines within Art, craft and design. The art curriculum is structured around the seven formal elements of art: line, shape, form, colour, texture, pattern, and tone. By building up the knowledge and skills drawn upon by outstanding artists, and taking inspiration and instruction from great artists and movements throughout art history, students are developed both as artists and as appreciators of art.

All topics covered focus on developing students' exploration of ideas, greater independence and further application and development of the skills gained in key stage 3.

Pupils develop the ability to take risks and generate a GCSE coursework portfolio of ideas with greater creative independence.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided, where necessary.

**Implementation: 60% Coursework and 40% Exam**

Art, Craft and Design is a broad and flexible course which involves pupils working with a wide range of two-dimensional and three-dimensional art forms. Pupils explore the work of others and create pieces of art that have been influenced by their research. They combine their ideas and findings to develop a GCSE final piece in whichever media they choose. Projects have a great element of choice which allows for pupils to give their coursework their own personal flavour giving them the opportunity to develop a personal coursework portfolio.

Resilience, particularly in the early stages of the course, is very important as pupils will be learning from their mistakes. This will inform the planning and designing stages of their work. Textiles and Digital Media will require students to experience a completely new skillset and resilience will be needed when facing the challenge of creating using these media.

Independence and study skills will be fostered through challenging questions and problems, modelling, deep thinking and homework. All students will receive QLA feedback after each end of unit and termly assessment. Thinking skills will also continue to be developed through the usage of WAGOLL examples and using success criteria to make decisions about their work. The use of display and supporting power points and project booklets will allow pupils to explore and push themselves within the course structure.

**Home learning:** Presentation and documentation of ideas and research. Refinement of ideas.

**Key Summative Assessments:**

- Live tracking of data to inform intervention and praise at any point during the units.
- Assessment objectives and key success criteria with visual grade descriptors shared with students to enable self and peer assessment.
- Moderation of pupils' work during department development time.

**Autumn Term**

- Coursework assessment against AOs
- Project assessment (inclusive of Homework) once per fortnight

**Spring Term**

- Coursework assessment against AOs
- Project assessment (inclusive of Homework) once per fortnight

**Summer term**

- Coursework assessment against AOs
- Summer Exam
- Project assessment (inclusive of Homework) once per fortnight

**Impact:**

Pupils gain the breadth and fundamental skills needed for producing quality GCSE artwork. Pupils' awareness of this allows them to make informed decisions about their coursework projects.

Pupils possess a range of skills, techniques and knowledge which can be applied to their GCSE art, craft and design course; these skills and techniques can then be applied to their chosen projects at GCSE and also the examination which will be set by the exam board in Year 11. Students who study Art at Idsall School should leave us with the skills, confidence, and ability to make a success of whatever creative field they choose to pursue when they leave us. Students develop an understanding of the cultural, historical and social significance of art.

Content/Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning (Y9)	Future learning (Y11)
<p>GCSE Coursework development (AO1 – Development and research, AO2 – Investigation and experimentation, AO3 - Recording and AO4 – Present)</p> <p><b>Revisited formal elements of art: tone, line and mark-making, texture, pattern, shape, colour theory and 3D Form.</b></p>	<p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>To use the language of art, craft and design when talking about artwork, and express reasoned judgements that demonstrate understanding which can inform their work.</li> <li>To increase proficiency in a range of techniques and media, to record their observations, including drawing, painting, sculpture and other art, craft and design techniques as a basis for exploring their ideas.</li> <li>To be able to analyse and evaluate their own work, and creative work of others (using the language of art, craft makers and designers) in order to strengthen the visual impact of their own artwork</li> <li>Media and techniques: pencil, colour mixing through pencil crayon, watercolour, acrylic, 3D card sculpture, ceramics, collagraph printmaking, enlargement, composition, proportion and positive and negative space.</li> </ul> <p><b>To develop the skills of using:</b></p> <ul style="list-style-type: none"> <li>Dry media – pencil and coloured pencil, charcoal, coloured chalk, watercolour painting, acrylic painting, printmaking – collagraph, mono-printing, poly-block relief printing, ceramics, textiles and digital media using Pro-create. Students are expected to respond to the AQA Assessment Objectives set in the mark scheme in both a written and visual way.</li> </ul> <p><b>Literacy:</b> The ability to research and respond to other artists is expected in both a visual and written way. When evaluating their own work, pupils explain links with other artists’ ideas. Pupils will develop an understanding of key terminology used which is both Art specific language and cross-curricular knowledge.</p> <p><b>Numeracy:</b> An understanding of scale and proportion is demonstrated through the use of measuring, marking out, scale drawing and enlargement tasks.</p>	<p><b>Essential Knowledge</b></p> <ul style="list-style-type: none"> <li>To understand the key artistic terms.</li> <li>To understand artists, craft makers and designers in history, including periods, styles and major movements.</li> <li>To understand the properties of a range of art materials and different techniques.</li> <li>To understand how to analyse and evaluate artwork when making self and peer assessments.</li> <li>To understand the historical and cultural development of various art forms.</li> <li>To understand art which highlights political and environmental issues.</li> </ul> <p><b>To understand the formal elements of art:</b></p> <ul style="list-style-type: none"> <li>Tone, line and mark-making, texture, pattern, shape, colour theory and 3D Form.</li> <li>Proportion, Ratio, enlargement, and composition</li> <li>3D Sculpture</li> <li>Islamic Art, Islamic Pattern, Buddhist Art, Daisaku Kawada and artists researched independently relating to a specific theme or media used.</li> <li>Printmaking practices; ceramics practices; watercolour painting; acrylic painting; textile practices; digital media practices.</li> </ul>	<p><b>Developing from Year 9 skills:</b></p> <ul style="list-style-type: none"> <li>To understand the formal elements of art:</li> <li>Tone, line and mark-making, texture, pattern, shape, colour theory and 3D Form.</li> <li>Proportion, ratio and enlargement</li> <li>3D sculpture</li> <li>Modern art - Picasso</li> <li>British History</li> <li>Contemporary artists and designers</li> <li>Printmaking practices</li> <li>Ceramics practices</li> <li>Collage</li> <li>Watercolour painting</li> <li>Acrylic painting</li> <li>Concepts: line, shape, tone, form, pattern, texture and colour.</li> </ul>	<ul style="list-style-type: none"> <li>Selecting resources and making choices around intentions for ideas</li> <li>Articulating the visual language taught</li> <li>Generating ideas which make reference to the work of others, such as artists, crafts, people and cultures.</li> <li>Generating a coherent body of coursework which shows a creative journey.</li> <li>Response to brief set by the exam board following the formula set out for the GCSE coursework project.</li> </ul>

Content/Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning (Y9)	Future learning (Y11)
<p>GCSE Coursework development (AO1 – Development and research, AO2 – Investigation and experimentation, AO3 - Recording and AO4 – Present) <b>Revisited formal elements of art: tone, line and mark-making, texture, pattern, shape, colour theory and 3D Form.</b></p> <p><b>Cultural Pattern:</b> Revisited usage of basic drawing using dry media, painting and photography to gather and record ideas to inform their research into a chosen area (AO3). Developing a range of ideas which have been developed in a range of media and revisiting skills within printmaking, textiles and 3D sculpture (AO1, 2 and 3). Students are encouraged to develop their independence and make choices towards a line of enquiry which suits their interests and skills (AO1 and 2).</p> <p><b>Vehicle of delivery:</b> through a range of religious and cultural starting points such as Islamic art, Islamic Calligraphy, Buddhism and Japanese artist Daisaku Kawada.</p> <p>Students later make independent choices regarding further artists or directions they wish to take their work.</p>	<p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>To use the language of art, craft and design</li> <li>To increase proficiency in a range of techniques and media,</li> <li>To be able to analyse and evaluate their own work, and creative work of others</li> <li>Media and techniques</li> </ul> <p><b>To develop the skills of using:</b> Dry media – pencil and coloured pencil, charcoal, coloured chalk, watercolour painting, acrylic painting, printmaking – collagraph, mono-printing, poly-block relief printing, ceramics, textiles and digital media using Pro-create.</p> <p>Students are expected to respond to the AQA Assessment Objectives set in the mark scheme in both a written and visual way.</p> <p><b>Literacy:</b> The ability to research and respond to other artists is expected in both a visual and written way. When evaluating their own work, pupils explain links with other artists’ ideas. Pupils will develop an understanding of key terminology used which is both Art specific language and cross-curricular knowledge.</p> <p><b>Numeracy:</b> An understanding of scale and proportion is demonstrated through the use of measuring, marking out, scale drawing and enlargement tasks.</p>	<p><b>Islamic Art and Calligraphy:</b></p> <ul style="list-style-type: none"> <li>What Islamic Art is and the significance of art within the culture.</li> <li>The usage of colour, pattern and the significance of themes and devices within the art work.</li> <li>To develop an understanding of Islamic art work and ideas.</li> <li>To apply the ideas acquired and compose a range of ideas which involve these themes and visual devices.</li> </ul> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>What Buddhist Artwork is and the significance of visual symbolism within the culture.</li> <li>What is the significance of a Lotus Flower?</li> <li>What is the significance of an Elephant?</li> <li>What is a Hamza Hand and what are the beliefs of its usage?</li> <li>The usage of colour, pattern and the significance of other themes and devices within the art work.</li> <li>To develop an understanding of Buddhist art work and ideas.</li> <li>To apply the ideas acquired and compose a range of ideas which involve these themes and visual devices.</li> </ul> <p><b>Daisaku Kawada:</b></p> <ul style="list-style-type: none"> <li>Who is Daisaku Kawada?</li> <li>What is he influenced by?</li> <li>How does he create his art works?</li> <li>How does this link with the other artists studied?</li> <li>To apply the ideas acquired and compose a range of ideas which involve the themes and visual devices that Kawada uses and be able to articulate this in visual, verbal and in written forms.</li> </ul>	<p><b>Developing from Year 9 skills:</b></p> <ul style="list-style-type: none"> <li>To understand the formal elements of art:</li> <li>Tone, line and mark-making, texture, pattern, shape, colour theory and 3D form.</li> <li>Proportion, ratio and enlargement</li> <li>3D sculpture</li> <li>Modern art - Picasso</li> <li>British history</li> <li>Contemporary artists and designers</li> <li>Printmaking practices</li> <li>Ceramics practices</li> <li>Collage</li> <li>Watercolour painting</li> <li>Acrylic painting</li> <li>Concepts: line, shape, tone, form, pattern, texture and colour.</li> </ul>	<ul style="list-style-type: none"> <li>Selecting resources and making choices around intentions for ideas</li> <li>Articulating the visual language taught</li> <li>Generating ideas which make reference to the work of others, such as artists, crafts, people and cultures.</li> <li>Generating a coherent body of coursework which shows a creative journey.</li> <li>Response to brief set by the exam board following the formula set out for the GCSE coursework project.</li> </ul>

Content/Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning (Y9)	Future learning (Y11)
<p><b>Food:</b> Revisit and extend usage of fundamental drawing skills in Charcoal and Chalk drawing (AO3- Recording). Exploration of colour mixing using Watercolour and Acrylic Paint (AO1,2,3), exploration of colour mixing through collagraph, mono-printing and press printing (AO1,2,3). Exploration of Textiles through various embroidery stitches and applique (AO1,2,3), exploration of Ceramics techniques through various methods of building (AO1,2,3). Exploration of Digital media through the usage of Procreate and an iPad (AO1,2,3).</p> <p><b>Vehicle of delivery:</b> Independent artist choice and choice of image to work from (AO1 and 2). Forces analysis of artist's style and focus on their usage of; colour and application of paint, usage colour through printmaking techniques, usage through textile techniques and the use of colour, pattern and shape via this means, usage of ceramic techniques and finally through digital media techniques.</p>	<p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>To use the language of art, craft and design</li> <li>To increase proficiency in a range of techniques and media</li> <li>To be able to analyse and evaluate their own work, and creative work of others</li> <li>Media and techniques</li> </ul> <p><b>To develop the skills of using:</b> Dry media – pencil and coloured pencil, charcoal, coloured chalk, watercolour painting, acrylic painting, printmaking – collagraph, mono-printing, poly-block relief printing, ceramics, textiles and digital media using Procreate.</p> <p>Students are expected to respond to the AQA Assessment Objectives set in the mark scheme in both a written and visual way.</p> <p><b>Literacy:</b> The ability to research and respond to other artists is expected in both a visual and written way. When evaluating their own work, pupils explain links with other artists' ideas. Pupils will develop an understanding of key terminology used which is both art specific language and cross-curricular knowledge.</p> <p><b>Numeracy:</b> An understanding of scale and proportion is demonstrated through the use of measuring, marking out, scale drawing and enlargement tasks.</p>	<p><b>Essential Knowledge – see previous overviews</b></p> <p><b>Food: Independent choice of artist research linking to the media being studied students should be finding out the following.</b></p> <ul style="list-style-type: none"> <li>Who the artist is?</li> <li>To know how they create/created their art work.</li> <li>To know why they choose/chose to work in this way.</li> <li>Are they a contemporary artist or part of an art historical movement?</li> <li>To apply the ideas acquired and compose a range of ideas which involve the themes and visual devices that the artist uses and be able to articulate this visually, orally and in written forms.</li> </ul>	<p><b>Developing from Year 9 skills:</b></p> <ul style="list-style-type: none"> <li>To understand the formal elements of art:</li> <li>Tone, line and mark-making, texture, pattern, shape, colour theory and 3D Form.</li> <li>Proportion, ratio and enlargement</li> <li>3D Sculpture</li> <li>Modern art - Picasso</li> <li>British history</li> <li>Contemporary artists and designers</li> <li>Printmaking practices</li> <li>Ceramics practices</li> <li>Collage</li> <li>Watercolour painting</li> <li>Acrylic painting</li> <li>Concepts: line, shape, tone, form, pattern, texture and colour.</li> </ul>	<ul style="list-style-type: none"> <li>Selecting resources and making choices around intentions for ideas</li> <li>Articulating the visual language taught</li> <li>Generating ideas which make reference to the work of others, such as Artists, crafts, people and cultures.</li> <li>Generating a coherent body of coursework which shows a creative journey.</li> <li>Response to brief set by the exam board following the formula set out for the GCSE coursework project.</li> </ul>



# Year 10 Art Overview

What is my learning journey for my GCSE course?

**What's the bigger picture?**  
How do we know which materials work best for us?  
How do we utilise the influences from others?

## Cultural Connections

What are the roles of artists, designers and craftspeople in our modern culture?

How are Artists influenced by world cultures and religion?



## Skills Ladder

How will you step up your skills this year?

START

## AUTUMN Food



**Assessment:** GCSE AQA Assessment objectives; AO1 – Development and research, AO2 – Investigation and experimentation, AO3 - Recording and AO4 – Present

**Bigger picture question:** How I do create successful artworks using a variety of media?

## SUMMER Cultures



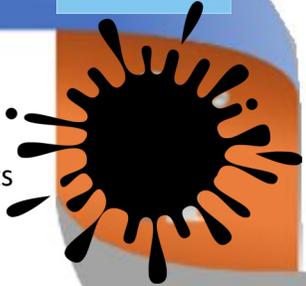
### What to expect

**Content: Cultures:** Researching, recording and developing ideas through 7 visual elements via dry media, painting and photography, Printmaking, Textiles, Digital media and Sculpture and utilising the ideas and methods of a variety of cultures, religions and Artists.

**Assessment:** GCSE AQA Assessment objectives; AO1 – Development and research, AO2 – Investigation and experimentation, AO3 - Recording and AO4 – Present

**Bigger picture question:** How I do create successful artworks independently?

**What to expect**  
**Content: Cultural Pattern:**  
Researching and developing ideas through 7 visual elements via chalk and charcoal, Watercolour and Acrylic painting, Printmaking, Textiles, Digital media and Ceramics.



## SPRING Cultures



Homework

Continuation of classwork and refinement

Homework will be set on Satchel One or Edulink

Tasks are set every week

ON TO KSS

## Yr 10 SKILLS

- Presentation
- Photography
- Acrylic painting
- Watercolour painting
- Card sculpture
- Pattern development
- Imaginative drawing
- Textiles
- Printmaking
- Digital Media
- Ceramics
- Biro techniques
- Independent research
- Art analysis
- Oil pastel blending
- Tonal pencil
- Tonal colour crayon
- Mixed media collage
- Selecting appropriate materials



**The big picture Intent:**

Year 11 Art students study 5 hours of Art each fortnight. The core focus is on developing students' exploration of disciplines within art, craft and design. The art curriculum is structured around the seven formal elements of art: line, shape, form, colour, texture, pattern, and tone. By building up the knowledge and skills drawn upon by outstanding artists, and taking inspiration and instruction from great artists and movements throughout art history, students are developed both as artists and as appreciators of art.

All topics covered focus on developing students' exploration of ideas, greater independence and further application and development of the skills gained in key stage 3.

Pupils develop the ability to take risks and generate a GCSE coursework portfolio of ideas with greater creative independence.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided, where necessary.

**Implementation: 60% Coursework and 40% Exam**

Art, Craft and Design is a broad and flexible course which involves pupils working with a wide range of two-dimensional and three-dimensional art forms.

Pupils explore the work of others and create pieces of art that have been influenced by their research. They combine their ideas and findings to develop a GCSE final piece in whichever media they choose. Projects have a great element of choice which allows for pupils to give their coursework their own personal flavour giving them the opportunity to develop a personal coursework portfolio.

Resilience, particularly in the early stages of the course, is very important as pupils will be learning from their mistakes. This will inform the planning and designing stages of their work. Textiles and Digital Media will require students to experience a completely new skillset and resilience will be needed when facing the challenge of creating using these media.

Independence and study skills will be fostered through challenging questions and problems, modelling, deep thinking and homework. All students will receive QLA feedback after each end of unit and termly assessment. Thinking skills will also continue to be developed through the usage of WAGOLL examples and using success criteria to make decisions about their work. The use of display and supporting PowerPoints and project booklets will allow pupils to explore and push themselves within the course structure.

**Home learning:** Presentation and documentation of ideas and research. Refinement of ideas.

**Key Summative Assessments:**

- Live tracking of data to inform intervention and praise at any point during the units.
- Assessment Objectives and key success criteria with visual grade descriptors shared with students to enable self and peer assessment.
- Key success criteria and visual grade descriptors shared with students to enable self and peer assessment.
- Moderation of pupils' work during department development time.

**Autumn Term**

- Mock exam assessment
- Coursework assessment against AOs
- Project assessment (inclusive of Homework) once per fortnight

**Spring Term**

- Final Coursework assessment against AOs
- Project assessment (inclusive of Homework) once per fortnight

**Summer term**

- Summer Exam
- Project assessment (inclusive of Homework) once per fortnight

**Impact:**

Pupils are well equipped in the skills and quality needed for producing GCSE artwork. Pupils are able to make well informed decisions about their coursework and examination projects. Pupils possess a range of skills, techniques and knowledge, allowing them to work competently and efficiently to produce effective pieces for their coursework and examination projects. Students who study Art at Idsall School should leave us with the skills, confidence, and ability to make a success of whatever creative field they choose to pursue when they leave us. Students develop an understanding of the cultural, historical and social significance of art.

Content/Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning (Y9)	Future learning (Y12)
<p>GCSE Coursework development (AO1 – Development and research, AO2 – Investigation and experimentation, AO3 - Recording and AO4 – Present) GCSE Externally Set Task.</p> <p><b>Revisited formal elements of art: Tone, line and mark-making, texture, pattern, shape, colour theory and 3D form.</b></p> <p><b>Cultural Pattern:</b> Revisited usage of fundamental drawing using dry media, painting and photography to gather and record ideas to inform their research into a chosen area (AO3).</p> <p>Developing a range of ideas which have been developed in a range of media and revisiting skills within printmaking, textiles and 3D sculpture (AO1, 2 and 3). Students are encouraged to develop their independence and make choices towards a line of enquiry which suits their interests and skills (AO1 and 2).</p> <p><b>Vehicle of delivery:</b> through a range of religious and cultural starting points such as Islamic art, Islamic Calligraphy, Buddhism and Japanese artist Daisaku Kawada. Students later make independent choices regarding further artists or directions they wish to take their work.</p>	<p><b>Essential Skills:</b></p> <ul style="list-style-type: none"> <li>To use the language of art, craft and design</li> <li>To increase proficiency in a range of techniques and media</li> <li>To be able to analyse and evaluate their own work, and creative work of others</li> <li>Media and techniques</li> </ul> <p><b>To develop the skills of using:</b> Dry media – pencil and coloured pencil, charcoal, coloured chalk, watercolour painting, acrylic painting, printmaking – collagraph, mono-printing, poly-block relief printing, ceramics, textiles and digital media using Pro-create.</p> <p>Students are expected to respond to the AQA Assessment Objectives set in the mark scheme in both a written and visual way.</p> <p><b>Literacy:</b> The ability to research and respond to other artists is expected in both a visual and written way. When evaluating their own work, pupils explain links with other artists’ ideas. Pupils will develop an understanding of key terminology used which is both art specific language and cross-curricular knowledge.</p> <p><b>Numeracy:</b> An understanding of scale and proportion is demonstrated through the use of measuring, marking out, scale drawing and enlargement tasks.</p>	<p><b>Essential Knowledge – see previous overviews</b></p> <p><b>Islamic Art and Calligraphy:</b></p> <ul style="list-style-type: none"> <li>What Islamic Art is and the significance of art within the culture.</li> <li>The usage of colour, pattern and the significance of themes and devices within the art work.</li> <li>To develop an understanding of Islamic art work and ideas.</li> <li>To apply the ideas acquired and compose a range of ideas which involve these themes and visual devices.</li> </ul> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>What Buddhist Artwork is and the significance of visual symbolism within the culture.</li> <li>What is the significance of a Lotus Flower?</li> <li>What is the significance of an Elephant?</li> <li>What is a Hamza Hand and what are the beliefs of its usage?</li> <li>The usage of colour, pattern and the significance of other themes and devices within the art work.</li> <li>To develop an understanding of Buddhist art work and ideas.</li> <li>To apply the ideas acquired and compose a range of ideas which involve these themes and visual devices.</li> </ul> <p><b>Daisaku Kawada:</b></p> <ul style="list-style-type: none"> <li>Who is Daisaku Kawada?</li> <li>What is he influenced by?</li> <li>How does he create his art works?</li> <li>How does this link with the other artists studied?</li> <li>To apply the ideas acquired and compose a range of ideas which involve the themes and visual devices that Kawada uses and be able to articulate this in visual, verbal and in written forms.</li> </ul> <p><b>Exam: Independent choice of artist research linking to the media being studied; students should be finding out the following.</b></p> <p>Who the artist is. To know how they create/created their art work. To know why they choose/chose to work in this way. Are they a contemporary artist or part of an art historical movement? To apply the ideas acquired and compose a range of ideas which involve the themes and visual devices that the artist uses and be able to articulate this visually, orally and in written forms.</p>	<p>Developing from Year 10 skills: To understand the formal elements of art: tone, line and mark-making, texture, pattern, shape, colour theory and 3D form. Proportion, ratio, enlargement, and composition 3D sculpture. Islamic Art, Islamic Pattern, Buddhist Art, Daisaku Kawada and artists researched independently relating to a specific theme or media used. Printmaking practices; ceramics practices; watercolour painting; acrylic painting; textile practices; digital media practices.</p>	<p>A’ level or level 3 study which involves selecting resources and making choices around intentions for highly developed ideas and final outcomes. Articulating the visual language taught. Generating ideas which make reference to the work of others, such as artists, crafts, people and cultures. Generating a coherent body of coursework which shows a creative journey.</p>



# Year 11 Art Overview

What is my learning journey for my GCSE course?

**What's the bigger picture?**  
How do we create personal artworks?  
How do we utilise the influences from others?

**Cultural Connections**  
What are the roles of artists, designers and craftspeople in A range of cultures?  
How are Artists influenced by world cultures and religion?

**Skills Ladder**  
How will you step up your skills this year?

**START**

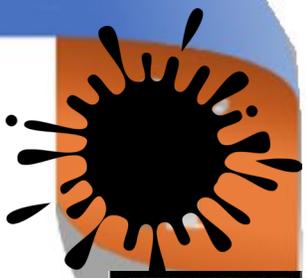
## AUTUMN Cultures

**Assessment:** GCSE AQA Assessment objectives; AO1 – Development and research, AO2 – Investigation and experimentation, AO3 - Recording and AO4 – Present  
**Bigger picture question:** How I do create successful artworks independently?

## SUMMER Exam Project



**What to expect**  
**Content: Cultural Pattern:** Researching, recording and developing ideas through 7 visual elements via dry media, painting and photography, Printmaking, Textiles, Digital media and Sculpture through the vehicle of world cultures.



**What to expect**  
**Content: Externally Set Task:** Researching, recording and developing ideas through 7 visual elements via dry media, painting and photography, Printmaking, Textiles, Digital media and Sculpture through any means which links to the Exam stimulus.  
**Assessment:** GCSE AQA Assessment objectives; AO1 – Development and research, AO2 – Investigation and experimentation, AO3 - Recording and AO4 – Present  
**Bigger picture question:** How I do create successful artworks independently?



## SPRING Exam Project



ON TO KSS

### Yr 11 SKILLS

- Presentation
- Photography
- Acrylic painting
- Watercolour painting
- Card sculpture
- Pattern development
- Imaginative drawing
- Textiles
- Printmaking
- Digital Media
- Clay modelling
- Biro techniques
- Independent research
- Art analysis
- Oil pastel blending
- Tonal pencil
- Tonal colour crayon
- Mixed media collage
- Selecting appropriate materials



Continuation of classwork and refinement

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Tasks are set every week