

# 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.



# 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?



## 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?

## 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

## 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?

## 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:

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.

### 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:

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.

## Year 7 Curriculum Overview Art

Autumn Term	
<b>Golden Threads: <i>The Seven Formal elements; Shape, Line, Tone, Texture, Pattern, Colour and Form.</i></b>	
<b>Unit:</b> The Visual Elements/Jim Dine <ul style="list-style-type: none"><li>• What is Typography?</li><li>• What does perpendicular /parallel mean?</li><li>• Correct usage of a pencil and ruler</li><li>• What is tone?</li><li>• What is the role of Line in Art?</li><li>• What is the role of Texture in art?</li></ul>	<b>Unit:</b> The Visual Elements/Jim Dine <ul style="list-style-type: none"><li>• Who is Jim Dine?</li><li>• What drove Jim Dine to work in the way he did?</li><li>• What are hot and cold colours?</li><li>• What is juxtaposition?</li><li>• What are the themes in Jim <u>Dine's</u> work? How does he convey them?</li><li>• What is <u>s'graffitto</u>?</li><li>• Where does <u>S'graffitto</u> originate from?</li></ul>
Spring Term	
<b>Golden Threads: <i>The Seven Formal elements; Shape, Line, Tone, Texture, Pattern, Colour and Form.</i></b>	
<b>Unit:</b> Gargoyles <ul style="list-style-type: none"><li>• What is Typography?</li><li>• What is a Gargoyle?</li><li>• What is the function of a Gargoyle?</li><li>• What are the Medieval Architectural styles? What they look like and identify Romanesque, Pre- Romanesque and Gothic Architectural styles.</li><li>• What a is a Frieze?</li><li>• What is tone?</li></ul>	<b>Unit:</b> Gargoyles <ul style="list-style-type: none"><li>• What is tone?</li><li>• What are line and mark making used for?</li><li>• What is the gridding up and enlargement method?</li><li>• What are ceramics?</li><li>• How do I join clay and identify key concepts and terms?</li></ul>

## Summer Term

### Golden Threads: *The Seven Formal elements; Shape, Line, Tone, Texture, Pattern, Colour and Form.*

#### Unit: Govinder Cats

- What is Typography?
- What the work of Govinder looks like
- Who was Govinder and what did he do?
- Who was TS Eliot?
- What is a musical?
- Who wrote Cats and what is it's link to TS Eliot?
- What is an illustrator? What is an Illustration?
- What is an adjective? Identify the adjectives in a text to form the basis of an illustration.

#### Unit: Govinder Cats

- Who wrote Cats and what is it's link to TS Eliot?
- What is an illustrator? What is an Illustration?
- What is an adjective? Identify the adjectives in a text to form the basis of an illustration.
- What is tone?
- What are line and mark making are used for?
- What colours will generate tonal work?
- What is a sculpture?
- How to join card





# Year 8 Art Overview

What is my learning journey this year?

What's the bigger picture?

How can colour: inform, influence, create mood and express emotion in art?

## 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?

## 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?

Homework

## 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

Creative Careers Research  
Art Research

Research will be set on Satchel One  
or Edulink

Research tasks are set every half term

## 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

ON TO YR9



**The big picture Intent:**

Year 8 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.

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.

Literacy: 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. 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.

**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:** Become proficient in basic drawing, sculpture and art craft and design techniques including the usage of colour. To 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.

## Year 8 Curriculum Overview

Autumn Term	
Golden Threads: <i>The Seven Formal elements; Shape, Line, Tone, Texture, Pattern, Colour and Form.</i>	
<b>Unit: Sweets and Cakes</b> <ul style="list-style-type: none"> <li>• What is Typography?</li> <li>• What does perpendicular /parallel mean?</li> <li>• How do I correctly use a pencil and ruler?</li> <li>• What is an ellipse?</li> <li>• How do I check proportions using a pencil?</li> <li>• What is tone?</li> <li>• What are the rules of colour theory?</li> <li>• What is a primary colour? What colours are they?</li> <li>• What is a secondary colour? What colours are they?</li> <li>• What is a tertiary colour? What colours are they?</li> <li>• What is a complementary colour? What colour pairs are <u>they</u></li> <li>• What colours do you create with complimentary colour pairs and how they can be used in artwork?</li> <li>• How are colours mixed to create tone?</li> <li>• What colours are hot/cold colour and what do they remind us of?</li> <li>• Who is Wayne <u>Thiebaud</u>? Can I identify his work?</li> <li>• How did Wayne <u>Thiebaud</u> mix colour to create tone?</li> </ul>	<b>Unit: Sweets and Cakes</b> <ul style="list-style-type: none"> <li>• What is a tertiary colour? What colours are they?</li> <li>• What is a complementary colour? What colour pairs are <u>they</u></li> <li>• What colours do you create with complimentary colour pairs and how they can be used in artwork?</li> <li>• How are colours mixed to create tone?</li> <li>• What colours are hot/cold colour and what do they remind us of?</li> <li>• What is Watercolour?</li> <li>• How do I use it?</li> <li>• What is Oil Pastel and how do I use it?</li> </ul>



## Spring Term

**Golden Threads: *The Seven Formal elements; Shape, Line, Tone, Texture, Pattern, Colour and Form.***

**Unit:** World of Pattern

- What is Typography?
- What is Mehndi Pattern?
- What is Willow pattern? What is the story behind its creation?
- What is Scandinavian folk art? How did it originate?
- What is Mayan Pattern? How Do I identify it?
- What is Aboriginal pattern? How Do I identify it?
- What is Greek Pattern? How Do I identify it?
- What are Kente Fabrics? How do I identify it?
- What is the function of a motif?
- What colours are hot/cold colour and what do they remind us of?
- What is a complementary colour? What colour pairs are they?
- What is tone?
  
- What are line and mark making used for?
- What is colour mixing?
- Which colours will make things darker?

**Unit:** World of Pattern

- What is the function of a motif?
- What colours are hot/cold colour and what do they remind us of?
- What is a complementary colour? What colour pairs are they?
- What is tone?
- What are line and mark making used for?
- What is colour mixing? ? Which colours will make things darker?

Summer Term	
Golden Threads: <i>The Seven Formal elements; Shape, Line, Tone, Texture, Pattern, Colour and Form.</i>	
Unit: <u>Pop Art</u> <ul style="list-style-type: none"><li>• What is Typography?</li><li>• What is Pop Art and how can it be identified?</li><li>• Who is Roy Lichtenstein? What did he do?</li><li>• Who <u>is</u> Jasper Johns? What did he do?</li><li>• What is a Pop Art Typography design?</li><li>• How is colour used in Pop Art?</li></ul>	Unit: <u>Pop Art</u> <ul style="list-style-type: none"><li>• What is a sculpture?</li><li>• How do I join card?</li><li>• What is Gum Tape and how do I use it?</li><li>• How do I design a Pop Art letter?</li><li>• How Do I apply paint?</li></ul>



# 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 Remembrance

### 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

### 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

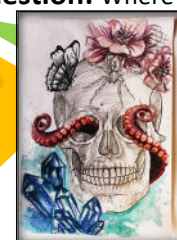
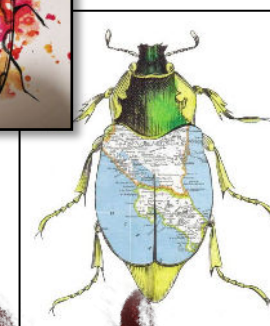
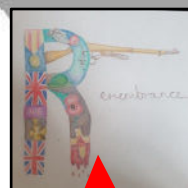
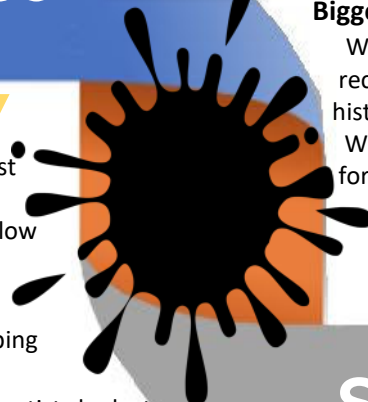
**Bigger picture question:** Why do artists look at and record the world from different and personal viewpoints?

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 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.

Literacy: The ability to research, analyse and respond to other artists' is expected in both a verbal, 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.

Numeracy: An understanding of scale and proportion, and 3D shape is demonstrated through the use of scale drawing and enlargement tasks.

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.

**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.



## Year 9 Curriculum Overview

Autumn Term	
Golden Threads: <i>The Seven Formal elements; Shape, Line, Tone, Texture, Pattern, Colour and Form.</i>	
<b>Unit: Picasso Portraits</b> <ul style="list-style-type: none"> <li>• What is Typography?</li> <li>• How do I correctly use of a pencil and ruler?</li> <li>• What are the visual Elements, particularly Line, Shape and Tone?</li> <li>• What is tone?</li> <li>• Who was Picasso?</li> <li>• What is Cubism?</li> <li>• What is Line?</li> <li>• What Ceramics are</li> <li>• How to join and manipulate clay</li> </ul>	<b>Unit: Remembrance</b> <ul style="list-style-type: none"> <li>• What is Typography?</li> <li>• What is an illuminated letter?</li> <li>• What is a war artist?</li> <li>• Who designed the dazzle ship and what was it for?</li> <li>• Who was Henry Moore?</li> <li>• Who was Paul Nash?</li> </ul>
Spring Term	
Golden Threads: <i>The Seven Formal elements; Shape, Line, Tone, Texture, Pattern, Colour and Form.</i>	
<b>Unit: Remembrance</b> <ul style="list-style-type: none"> <li>• What is Propaganda?</li> <li>• Who is Shepard Fairey?</li> <li>• How do we create a Remembrance artwork?</li> </ul>	<b>Unit: Organic Forms</b> <ul style="list-style-type: none"> <li>• What is Typography?</li> <li>• What is an Organic form?</li> <li>• Who is <u>Esra Roise</u>?</li> <li>• What does she do?</li> <li>• What is Watercolour?</li> <li>• What sorts of ways do artists use watercolour?</li> </ul>

Summer Term	
Golden Threads: <i>The Seven Formal elements; Shape, Line, Tone, Texture, Pattern, Colour and Form.</i>	
Unit: <u>Organic Forms</u>	Unit: <u>Organic Forms</u>

- What is Watercolour?
- What sorts of ways do artists use watercolour?
- What is Acrylic Paint and how do I use it?
- What sorts of ways do artists use Acrylic Paint?

- What is collage is and how do I use it?
- What sorts of ways do artists use collage?
- What is relief printing? How do I use it?
- What is a sculpture?
- How do I use wire to create a sculpture?



## 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



### 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.

**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



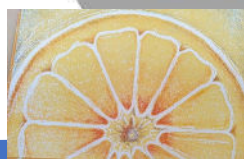
### What to expect

**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?

## SPRING Cultures



Homework

Continuation of classwork and refinement

Homework will be set on Satchel One or Edulink

Tasks are set every week

ON TO KS5

### **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 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.

Literacy – Pupils are expected to research and respond to the work of others in both a written and visual way. When evaluating their work pupils can articulate their links to their research and justify the choices they have made.

Numeracy – A continuation of pupils understanding of scale and proportion and tessellating, geometric patterns.

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.



## Year 10 Curriculum Overview

### Autumn Term

Golden Threads: The Seven Formal elements; Shape, Line, Tone, Texture, Pattern, Colour and Form.

#### Unit: Food

- What is Enlargement?
- What is depth of tone?
- What is tonal contrast?
- How do I achieve colour mixing using chalk pastel?
- How do I achieve detail and depth of tone?
- What are the properties of watercolour? How do I use them successfully?
- What are the properties of Acrylic paint and how do I use them successfully?
- What are ceramic techniques and how do I use them?

#### Unit: Food

- What is procreate and how do I use it?
- What is a layer, draw assist and drawing guide? Why is each function important?
- What printmaking techniques are and how to use them.
- What Applique is and how to use it?
- What batik is and how to use it?
- What embroidery is and how to use it?

Spring Term

Golden Threads: The Seven Formal elements; Shape, Line, Tone, Texture, Pattern, Colour and Form.

Unit: Cultures

- How do I achieve tonal depth regardless of media?
- How do I mix colour to achieve tone and form?
- What Cultural imagery could look like?
- What are the key themes in Islamic artwork?
- What are the key themes in Daisaku Kawada's work and how do I identify it?
- What are the Key themes in Islamic Calligraphy?
- What is decorative Calligraphy?
- What could a cultural Pattern design be?
- What is a composition?

Unit: Cultures

- What is a Motif?
- What is line weight and mark-making?
- What is a digital kaleidoscope?
- What is a focal point?
- What are the key themes/symbols in Buddhism?

Summer Term	
Golden Threads: The Seven Formal elements; Shape, Line, Tone, Texture, Pattern, Colour and Form.	
Unit: <u>Cultures</u> <ul style="list-style-type: none"><li>• What are the Key themes in Islamic Calligraphy?</li><li>• What is decorative Calligraphy?</li><li>• What could a cultural Pattern design be?</li><li>• What is a composition?</li></ul>	Unit: <u>Cultures</u> <ul style="list-style-type: none"><li>• What could a cultural Pattern design be?</li><li>• What is a composition?</li><li>• What is Enlargement?</li><li>• What are the visual elements?</li><li>• How do I achieve tonal depth regardless of media?</li><li>• How do I mix colour to achieve tone and form?</li><li>• What are the themes and materials that my artist uses?</li><li>• How am I influenced by my chosen culture?</li><li>• What cultural themes should I bring into my work?</li><li>• What materials should I use?</li><li>• What is a composition?</li><li>• What ideas/media could I combine?</li></ul>



## 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

### 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.

**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: 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

Homework

Continuation of classwork and refinement

Homework will be set on Satchel One or Edulink

Tasks are set every week

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





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#### 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.

# Year 11 Curriculum Overview

Autumn Term	
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<b>Unit: Cultures</b> <ul style="list-style-type: none"><li>• What is Enlargement?</li><li>• What are the visual elements?</li><li>• How do I achieve tonal depth regardless of media?</li><li>• How do I mix colour to achieve tone and form?</li><li>• What are the themes and materials that my artist uses?</li><li>• How am I influenced by my chosen culture?</li><li>• What cultural themes should I bring into my work?</li><li>• What materials should I use?</li><li>• What is a composition?</li><li>• What ideas/media could I combine?</li><li>• What makes a successful design?</li><li>• What makes a successful final piece?</li><li>• What do I plan to do my final piece and what order will I do it?</li></ul>	<b>Unit: Cultures</b> <ul style="list-style-type: none"><li>• What materials should I use?</li><li>• What makes a successful final piece?</li><li>• What do I plan to do my final piece and what order will I do it?</li></ul>

Spring Term	
Golden Threads: <i>The Seven Formal elements; Shape, Line, Tone, Texture, Pattern, Colour and Form.</i>	
<b>Unit: Examination</b> <ul style="list-style-type: none"><li>• What are the visual elements?</li><li>• How do I achieve tonal depth regardless of media?</li><li>• How do I mix colour to achieve tone and form?</li><li>• What are the themes and materials that my artist uses?</li><li>• How am I influenced by my chosen artist?</li><li>• What themes should I bring into my work?</li><li>• What materials should I use?</li><li>• What is a composition?</li></ul>	<b>Unit: Examination</b> <ul style="list-style-type: none"><li>• What themes should I bring into my work?</li><li>• What materials should I use?</li><li>• What is a composition?</li><li>• What ideas/media could I combine?</li><li>• What makes a successful design?</li></ul>

## Summer Term

**Golden Threads: *The Seven Formal elements; Shape, Line, Tone, Texture, Pattern, Colour and Form.***

### **Unit: Examination**

- What is a composition?
- What ideas/media could I combine together?
- What makes a successful design?
- What makes a successful final piece?
- What do I plan to do in the exam and what order will I do it?

### **Unit: Exams**