

## Subject: Art and Design

### Curriculum vision

The Art curriculum is carefully sequenced from year 7 through to year 13 so that powerful knowledge builds term by term and year by year. Through studying art history students make meaningful connections between the past and present. By looking at the way different artists approach responding to the world around them we introduce students to a range of creative responses and styles. This ongoing reference to art history, allow students to understand influence, appropriation, and the inter connectivity of the world around them. We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts. Throughout the three years compulsory Art curriculum, students constantly revisit key knowledge, this is fundamental to our subject. While all lessons have elements of art theory, there is a strong emphasis on practical responses which are the priority in this subject. The range of materials available to students includes 2D, 3D, Print and a range of drawing materials

In Art, teachers will adapt lessons to meet the needs of their own classes. Teachers' use of ongoing formal and informal assessment will gauge the needs of individual classes. The curriculum has the flexibility to change and incorporate new material and opportunities when they are made available.

In Art, we ensure that all pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience, in all years they explore the breadth of human insight that informed artists and art movements; Frida Kahlo's ongoing battle with her health, Franz Marc's sympathy for the plight of animals, Picasso's early education and the huge cultural impact of the great wars and resulting art movements. Our curriculum is designed to reflect our diverse intake. Links to cultures, spanning continents have been deliberately chosen to ensure students are represented within the curriculum. Reference is made for example to the diverse languages spoken by influential artists convening in Paris at the turn of the century.

In Art, storytelling is used to engage students and encourage empathy. In our lessons students are required to share, to listen and to encourage through positive critical feedback, reinforcing our REACH values. Students learn to read an image and in doing so gain an increased understanding of the visual world around them.



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## Curriculum Overview



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### Term 1

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 7	Introduction to art. Introducing the sketchbook. Painting, the colour wheel, mixing tints, paint techniques and pattern.	Foundational knowledge for the subject. This knowledge will be revisited throughout KS3 and KS4. Without this knowledge even the most simple practical tasks will not be properly understood.	Pencil information. Tonal scale, pencil techniques to recreate textures.	Foundational knowledge of the subject. This knowledge will be revisited throughout KS3 and KS4. Without this knowledge even the most simple practical tasks will not be properly understood.
Year 8	Portraiture. Understanding of tonal qualities. Developing pencil techniques. Measuring, proportion and estimation.	Building upon foundation knowledge introduced in yr 7. Introducing foundational skills for the subject. Introducing a reflective exercise, the role that art plays in self-reflection, and self awareness.	Drawing from observation. Accuracy when drawing individual facial features.	Building upon foundation knowledge introduced in yr 7. Introducing foundational skills for the subject. Introducing a reflective exercise, the role that art plays in self-reflection, and self awareness.
Year 9	Art history, introducing the Surrealist art movement. Understanding and analysing the work of surrealist artist. Introducing design concepts and approaches.	Developing chronological understanding of the art timeline building upon knowledge introduced in years seven and eight. Understanding the impact or war, artists who subvert, question accepted ideas, and cultural/ sociological norms.	Developing design ideas and approaches. Planning and sequencing final designs. Beginning clay project.	Introducing 3 dimensional practical responses.
Year 10	Art history, introducing land art and art influenced by nature, including, sculpture, photography, and temporary art. Skills building unit, developing clay, drawing, sketchbook use, printing and working on a range of scales.	Foundational procedural knowledge. Preparation for later independent work.	Art history, introducing land art and art influenced by nature, including, sculpture, photography, and temporary art. Skills building unit, developing clay, drawing, sketchbook use, printing and working on a range of scales.	Foundational procedural knowledge. Preparation for later independent work
Year 11	Art history, developing understanding of Cubism through the medium of still life. Developing drawing, measuring, and materials use.	Development of procedural knowledge, observational drawing, development of writing skills in preparation for final exam.	Art history, developing understanding of Cubism through the medium of still life. Developing drawing, measuring, and materials use.	Foundational procedural knowledge. Preparation for later independent work.



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<b>Year 12</b>	Introducing the theme of 'Clutter' and 'Identity.' art history, developing understanding of photo realism, specific artist Audrey Flack, Joseph Cornell, MC Esher, and Bruce Nauman	Development of observational drawing, still life and portraiture, drawing and painting skills and knowledge in preparation for independent work.	Developing the theme of 'Clutter' and 'Identity.' developing independent personal responses to the thing Introducing independently selected artists.	Development of observational drawing, still life and portraiture, drawing and painting skills and knowledge in preparation for independent work.
<b>Year 13</b>	Personal investigation, developing sustained independent responses two chosen theme. Developing deeper understanding and making Connections two wider issues, through practical and written responses.	Development from project started summer term of year 12.	Personal investigation, developing sustained independent responses two chosen theme. developing deeper understanding and making Connections two wider issues, through practical and written responses	Continuation of course work



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Term 2



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	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
<b>Year 7</b>	Introducing 'The Art Timeline,' art history taught chronologically. In this term starting with Vincent Van Gogh, expressive mark making and colour use. Moving on to Art Movements at the turn of the century; Franz Marc and the Fauves. Building upon colour theory looking at harmonious and complementary colours. Building upon pencil information looking at mark making techniques.	Understanding of art history introduced in the autumn term, the concept of an art movement and the impact of some of the key artists that influenced western art. Developing procedural knowledge of analysis/ writing/ use of materials and understanding colour theory tone, mark making and texture.	Developing 'The Art Timeline' looking at context, connecting events and people. Art history Franz Marc (Futurism), Robert Delaunay (orphism), Picasso (Cubism and abstraction). Context to include the impact of war, the impact of the camera, leading to Marcel Duchamp and conceptual art.	Understanding of history context and the concept of an art movement, look at how artists influence one another. Following on from spring and autumn term.
<b>Year 8</b>	Portraiture, exaggeration, and distortion. Art history introducing renaissance art Leonardo DaVinci, and the relationship between art and other subjects. Focus on science and anatomy. Study of DaVinci's caricatures, looking at exaggeration.  Art history introducing David Hockney, introducing multiple viewpoints, combined viewpoints, zoom and cropped portraits.	Developing knowledge from the introduction of portraiture in the autumn term. Developing understanding of multiple perspectives, viewpoints, distortion, and exaggeration. Developing knowledge and understanding of art history analysis and context. Portraiture, self-awareness, skills have been sufficiently taught in yr 7 for an extended drawing.	Portraiture distortion repetition, overlay, analytic and synthetic Cubism Art history, introducing Cubism. Procedural knowledge of measuring and perspective in relation to a profile portrait. Colour selection and gradient used to create cubist inspired profile portrait.	Developing knowledge from the introduction of portraiture and distortion and artistic styles in the autumn and spring terms. Building upon and expanding knowledge, creative responses.
<b>Year 9</b>	Art history, looking at the art movement, surrealism. Introducing Rene Magritte and the concept of juxtaposition when applied to art. Introducing design, and the process of generating ideas. Introducing clay and 3D approaches to art.	Developing knowledge and understanding of art history analysis and context. Revisiting design process explored in the mask project at the end of year 8. Introducing 3 dimensional works for the first time in key stage 3, this will ensure that students have a broad range of experience artistic mediums, experience	Introducing design, and the process of generating ideas. Ideas inspired by surrealism. Introducing clay and 3D approaches to art. planning and construction techniques for clay work	<b>Building upon ideas and knowledge introduced in the autumn and spring 1 term.</b>  Increased independence and variety and suggested outcomes at the end of year 9 will give students their first experience of the process of development of ideas in preparation for GCSE course.



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		that will be built upon For those opting take GCSE art. Introducing more mature themes in art, understanding the relationship between media and art, as well as the concept of art as a commodity, deliberately appealing to a mass audience embracing consumerism.		Introducing more mature themes in art, understanding the relationship between media and art, as well as the concept of art as a commodity, deliberately appealing to a mass audience embracing consumerism.
<b>Year 10</b>	Art mock exam preparation time begins. Students produce independent personalised responses to set themes	Experience of the exam process, timings, and expectations. Coinciding with year 11,12 and 13 exams to ensure consistent extracurricular support from department, including trips.	Art mock exam preparation time continues. Students produce independent personalised responses to set themes	Experience of the exam process, timings, and expectations. coinciding with year 11,12 and 13 exams to ensure consistent extracurricular support from department, including trips.
<b>Year 11</b>	Art final exam preparation time begins. Students produce independent personalised responses to set themes	Following timings set by exam board.	Art final exam preparation time continues. Students produce independent personalised responses to set themes	Following timings set by exam board.
<b>Year 12</b>	Art Mock exam preparation time begins. Students produce independent personalised responses to set themes	Experience of the exam process, timings, and expectations. coinciding with year 11,10 and 13 exams to ensure consistent extracurricular support from department, including trips.	Art mock exam preparation time continues. Students produce independent personalised responses to set themes	Experience of the exam process, timings, and expectations. Coinciding with year 11,10 and 13 exams to ensure consistent extracurricular support from department, including trips.
<b>Year 13</b>	Art final exam preparation time begins. Students produce independent personalised responses to set themes	Following timings set by exam board.	Art final exam preparation time continues. Students produce independent personalised responses to set themes	Following timings set by exam board.



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**Term 3**



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	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
<b>Year 7</b>	Art history introducing cross cultural Connections in art. Study of traditional Mexican folk art, linking to Freda Kahlo. students produce practical responses in the form of day of the dead mask designs.	Highlighting cultural appropriation in the arts and the inter connectivity of art history.	Art history introducing cross cultural Connections in art. Study off traditional Japanese wood block printing linking to Vincent van Gogh. Students produce practical responses in the form of impressionist oil pastel drawings.	Highlighting cultural appropriation in the arts and the inter connectivity of art history.
<b>Year 8</b>	Art history, introducing cultural links to portraiture. Studying Japanese Noh theatre masks, Native American totem poles.	Highlighting cultural appropriation in the arts and the inter connectivity of art history, revisiting yr 7.	Preparation for final piece, introducing design concepts, planning process, exploration of materials. Concluding in students own independent final piece. Students producing independent mask designs inspired by traditional masks.	Highlighting cultural appropriation in the arts and the inter connectivity of art history, revisiting yr. 7.
<b>Year 9</b>	Art history, continue links to Pop Art. different artistic approaches applying knowledge to personalised responses. Developing procedural knowledge all painting techniques, colour mixing and colour theory.	revisiting colour theory and paint techniques in preparation for practical GCSE courses.	Preparation for final piece, introducing design concepts, planning process, exploration of materials. Concluding in students own independent final piece.	Introducing design concepts in relation to practical outcomes, anatomization of the design process in preparation for practical GCSE courses.
<b>Year 10</b>	Art mock exam preparation time continues. Students produce independent personalised responses to set themes. At the end of this term, students will complete the timed final piece/s in controlled conditions (5hrs)	Experience of the exam process, timings, and expectations. Coinciding with year 11,10 and 13 exams to ensure consistent extracurricular support from department, including trips.	Art history, developing understanding of Cubism through the medium of still life. developing drawing, measuring, and materials use.	Preparation for autumn term yr. 11.
<b>Year 11</b>	Art final exam preparation time continues. Students produce independent personalised responses to set themes. At the end of this term, students will complete the timed final piece/s in controlled conditions (10hrs)	Following timings set my exam board.	Preparation of portfolio and exhibition.	Following timings set my exam board.
<b>Year 12</b>	Art mock exam preparation time continues. Students produce independent personalised responses to	Experience of the exam process, timings, and expectations. Coinciding with year 11,10 and 13 exams to ensure consistent	Personal investigation introduced, developing sustained independent responses two chosen theme. Developing	Preparation for autumn term year 13.



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	set themes. At the end of this term, students will complete the timed final piece/s in controlled conditions (15hrs)	extracurricular support from department, including trips.	deeper understanding and making Connections two wider issues, through practical and written responses	
<b>Year 13</b>	Art final exam preparation time continues. Students produce independent personalised responses to set themes. At the end of this term, students will complete the timed final piece/s in controlled conditions (15hrs)	Following timings set my exam board.	Preparation of portfolio and exhibition.	Following timings set my exam board.



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## Wider reading



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### Extracurricular Opportunities (competitions, associations, and clubs)

All students have access to full curriculum through lessons and additional support in after school clubs. Every year group in KS3 is offered a weekly club where knowledge skills and process introduced in lessons can be developed and built upon. All students choosing the subject at GCSE have access to our clubs offered twice weekly, giving them access to space, support and materials. At GCSE art packs are provided for students to complete homework tasks when needed.

Rotary competition, United learning competitions, Royal Opera House Design Challenge, Articulation Public Speaking Competition, Artist of the Week, an ongoing review displays raising profile of the subject and celebrate student success.

### Revision Guides

[Art and Design - BBC Bitesize](#)

[Art & Design lessons for Key Stage 4 students - Oak National Academy \(thenational.academy\)](#)

[Art & Design lessons for Key Stage 3 students - Oak National Academy \(thenational.academy\)](#)

### Academic Reading

Ways of Seeing John Berger

Gardner's Art Through the Ages

The Art Book, Phaidon

Style Schools and Movements, Amy Dempsey

Collins Complete Artist Manual

How to Draw, Jake Spicer