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|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: ART & DESIGN** |

Research - Creativity - Practical skills - Evaluate **Fine Art / Textiles / Graphics / 3D Art / Photography**

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **Year 7** | **ILLUSTRATION*****How is illustration and the formal elements explored through the work of Jon Burgerman?*****Key concepts and skills**Investigate the formal elements of art to imagine and create illustrations of characters.• Introduction to Art. What is Art? Arts place in society, artist influences, making sense of Art.• Mindful drawing in Doodle art / Zentangle Art • Drawing from imagination• Continuous line drawing to realise and discover hidden characters • Colour theory - Primary/ Secondary/ Tertiary/ Complementary/Contrasting colours • Colour association - mood and emotion• Exploring personality through character design• Colour blending techniques • Exploration of oil pastels/ coloured pencils to form textures and patterns • Realisation of ideas and final characters**Cultural Capital Development**Exploring how Jon Burgerman influences society and a range of audiences. Baltic Art, Street Art, People and Places. ***(Fine Art)*** | **INSECTS*****How can the work of artists be explored within observational drawing techniques?*****Key concepts and skills**Develop 2D observational drawing techniques and 3D outcomes through exploring the theme of Insects.• How to use tone to show form• Small handmade sketchbook• Pencil and pen mark making techniques• Mono-printing techniques (Ink or Oil Pastel)• Formal Elements - line, tone, pattern in 2D techniques• Exploring the work of other artists• 3D Insects - wire and coloured tissue• Painting techniques - colour theory, mixing colours, applying paint • Exploring the world around us• Art, Environment and Science**Cultural Capital Development**Exploring Nature and the environment. Great North Museum, Kirkley Hall Zoological Gardens, Northumberland Wildlife Trust, The Alnwick Garden - Bees.***(Fine Art/3D Art)*** | **POP ART - PORTRAITS*****How can the work of Pop Art culture be used within the expression of self-portrait techniques?*****Key concepts and skills**Explore the work of Pop Art culture and the basic elements of Portraiture to produce an expressive outcome.• Who am I?• Formal Portrait drawing techniques• Understanding portrait proportions and symmetry• Taking inspiration from other artists - Pop Art culture, Roy Lichtenstein, Andy Warhol• Pop Art culture• Secondary drawing skills in pencil, coloured pencil• Monoprints and layering• Self-expression and identity• Realisation of an outcome**Cultural Capital Development**Pop Art culture on society and the way of life, music, Art, films, literacy and comics. Baltic, Laing gallery.***(Fine Art)*** |

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| **Year 7 Overview**: In Year 7, pupils will build on skills gained in Primary school whilst equipping pupils with a wide overview of Art and its place in society. Pupils will explore the Formal Elements of Art, develop observational drawing skills and illustration techniques and they will gain an understanding of a wide range of materials, techniques and processes. The aim is to explicitly link to contemporary society and make references relevant to pupils' lives and interests. |

*Long Term Curriculum Plan - Art (January 2021)*

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **Year 8** | **DAY OF THE DEAD*****Day of the Dead festival celebrates the lives of those we have lost. How can this be explored in Art form to symbolise a memory?*****Key concepts and skills**Investigate the formal elements of art to imagine and create illustrations of characters.• Day of the Dead festival - November 2nd• Mexican Culture• Sugar Skulls • Coco film/book of life• Dean Russo animal portraits• Spirit Animals• Jose Guadalupe Posada• Coco/the book of life• Frida Kahlo• Colourful folk-art style• Dry print techniques, mono-printing, sgraffito, collage tonal drawing**Cultural Capital Development**Thanksgiving and Day of the Dead Festival. Great North Museum, Community Halloween/Pumpkin Carving, Costume design.***(Fine Art)*** | **ABSTRACTION*****How can a visual reality be depicted in Art form through the use of colour, shape and pattern in Abstract Art?*** **Key concepts and skills**Exploring Abstract Art forms through shapes, colours, forms and gestural mark-making by the use of drawing, mixed media, collage and print.• Abstract Art in society - realism and non‑realism - shapes, colours, patterns.• Mark-making and the work of Artists- gestural marks• Art and Music - Synaesthetic Art and the senses • Expressions and Emotions• 2D and 3D Art of Abstract Artists -Frank stella, Kandinksy, Beatris Milhazes• Pattern and Geometry• Formal elements and colour theory• Mixed media and block printing• Collage techniques**Cultural Capital Development**Art and Music, Art and emotions, and links to mental health. Baltic, Laing Art Gallery. ***(Fine Art - Mixed media)*** | **OUR TOWN*****In what ways can we explore Art techniques to celebrate our towns history and community?*****Key concepts and skills**Exploring the history and culture of our town Gateshead to inspire a range of printmaking outcomes.• Responding to local area - Gateshead and Local Landmarks/Architecture• Gateshead industrial past, history and life, community spirit - raising money• Recording from observation - working in a handmade sketchbook• Narrative and poems, local inspired • Pencil and pen mark -making techniques• Mono and block printing techniques• Mixed media and 3D techniques• Creating surface textures in clay• Lino printing• Postcard outcomes**Cultural Capital Development**Exploring the influences of Gateshead history and culture on society and art forms. Shipley Art Gallery, Baltic, Sage, Tyne Bridges, Pottersfield 1822, Angel of the North – Antony Gormley.***(Fine Art)*** |

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| **Year 8 Overview**: In Year 8, pupils will further develop their observational drawing skills and exploration of a deeper and wider range of materials, processes and techniques. Pupils will have the opportunity to explore cultural elements and link them to society and the world around them. In Year 8 pupils will be able to develop as independent, resilient learners through experimentation, problem solving and a creative approach to project work. They will also develop an understanding of the chronological development of art and design and the emergence of major artistic movements and their impact on society. |

*Long Term Curriculum Plan - Art (January 2021)*

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **Year 9** | **IDENTIFY*****In what ways can we reflect our personalities using experimental techniques and artists influences?*****Key concepts and skills**Using mental health as a focus to explore a range of artists work and experimental techniques.• Tone and mark making in Art• Observational drawing techniques• Experimental drawing techniques - continuous line, expressive, realistic and grid formal drawing techniques• Composition• Experimentation with materials• Distorted faces• Famous icons• Expression and mental health, exploring emotion in Art- tattoo art, stitch art• Surrealism influences and animals• Mono-printing• Narrative and storytelling - Grayson Perry, Tim Burton• Artists - Paper Monster, Lee K, Vince Low, Ramon Maden, Barbara Kruger, Maurizo Anzeri**Cultural Capital Development**Mental Health, Mindful Art and Self-Expression. COVID influences, isolation. Baltic exhibitions, Cultural influences of our society, local areas.***(Fine Art)*** | **GRAFFITI*****The perception of Graffiti and street art has changed over time to be seen as a powerful Art message. How can we explore the impact of Graffiti?*****Key concepts and skills**Exploring messages and meanings in Graffiti Art and studying the work of artists and designers to influence a personal response.• Photography/image selections• Design stencils• Experiment with materials• Messages and meanings in Artwork, Graffiti and Street Art• Banksy, local artists• Local environment• Lettering and graphic design• Layered mark making, frottage techniques• Manipulating images on Adobe Photoshop to develop layers and techniques• Expression and mental health•How Graffiti has changed Architecture**Cultural Capital Development**Baltic exhibitions / other local exhibitions. Street art and Graffiti in our local community and places.***(Fine Art/Photography)*** | **CULTURAL ART*****How do cultural influences compare across different countries to inspire Art and Pattern formation?*****Key concepts and skills**Investigate and explore the history and cultures of other countries to construct pattern formations using a range of techniques.• Explore how pattern is used across a variety of other cultures• Japanese• African• Aztec• Aboriginal Art• Aboriginal Art and dreamtime stories, mark making• Aztec/Islamic pattern formation, repeat prints/ string art, symmetry, patterns• Mexican culture• Frida Kahlo• Colourful folk-art style• Dry print techniques, mono-printing, sgraffito, collage• Batik Art• Surface Textiles Art and stitch**Cultural Capital Development**Great North Museum (Hancock), Baltic exhibitions, cultures in our society.***(Fine Art/Textiles)*** |

*Long Term Curriculum Plan - Art (January 2021)*

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| **Year 9 Overview**: In Year 9, pupils will further develop their observational drawing skills and exploration of a deeper and wider range of materials, processes and techniques. Pupils will have the opportunity to explore cultural elements and link them to society and the world around them. Pupils will be able to develop as independent, resilient learners through experimentation, problem solving and a creative approach to project work. They will also develop an understanding of the chronological development of art and design and the emergence of major artistic movements and their impact on society. |
| **Aims of KS3 in preparation for KS4 Course**Pupils develop a wide understanding of chronological art movements, their impact on society and legacy - A01To develop control of media and confident skill set with a wide range of media and techniques - A03/A04 Encourage experimentation, problem solving and a creative approach, to allow students to develop as independent and resilient learners - A02To develop confident and curious learners who are able to analyse, evaluate, justify opinions and challenge their own and others thinking - A01/A04Pupils will develop a series of skills relating to the key processes of Art and Design**Explore and Create Skills**Observing and recording from first-hand observation, experiences and imaginationInvestigating using line/colour/tone/shape/form/pattern and textureExploring and developing ideas in a sketchbookExperimenting with a range of media/techniques and processesExpressing and communicating ideas and feelings**Knowledge and evaluative skills**Researching and investigatingLearning how codes and conventions are used to convey ideas/meanings in a range of culturesReflecting on, and evaluating, their own work and others’ workAdapting and refining their own workDeveloping ideas and intentions when creating artworkOrganising and presenting their own work appropriately |

*Long Term Curriculum Plan - Art (January 2021)*

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **Year10** | **STRUCTURES*****How can we explore a Structure within Architecture using different Art forms?*****Key concepts and skills**Exploring natural and manmade structures and the work of artists and designers to create a personal response to the theme.• Exploring and investigating the theme of Structures. Artists research and influences, tonal drawings (A01)• Artists responses - observational drawings and recordings, paper sculptures, collage, experimental sketches, oil pastel monoprints (A02)• Primary Photography and influences (A01)• Initial Ideas/Mind Map of further ideas (A01/A02)• Experimentation and development of ideas, techniques, combining and layering techniques, digital explorations (A02/A03/ A04)• Printing - screen printing, mono-printing, acetate printing, emulsion transfer prints• Outcomes produced**Cultural Capital Development**Structures in Architecture and local influences. Newcastle Upon Tyne, Tyne Bridge. Baltic exhibitions, location Art/Photography. ***(Fine Art/3D Art)*** | **DYSTOPIA*****In what ways can we reflect our personalities using experimental techniques and artists influences?*****Key concepts and skills**• Exploring the theme of distorted faces and portraits• Influences of contemporary artists, craftsman, photographers and designers• Using mixed media approaches to design development - using stitch, overlaying, printing technique**Cultural Capital Development*****(Fine Art/Textiles)*** | **PERSONAL PROJECT****Key concepts and skills**Pupils explore a chosen theme and embark on summer activities to research and explore theme. Links to further education/visits and practical printing workshops to inspire portfolios.**Cultural Capital Development*****(Fine Art)*** |

*Long Term Curriculum Plan - Art (January 2021)*

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **Year11** | **PERSONAL PROJECT*****How can we explore a Structure within Architecture using different Art forms?*****Key concepts and skills**Exploring natural and manmade structures and the work of artists and designers to create a personal response to the theme.• Exploring and investigating the theme of Structures. Artists research and influences, tonal drawings (A01)• Artists responses - observational drawings and recordings, paper sculptures, collage, experimental sketches, oil pastel monoprints (A02)• Primary Photography and influences (A01)• Initial Ideas/Mind Map of further ideas (A01/A02)• Experimentation and development of ideas, techniques, combining and layering techniques, digital explorations (A02/A03/ A04)• Printing - screen printing, mono-printing, acetate printing, emulsion transfer prints• Outcomes produced**Cultural Capital Development**Structures in Architecture and local influences. Newcastle Upon Tyne, Tyne Bridge. Baltic exhibitions, location Art/Photography. ***(Fine Art/3D Art)*** | **EXTERNALLY SET ASSIGNMENT****Key concepts and skills**• Exploration of chosen theme set by exam board• Research, critical studies• Developments• Photography• Experiments•Analysis and evaluations ***(Fine Art/ Graphics / 3D Art / Textiles / Photography)*****Key concepts and skills**• Final ideas and mock-ups• Timed exam planning ***(Fine Art/ Graphics / 3D Art / Textiles / Photography)*****Cultural Capital Development** | End of course: Moderation visit/digital submission |

*Long Term Curriculum Plan - Art (January 2021)*