

Curriculum Plan

Department/subject: Art & Photography - Fine Art

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year	Autumn Term 1 – Elements of Art (workshop series)	Autumn Term 2 - Self-Portraits
Knowledge to be taught	<ul style="list-style-type: none"> - Workshop series - Exploring the basic elements of art through practical application, 2D outcomes, no final outcome. - Examine the difference between drawing from imagination and observation. - Draw 3D forms considering how shadows and tone is built up. - Examine the colours of the colour wheel and work on control of painting (or other use of medium) - Pattern - examine different types of patterns and how to create your own. - Look at ways of mark-making for texture. 	<ul style="list-style-type: none"> - Students explore expressions of the self through the medium of drawing. Creating 2D responses - Examine different techniques in how to go about drawing a self-portrait. Examine realism and abstraction. - Examine how to apply measurements when drawing a portrait. Look at 5 key proportions as a guide.
Links to prior knowledge	<ul style="list-style-type: none"> - Students will have prior knowledge of looking at some art pieces and recognising different styles and how to use some mediums. (Would expect pencil and paint to have been explored at primary school) 	<ul style="list-style-type: none"> - Autumn Term 1 – Elements of Art (workshop series) -In the previous unit students have explored the elements and can now apply these skills to working on portraiture. - Pencil control, pencil effect - Application of artist influence will be acknowledged as key features.
What knowledge is assessed	<ul style="list-style-type: none"> - Control with medium - Creative ability - Working from observation - Influence from artist style if appropriate 	<ul style="list-style-type: none"> - Control with medium of pencil for self portrait - Working from observation

	<ul style="list-style-type: none"> - Colour mixing 	
How gaps will be addressed	<ul style="list-style-type: none"> - Modelling (knowledge, exemplars, live demonstrations, 'I do, We do, You do') - Questioning - AfL throughout - Peer and Self Assessment - Verbal feedback and individual support given by teachers throughout lessons - Directed questioning, open and closed used to assess student's understandings and any misconceptions - Time allocated for recapping and consolidating knowledge 	<ul style="list-style-type: none"> - Modelling (knowledge, exemplars, live demonstrations, 'I do, We do, You do') - Questioning - AfL throughout - Peer and Self Assessment - Verbal feedback and individual support given by teachers throughout lessons - Directed questioning, open and closed used to assess student's understandings and any misconceptions - Time allocated for recapping and consolidating knowledge
Cultural capital lessons	<ul style="list-style-type: none"> - Cultural - Reference to artists, using real world examples of art from across the globe. 	<ul style="list-style-type: none"> - Examine abstract pieces of work from a range of artists to indicate portraiture does not have to be life like.
Key Words	<ul style="list-style-type: none"> - Shape - Tone – Texture - Form – Bevelled edge of pencil – cross hatching - Perspective – Line – Horizontal – Vertical – Diagonal – Curve - Colour wheel - Primary – Secondary – Tertiary - Repetition – Shapes – Colour – Symmetry - Intricate detail - Actual texture - Visual texture 	<ul style="list-style-type: none"> - Abstract – Drawing techniques - Proportions – Balance - Measurements - Tone - Outlines - Smudge with finger – Shading - Marks/freckles - Crosshatch – Shadows – Shapes – Contour/3D

Year	Spring Term 1 – Art as Communication – Keith Haring	Spring Term 2 - Art as Communication – Eco Art
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<p>Knowledge to be taught</p>	<ul style="list-style-type: none"> - Exploring the work of Haring. Exploring communication through the elements of art and creating various responses to the work of Haring. 2D preparatory pieces and final outcome. How can art communicate? - How does Keith Haring use his art to communicate? - Art in context - Street Art; Reflecting real world issues (LGBTQ+ issues) - Colour and emotion - Art as communication - Creating messages 	<ul style="list-style-type: none"> - Exploring the relationship that artists have with the environment, and art as a tool for awareness and education. 2D and 3D preparatory pieces and final outcome. - How do Artists reflect their beliefs? - Art in context - Land Art; Protest Art; Reflecting real world issues - Art as communication - Influencing the audience
<p>Links to prior knowledge</p>	<ul style="list-style-type: none"> - Autumn Term 1 – Elements of Art (workshop series) - Cross-curricular: PSHE RSE (relationships and sex education) lessons 	<ul style="list-style-type: none"> - Spring Term 1 – Art as Communication – Keith Haring - Cross-curricular: Human & Physical Geography - understand how human and physical processes interact to influence, and change landscapes, environments and the climate.
<p>What knowledge is assessed</p>	<ul style="list-style-type: none"> - Communication visually of an idea/theme. - Application and medium control - Influence of artists' work is seen in students' outcomes. 	<ul style="list-style-type: none"> - Communication visually of an idea/theme. - Application and medium control - Influence of artists' work is seen in students' outcomes.
<p>How gaps will be addressed</p>	<ul style="list-style-type: none"> - Modelling (knowledge, exemplars, live demonstrations, 'I do, You do') - Questioning - AfL throughout - Peer and Self Assessment - Verbal feedback and individual support given by teachers throughout lessons - Directed questioning, open and closed used to assess student's understandings and any misconceptions - Time allocated for recapping and consolidating knowledge 	<ul style="list-style-type: none"> - Modelling (knowledge, exemplars, live demonstrations, 'I do, You do') - Questioning - AfL throughout - Peer and Self Assessment - Verbal feedback and individual support given by teachers throughout lessons - Directed questioning, open and closed used to assess student's understandings and any misconceptions - Time allocated for recapping and consolidating knowledge
<p>Cultural capital lessons</p>	<ul style="list-style-type: none"> - Discussions around Haring's experiences that influenced his life. - Discussions on how homosexuality was viewed in the late 80's and Aids/HIV in the 80's - discuss how this gave him a driving force for some of his works. 	<ul style="list-style-type: none"> - Discussions around Arts role when exploring broader societal issues - reflect or influence? - Discussions about contemporary issues and topics pupils would like to communicate visually and how would they approach this.

	<ul style="list-style-type: none"> - Discussions about contemporary issues and topics pupils would like to communicate visually and how would they approach this. - Social Issues - Understanding art in cultural contexts 	<ul style="list-style-type: none"> - Cultural - Reference to artists and use of real-world examples of art in context from across the globe.
Key Words	<ul style="list-style-type: none"> - Bold COLOUR - No gender seen in figures - No facial features – just outline of figure - Bold black outlines - ACTION/EMOTION/MOVEMENT LINES - Communicate a message in art - Imagery to promote an idea - Symbolism - Scale/Balance/proportions 	<ul style="list-style-type: none"> - Ecology - Sustainability - Climate Change - Natural/Organic materials - Environmental Impact - Land Art - Protest

Year	Summer Term 1 – Art And Communication - Eco Art	Summer Term 2 – Observing Life
Knowledge to be taught	As Spring Term 2	<ul style="list-style-type: none"> - Exploring how artists create a visual language and use it to express their view of world/world view - Mark-making
Links to prior knowledge	As Spring Term 2	<ul style="list-style-type: none"> - Autumn Term 1 – Elements of Art (workshop series) - mark-making - Spring Term 1 – Art as Communication – Keith Haring - colour and emotion
What knowledge is assessed	As Spring Term 2	<ul style="list-style-type: none"> - Handling of materials. (Colour Pencils – Chalk & Charcoal) - Experimentations and creative approaches to work. - Final outcomes assessed.
How gaps will be addressed	As Spring Term 2	<ul style="list-style-type: none"> - Modelling (knowledge, exemplars, live demonstrations, ‘I do, We do, You do’ - Questioning

		<ul style="list-style-type: none"> - AfL throughout - Peer and Self Assessment - Verbal feedback and individual support given by teachers throughout lessons - Directed questioning, open and closed used to assess student's understandings and any misconceptions - Time allocated for recapping and consolidating knowledge
Cultural capital lessons	As Spring Term 2	<ul style="list-style-type: none"> - Cultural - Reference to artists and use of real-world examples of art in context from across the globe. - Moral Issues – limitations of art history; cultural appropriation - Social Issues - Understanding art in cultural contexts
Key Words	As Spring Term 2	<ul style="list-style-type: none"> - Still Life - Mark-making - Perspective - View point - Monochromatic - Hue - Tone - Atmosphere - Composition - Light source