



CURRICULUM OVERVIEW

2023-2024

SUBJECT	ART		
OVERVIEW	<p>Pupils should know how art and design both reflects and shapes our history, and contributes to the culture and creativity of society. The curriculum at All Saints aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ● Produce creative work, exploring their ideas and recording their experiences. ● Become proficient in drawing, painting, sculpture and other art, craft and design techniques. ● Evaluate and analyse creative works using the language of art and design. ● Know about great artists and designers, and understand the historical and cultural development of their art forms. <p>We see art as an important means for pupils to gain self-esteem and understand that the process of creating art can be beneficial in improving their attitude towards learning. We encourage our pupils to explore and develop their own ideas, building their self-confidence and enabling them to pursue their own interests.</p>		
KEY STAGE 2	<p>Through workshop style lessons which are designed to be engaging, fun and informative, our Key Stage 2 students will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Students will create sketch books to record their observations and use them to review and revisit ideas. Our aim will be to improve each individual's mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay), whilst learning about great artists, architects and designers in history</p>		
KEY STAGE 3	<p>In Key Stage 3 each term focuses on a particular topic which is linked to an artist. The scheme of work allows for a variety of learning styles and includes opportunities for verbal discussion, written evaluation and hands-on, practical skills. Through workshop style lessons, students are encouraged to :</p> <ul style="list-style-type: none"> ● Use a range of techniques to record their observations. ● Understand how to use paint and pencil through observational drawing. ● Increase their proficiency in the handling of different materials. ● Analyse and evaluate their own work through the knowledge gained. ● Understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. <p>Teacher and TA support will ensure that students receive the right amount of challenge and feedback for the level they are working at and everyone will be encouraged to give and receive feedback in a supportive and productive way.</p>		
KEY STAGE 4	<p>At Key Stage 4 pupils follow a programme of study following Edexcel GCSE specifications. Three projects are explored across the two-year course (one of which being externally set by the exam board). The themes of the projects offer pupils an extremely broad range of subject matter to investigate, research and record. Most work is done in sketchbooks which pupils are expected to work in both at school and at home. Knowledge, techniques and skills from KS3 are built on and self-autonomy is encouraged. Pupils are taught to develop their ideas through critical understanding, experimentation, observation and annotation.</p>		
	AUTUMN	SPRING	SUMMER
LOWER JUNIORS	<p>Colour creations, texture and mark making. Creating a colour wheel with primary and secondary colours and exploring texture through rubbings and folded paper artwork</p> <p>Aboriginal Australian art-carvings, painting and</p>	<p>Roman Art/ Sculpture- Take inspiration from Roman art to create mosaics and a version of the Portland vase Use sketching to show facial expression and transfer these ideas to make a bust from clay, based on a typical Roman bust.</p> <p>Humanities: Roman withdrawal from Britain Anglo-Saxons / Rivers</p>	<p>Landscapes, collage, mixed media, tone and colour. Consider the work of a variety of landscape artists. Explore Andy Goldsworth and links to environment.</p> <ul style="list-style-type: none"> ● Create real and abstract images of landscapes using a range of media. <p>Humanities: Victorians / Climate and environment</p>

	<p>depictions of nature. Dot printing</p> <p>Humanities: Roman Art / Science: Fossils / Materials</p> <p>English: Iron man (model making) / The Boy The Mole The Fox The Horse</p>		
UPPER JUNIORS	<p>Colour creations, texture and mark making. Progressing to talk about tones of colour. Exploring texture through rubbings. Mark making using a variety of techniques, including pencil, paint and clay.</p> <p>Term 2- WW2</p> <p>Humanities: World War 2</p>	<p>Landscapes, collage, mixed media, tone and colour. Consider the work of a variety of landscape artists.</p> <ul style="list-style-type: none"> ● Create real and abstract images of landscapes using a range of media. <p>Humanities: Stone age, Iron age</p>	<p>Portraits - Graphic and Abstract using colour, line and tone. correct sketching of facial proportions.</p> <ul style="list-style-type: none"> ● colour mixing of skin tones ● Recording from direct observation. ● Considering the work of portrait artists ● Study the work of Picasso ● Create an abstract image of self <p>Humanities: The World</p>
YEAR 7	<p>Mark Making - Understanding the importance of mark making on the page. Looking at the pen and ink drawings of Van Gogh then developing into tonal gradation and paint mixing looking at the work of Henri Rousseau</p> <p>Humanities: Russia</p>	<p>Still-Life –This project will include observational drawing and abstract art. Pupils will experiment with different media such as pencil, watercolour ,ink and collage. Artists who use still-life/abstraction in their work will include van Gogh, Picasso, and Cezanne.</p> <p>Humanities: Middle ages,</p>	<p>Art Nouveau – The focus is on the creative use of materials and the observation of flowers. Drawings will be created and developed into stained glass windows and into card reliefs based on the study of artists Mucha and Klimt.</p> <p>Humanities: Local geography</p>
YEAR 8	<p>Human Figure – Pupils will investigate the history of the human figure in art, exploring artists such as Antony Gormley and Frida Kahlo to discover how these people saw and interpreted human beings in their artwork. Developing self- portraits and using modelling wire to create a sculpture.</p> <p>Humanities: Population, urbanisation / India/China</p>	<p>Landscape - the land on which humans have lived has provided us with all we need. This project looks at landscape artists from Turner and Constable to Piper and Nicholson and asks questions about sustainability and climate change. The artists chosen will reflect a more gentle and sensitive approach to the land.</p> <p>Humanities: The Tudors / Industrial revolution</p>	<p>Urban/ digital Art - Developing on from last term this project looks at how cities have influenced approaches to art, from the use of Lettering on signs to The Expressionists and Pop artists as well as more recent artists such as Nieland and Cragg. Pupils will be working with collage, paint and oil pastel.</p> <p>Trip: To Norwich to view Graffiti art</p> <p>Humanities: Local Gressnahll, workhouses</p>
YEAR 9	<p>Perspective/Surrealism – An understanding of 1 and 2 point perspective will be taught in relation to the Art movement of Surrealism. The idea that an imaginary piece of art is very much linked to observation and the real world will be emphasised through the investigation of the artists Magritte and Dali.</p>	<p>Cubism – Students will be introduced to the Art movement as a contrast and alternative to the ‘realistic’ approach to seeing learned about last term and how movement and photography were an influence. They will learn about its development into abstract art and how it is used in the wider field of design for everyday living.</p>	<p>Masks – Pupils will be introduced to masks as cultural and artistic symbols/icons. Pupils will record from and respond to selected resource material visually and through annotation. They will create a mask design (possibly influenced by Cubism) and use cardboard and other resources to produce a mask with texture and surface decoration.</p> <p>National theatre- masks</p>

	Humanities: Hidden figures / suffragettes (African art)	Humanities: WW1 / WW2	Humanities: Local
2023/24 Year 10	There are two components to the Edexcel Art and Design GCSE. Component 1 (Personal portfolio) will be completed across both years, exploring 3 different themes. In the first year, students will explore 2 themes. This introductory project to the GCSE course will establish expectations and give pupils the guidance and instruction for making the most of their work.	Personal Portfolio (theme: Reflection) Year 10s and 11s will work on the same theme, with the word “reflections” as a starting point. They will critically analyse the work of other artists, recreate work in their style, create observational drawings and their own photography before developing their ideas into a final piece.	Personal Portfolio (theme: set by exam board) Year 10s will follow the same theme as the Year 11s, but the work they produce will go towards component 1. They will develop their response to the theme in a personal and creative way, developing, refining and recording ideas towards a final outcome that will be produced in a five-hour mock exam.
2023/24 Year 11	In the second year, students will complete a final project for their personal portfolio (following the same theme as the Year 10s), before starting the Externally Set Exam project in January.	All the above work will be done in a sketchbook which will show development and progression from the first to last page. The ‘journey’ of creativity is a series of stepping stones or building blocks. Each step is a crucial part of the project. Trip: Fitzwilliam gallery Cambridge	Externally Set Exam The externally set exam will be released in January. During the ten-hour period of sustained focus, students will produce final outcome(s), based on their preparatory studies, in response to the Externally Set Assignment theme.
2024/25 Year 10/11	The current Year 10s, will complete their third and final project for their personal portfolio, before starting the Externally Set Exam project in January.	Personal Portfolio (theme: My Environment)	Externally Set Exam