



Curriculum Overview

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> <p>Learning is assessed against the statements on our own bespoke frameworks (covering National Curriculum objectives) which are accessible through Arbor (the School's chosen Management Information System) and allow progress to be measured in small steps to meet individual needs. This is analysed termly by Subject leads and monitored by SLT. Where required, interventions are discussed with the class teacher, actioned and reviewed.</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> <p>In Art, pupils are supported with adapted tools, visual prompts and step-by-step guidance to help them explore materials, build confidence and express ideas in ways that suit their individual needs.</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. As pupils progress in Art, SEN adaptations such as scaffolded techniques, sensory-friendly resources and structured choices support increasing independence, skill development and personal creative decision-making.</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> <p>At KS4, tailored SEN strategies in Art enable pupils to refine techniques, manage longer projects and communicate creative intentions, with support adjusted to promote independence, confidence and progression towards individual outcomes.</p>

	AUTUMN	SPRING	SUMMER
LOWER JUNIORS	<p>Colour and shape This term students are focusing on colour and shape through simple collage techniques to more complex explorations of geometric and organic forms. Examples include creating animal silhouettes using contrasting colours, designing a skateboard with bold shapes and colours, and experimenting with complementary colours in a fruit-themed artwork.</p> <p>Humanities: Ancient Rome Science: Fossils / Materials</p>	<p>Line and tone This line and tone art unit teaches children to use line to create outlines, texture, and pattern, and to use tonal shading to add depth and form. Students explore the work of van Gogh, focusing on different techniques and media, with observation drawing as a core skill.</p> <p>Humanities: Ancient Egypt</p>	<p>Pattern and texture Printmaking techniques including block printing and collagraph.</p> <p>Humanities: Victorians / Climate and environment</p> <p>Aboriginal Australian art- carvings, painting and depictions of nature. Dot printing.</p>
LJ Key vocabulary	colour, primary colour, secondary colour, shape, design, mark making, composition	Line, tone, mark making, stippling, cross hatching	landscape, collage, mixed media, texture, rough, smooth, sculpture, textile, sewing
UPPER JUNIORS	<p>Colour creations Pattern and mark making to create design. This unit introduces the formal elements of art and progresses from previous years to talk about tones of colour. We will explore how these elements combine to create a design in art. It will also explore expressionism and the work of Mucha.</p> <p>Humanities: World War 2</p>	<p>Portraits Line and tone Exploring realistic and abstract portrait artists, including Frida Kahlo and Picasso. Understand the 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: Stone age, Iron age</p>	<p>Landscape Pattern and texture 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 • develop print making skills and weaving to create landscapes • create artwork inspired by primary sources (local landscapes) <p>Humanities: The World</p>
UJ Key vocabulary	colour, primary colour, secondary colour, pattern, design, mark making, collage, composition	portrait, self portrait, colour, line, tone, anime, manga, realistic, abstract	landscape, collage, mixed media, tone, colour, realistic, abstract, composition
YEAR 7	<p>Formal elements- This project introduces the formal elements in art including colour, line, tone, proportion, scale and composition. Colour theory is then introduced and students learn how to mix paint/colours to create a colour wheel. Key Artists related to the understanding of colour theory are introduced and investigated.</p> <p>Humanities: Russia</p>	<p>Still-Life –This project will include observational drawing and symbolism art. Pupils will experiment with different media such as pencil and watercolour. Artists who use still-life/symbolism in their work will include van Gogh 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, digital artwork and into card reliefs based on the study of artists Mucha, Klimt and William Morris</p> <p>Humanities: Local geography</p>

Year 7 Key vocabulary	Line, tone, mark making, line, colour, tonal gradation, foreground, background, texture	still-life, symbolism, line, colour, tone, pattern, realistic, abstract, digital	Art Nouveau, pattern, card relief, printmaking, colour, design
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>Students will also explore Japanese anime artwork in relation to the human figure.</p> <p>Humanities: Population, urbanisation / India/China</p>	<p>Landscape / textile art - This project looks at landscape artists from Turner and Goldsworthy and asks questions about sustainability and climate change. The artists chosen will reflect a more gentle and sensitive approach to the land.</p> <p>Textile art- This unit aims to give students an overview of Textile Art, with a focus on Natural Form. It will include a range of textile and 3D art mediums and a range of skills, including hand sewing, using a sewing machine, printmaking and painting fabric. It will end with a Final piece that amalgamates a range of skills.</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. Students will explore the work of Banksy through creating their own stencils and using spray paint, as well as exploring sculpture through junk modelling. Digital artwork will explore the Bauhaus school of art to develop graphic designs.</p> <p>Humanities: Local Gressenhall, workhouses</p>
Year 8 Key vocabulary	human figure, portrait, representation, symbolism, colour, abstract, perspective	landscape, perspective, textile, texture, colour, sustainability, collage, composition	urban, digital, graffiti, mural, bauhaus, digital, composition
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>Humanities: Hidden figures / suffragettes (African art)</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>Humanities: WW1 / WW2</p>	<p>Self-led studies- (theme- Power) Students will develop self study skills, through exploring the theme of ‘Power’ in art. Students will create a mindmap of ideas, before exploring artists work, creating photography and designing a final piece from their studies that links to the theme.</p> <p>Humanities: Local</p>
Year 9 Key vocabulary	perspective, surrealism, realistic, abstract, tone, distort, mood, composition	cubism, realistic, perspective, tone, line, abstract, design	colour, line, form, shape, tone, space, texture
Year 10	<p>Personal Portfolio (theme: Rhythm and Repetition) 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.</p>	<p>Personal Portfolio (theme: Rhythm and repetition) Year 10s and 11s will work on the same theme, with the word “Rhythm and Repetition” 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.</p>	<p>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.</p>
Year 11	In the second year, students will complete a final project for their	All the above work will be done in a sketchbook which will show	Externally Set Exam

	<p>personal portfolio (following the same theme as the Year 10s), before starting the Externally Set Exam project in January.</p> <p>Trip: Sainsburys art gallery</p>	<p>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.</p> <p>Trip: Local gallery</p>	<p>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.</p>
GCSE Key vocabulary	Tone, Line, Colour/Colour, composition, Form & Shape, Mood, Texture, Design, Textile, Abstract		