

Art Curriculum Overview















Why teach Art?

"Art is not what you see, but what you make others see" **Edgar Degas**

A high-quality art and design education engages, inspires and challenges students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As students' progress, they will be able to think critically and develop a more rigorous understanding of art and design.

Art equips students to...

- Be imaginative.
- Learn how to organise tasks.
- Problem solve.
- Think outside of the box and be resourceful.
- Develop ways to be reflective, give and take constructive criticism.
- Learn in a completely different way in comparison to other subjects.

Learning for Life and Careers

Employability skills

Literacy, Numeracy/ICT, Research, Analysis, Creativity, Leadership, Organisation, Resilience, Initiative, Communication, Presentation and Collaborative Teamwork.

Linking the curriculum to careers:

Clear Career links following designer, artist case studies are regularly presented

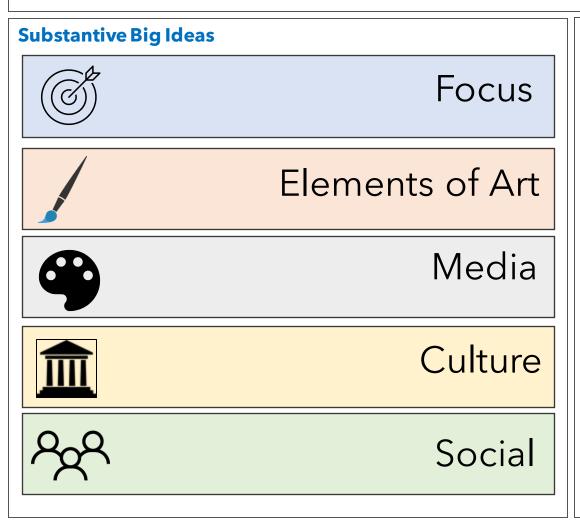
Encounters with employers

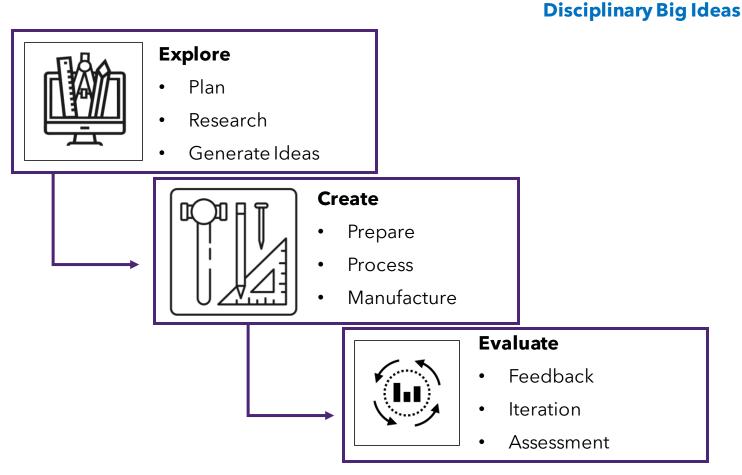
Visits are organised for all year groups within the Art, Design and Technology department that include Amazon, Victoria and Albert Museum, Big Bang Fair, Riverford Organic Farm, Henry Moore Foundation.

Our strong links with Oundle school welcomes our student to participate in Life drawing classes, creative workshops of print and 3D works.

Examples of qualification pathways

Many of our KS5 Art Students have continued their education to study Art Foundations courses, Degrees in Fine Art, Fashion, Graphics and Textile Design.























	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Topics Covered	10 x 100-minute lessons per academic year on half yearly rotation	19 x 100 minute lessons per academic year on half yearly rotation	10 x 100-minute lessons per academic year on half yearly rotation	57 x 100 minute lessons per academic year	57 x 100 minute lessons per academic year	95 x 100 minute lessons per academic year	114 x 100 minute lessons per academic year
	 Still Life: Health & safety Initial assessment OBs Drawing Pencil grades Tonal range Observational drawings Colour theory Abstract drawing Poly-Print 	 Portraits: Facial detail Proportions Facial features Graphite tonal range Willow charcoal & chalk value Skin tones Pastel & paint Commissioned portrait Full body portrait Sculpted portrait Relief portrait 	 Pottery/sculpture: Initial assessment Clay work Pinch pot Slab work Wedging clay Kneading clay Joining clay Design & annotate Artist research 	Natural Form & Identity Objects: Initial Assessment: The Elements of Arts Timed Observational Drawing. Natural Form Objects Work-book Mono Print Lino Cut Print Water colour Paint Techniques Acrylic Paint Techniques Artist Research and responses Primary research and investigations Collaborative Work	 The Every Day Objects: Externally Set Supervised-time Paper Oil Paint Techniques Etching Print. Stencil Screen Print Reduction Lino Cut Print Autonomous Timed Activity 	 People: Personal Investigation Oil Paint Techniques Etching Print. Stencil Screen Print Reduction Lino Cut Print Mock Exam Paper Personal Investigation 	 Personal Investigation completion Externally Set Supervised-time Paper
	Links between Art and design will reference the different drawing techniques used across both subjects and may well use the same subject matter for different styles of drawing across the two subjects. Art will also provide opportunities for students to complete a portfolio of still life compositions.						

















SCHOOL SCHOOL	Prince William School Art Curriculum Map - Substantive Knowledge Progression						
	Year 7	Year 8	Year 9	Year 10 - 11	Year 12 - 13		
Focus	Linear Drawing Skills from observation	 Symmetry drawing -pencil Drawing a simple face from imagination to create design 	 Design using graphite pencil for modelled/ sculptured piece Recreate design form paper/sketchbook onto clay slabbed leather-hard clay. 	 Drawing for different purposes. Timed drawings, sketches in pencil, pen, ink, charcoal Draw on lino, mono and etching print drawing. 	 Plan for Reduction lino print. Linear thumb nails for compositions. 		
Elements	 12-piece Colour Wheel: primary and secondary colours using acrylic paints and water Shapes Tone Line - straight curved lines 	 Tertiary colours: Grey tonal values and muted tones using acrylic paints with and without water. Texture: Visual and Applied Line: 	 Colours to reflect design ideas. Student create colour using dry media and translate the colours using acrylic paints: primary colours and black and white Form: Students design in 3D and create design using clay 	 Colours to reflect the natural formed objects using pastels, paint mixed media Colours to reflect mood/atmosphere and emotions. Thumbnails representing colour palette options Linear composition -Tonal range -Shapes 	 Thumbnails representing colour palette options Line Shape Form Texture Space 		
Media	 Grades of pencils 2H-4B Gradations Cartridge paper Multi Media paper Nylon and Hogs paint brushes 	 Graphite Pencils Willow Charcoal, Chalk Cartridge Paper, Sugar paper Fine liner pen, Newspaper, Plaster of Paris 	 Graphite Pencil, Pastels, Colouring pencils, Paper, Earthernware Clay Glazes Brushes Sponges 	 Acrylic Paints Watercolour Paints Salt Oil Paints / Linseed Oil / White Spirit Fine Line pens Drawing Inks Printing Inks Graphite Powder 	 Oil Paints Acrylic Paints Card Board Printing Inks Plaster of Paris Clay 		
Culture	Artists: Paul Cezanne George Ganciu Roy Lichtenstein David Hockney Vincent Van Gogh Giorgio Marandi Abstract Cubism	Artists: • Picasso • Chuck Close • Frida Kahlo • Hypo Realism • Symbolism	Artists: • Barbra Hepworth • Thomas J Price • Henry Moore • Marc Quinn • Taslim Martin • Anthony Gormley • Plus, student's option • Abstact	Artists: Lucien Freud Frida Kahlo Lyn Skordall Tracey Emin Wuon-Gean Ho Plus, student's option Modern Art	Artists • Student's research essay • Student's practical art		
Social	 Students demonstrate knowledge of social content/context at the time the artist's works were/are produced. 	Students demonstrate knowledge of social content/context at the time the artist's works were/are produced.	Students demonstrate knowledge of social content/context at the time the artist's works were/are produced.	Students demonstrate knowledge of social content/context at the time the artist's works were/are produced.	Students demonstrate knowledge of social content/context at the time the artist's works were/ are produced.		















Art Curriculum Map - Disciplinary Knowledge Progression

		Year 7	Year 8	Year 9	Year 10 - 11	Year 12 - 13		
Disciplinary Knowledge Progression	Explore	 Students explore still life and research still life artist Students explore form and shapes Students explore light direction Students practice graduated tonal ranges Students investigate colour theory 	 Students explore the differences in facial features Students investigate proportions and scale of facial features Students investigate proportions of the whole figure Students investigate the use of materials to create form Students explore time-controlled drawing Students generate design ideas for relief portraits 	 Students explore clay properties Students research sculptural artists Students generate initial ideas from artist research 	 Students explore project titles Students research artists respond through initial investigating Students complete mindmap to generate ideas 	 Students investigate own essay title Students research artists, and processes 		
	Create	 Students create a series of observed linear compositions, learning about foreground mid and background. Students generate linear abstract compositions using tracing paper Students shade created shapes to emphasise abstract objects. Students create a colour wheel 	 Students produce a commissioned portrait using graphite pencil. Students generate a series of quick-drawn full figure portraits using chalk /pastels Students finalise designs for relief portrait Students complete individual art jo urnals following each lesson 	 Students finalise their designs Students identify appropriate clay technique and prepare clay Students complete individual art journals following each lesson 	 Students generate ideas following demonstrations on techniques and processes Students prepare materials and equipment in respond to their chosen projects 	 Students generate ideas following demonstrations on techniques and processes Students are given autonomy to prepare materials and equipment in respond to their chosen projects 		
	Evaluate	 Students complete individual art journals following every lesson Students evaluate completed art pieces documenting successes and areas for further development. Teacher feedback is given throughout 	 Students complete individual art journals following each lesson Students evaluate completed art pieces documenting successes and areas for further development. Teacher feedback and guidance is given throughout 	 Students complete ind ividual art journals following each lesson Students annotate each design idea and process 	Students respond to peer assessment and teacher feedback to adapt / improve projects.	Students respond to peer assessment and teacher feedback to adapt / improve projects.		

















Art Curriculum Map - Key Vocabulary Progression

	Year 7	Year 8	Year 9	Year 10 - 11	Year 12 - 13
Key Vocabulary	Acrylic Cartridge Evaluate Tracing Mixing Colour Palette Pencil pressure Control 3D Form 2D Form Still Life 3D form Print Graphite Roller/Brayer Watercolour Paint Scoring PolyPrint Mark making	Plan Commission Competition Symmetry Monochrome Texture Plaster Plaster of Paris Papier Mache PVA Glue Varnish Exacto knife Cutting mat Colouring pencils Chalk pastels Culture Mood Render Collage	Abstract Sculpture Slip Clay Earthern ware Kiln Bisque Gloss/glost Firing Score Incise Carve Refine Pottery Plastic Bone Shrink Wedge/ Knead Slab Pinch	Acrylic Basic colour principles Balance Black Canvas Collage Collograph Colour Complementary Composition Colours Contrast Dominance Fixative Spray Highlight Hue Impressionism Intensity Intermediate colours (tertiary) Calico	Essay Portfolio Artist Research Investigate Explore Develop Create Consider















Art Curriculum Map – Elements of Art Vocabulary

	Colour	Shape	Line	Form	Texture	Value/ Tone	Pattern	Mood	Composition
Elomonto of Art Vocabilland	Deep Neutral Harmonious Luminous Mixed Tint Translucent Opaque Pale Pastel Complementary Transparent Hue Saturation Shade Value Monochromatic Saturated Bright Pure Vivid Strong Dramatic Vibrant Brilliant Intense Powerful Primary Secondary Tertiary Intermediate Muted Subtle Delicate Dull Sepia	Geometric Organic Angular Body Figure Conical Form Frame Harmonious Image Model Sharp Mound Precise Rough Sculpt Uniform Vague Open Closed Free	Broken Heavy Light Fluent Free Hesitant Scribble Sweeping Rhythm Contour Confident Faint Flowing Quality Uniform	Jagged Sharp Mechanical Man-made Organic Rounded Curved Natural Angled Pointed Irregular Regular Heavy Solid Volume Overlapping Floating Insubstantial Advance 3D 2D Scale Stacked Woven Negative space Positive space Symmetrical Asymmetrical Illusion	Uneven Matt Bumpy Rough Jagged Serrated Coarse Splatter thick Thin Wash Gritty Grainy Glossy Silky Gestural Complex Smooth Plain	Dramatic Dark Deep Intense Heavy Rich Strong Pale Bleached Light Faded Pallid Ashen Bright Contrast Crisp Fair Graduation Harsh	Square Rectangle Triangle Diamonds Embellish Flowing Fluid Geometric Irregular Natural Negative Order Ornamental Overlap Plain Repeat Simple Spiral	Happy Cheerful Optimistic Joyful Vibrant Lively Positive Sad Depressed Moody Gloomy Miserable Negative Soothing Calming Restful	Symmetrical Asymmetrical Calm Still Complex Poised Peaceful Precise Classical Irregular Off-centre Energetic Balance Active Geometric Focus Form Distant Near Perspective Plane Foreground Middle ground Background Scale