



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.

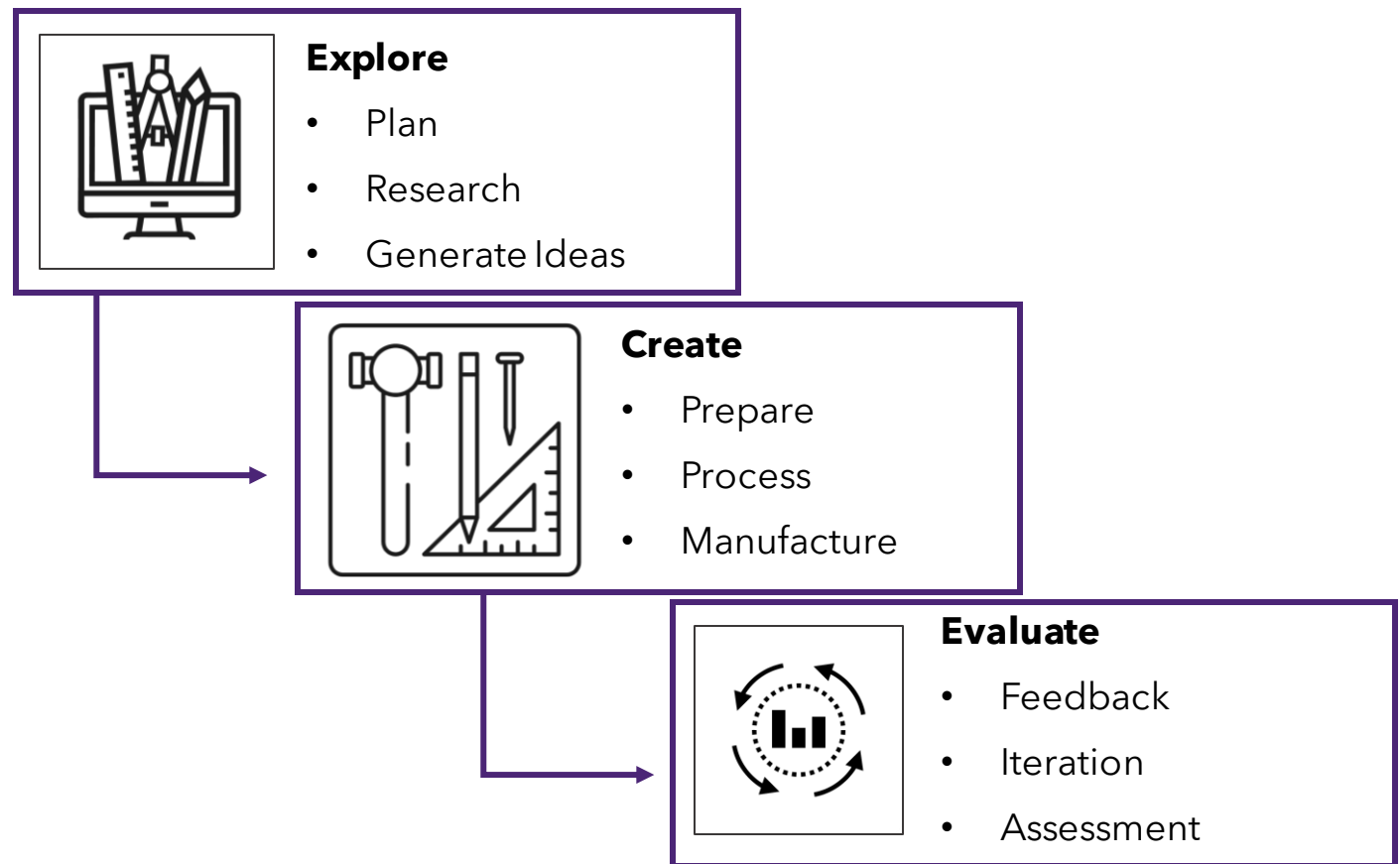
Examples of qualification pathways

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

Substantive Big Ideas

	Focus
	Elements of Art
	Media
	Culture
	Social

Disciplinary Big Ideas





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Art Curriculum Map – Topics by Term



Topics Covered








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Art Curriculum Map - Substantive Knowledge Progression



Substantive Knowledge Progression

	Year 7	Year 8	Year 9	Year 10 - 11	Year 12 - 13
Focus 	<ul style="list-style-type: none"> Linear Drawing Skills from observation 	<ul style="list-style-type: none"> Symmetry drawing -pencil Drawing a simple face from imagination to create design 	<ul style="list-style-type: none"> Design using graphite pencil for modelled/ sculptured piece Recreate design form paper/sketchbook onto clay slabbed leather-hard clay. 	<ul style="list-style-type: none"> Drawing for different purposes. Timed drawings, sketches in pencil, pen, ink, charcoal Draw on lino, mono and etching print drawing. 	<ul style="list-style-type: none"> Plan for Reduction lino print. Linear thumb nails for compositions.
Elements 	<ul style="list-style-type: none"> 12-piece Colour Wheel: primary and secondary colours using acrylic paints and water Shapes Tone Line - straight curved lines 	<ul style="list-style-type: none"> Tertiary colours: Grey tonal values and muted tones using acrylic paints with and without water. Texture: Visual and Applied Line: 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Colours to reflect the natural formed objects using pastels, paint mixed media Colours to reflect mood/atmosphere and emotions. Thumbnails representing --- <ul style="list-style-type: none"> - colour palette options - - Linear composition - -Tonal range - -Textures - -Shapes 	<ul style="list-style-type: none"> Thumbnails representing colour palette options Line Shape Form Texture Space
Media 	<ul style="list-style-type: none"> Grades of pencils 2H-4B Gradations Cartridge paper Multi Media paper Nylon and Hogs paint brushes 	<ul style="list-style-type: none"> Graphite Pencils Willow Charcoal, Chalk Cartridge Paper, Sugar paper Fine liner pen, Newspaper, Plaster of Paris 	<ul style="list-style-type: none"> Graphite Pencil, Pastels, Colouring pencils, Paper, Earthenware Clay Glazes Brushes Sponges 	<ul style="list-style-type: none"> Acrylic Paints Watercolour Paints Salt Oil Paints /Linseed Oil / White Spirit Fine Line pens Drawing Inks Printing Inks Graphite Powder 	<ul style="list-style-type: none"> Oil Paints Acrylic Paints Card Board Printing Inks Plaster of Paris Clay
Culture 	<p>Artists:</p> <ul style="list-style-type: none"> Paul Cezanne George Ganciu Roy Lichtenstein David Hockney Vincent Van Gogh Giorgio Marandi Abstract Cubism 	<p>Artists:</p> <ul style="list-style-type: none"> Picasso Chuck Close Frida Kahlo Hypo Realism Symbolism 	<p>Artists:</p> <ul style="list-style-type: none"> Barbra Hepworth Thomas J Price Henry Moore Marc Quinn Taslim Martin Anthony Gormley Plus, student's option Abstact 	<p>Artists:</p> <ul style="list-style-type: none"> Lucien Freud Frida Kahlo Lyn Skordall Tracey Emin Wuon-Gean Ho Plus, student's option Modern Art 	<p>Artists</p> <ul style="list-style-type: none"> Student's research essay Student's practical art
Social 	<ul style="list-style-type: none"> Students demonstrate knowledge of social content/context at the time the artist's works were/are produced. 	<ul style="list-style-type: none"> Students demonstrate knowledge of social content/context at the time the artist's works were/are produced. 	<ul style="list-style-type: none"> Students demonstrate knowledge of social content/context at the time the artist's works were/are produced. 	<ul style="list-style-type: none"> Students demonstrate knowledge of social content/context at the time the artist's works were/are produced. 	<ul style="list-style-type: none"> Students demonstrate knowledge of social content/context at the time the artist's works were/ are produced.


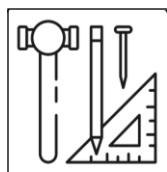



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Art Curriculum Map - Disciplinary Knowledge Progression



Disciplinary Knowledge Progression

	Year 7	Year 8	Year 9	Year 10 - 11	Year 12 - 13
Explore 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students explore clay properties Students research sculptural artists Students generate initial ideas from artist research 	<ul style="list-style-type: none"> Students explore project titles Students research artists respond through initial investigating Students complete mind-map to generate ideas 	<ul style="list-style-type: none"> Students investigate own essay title Students research artists, and processes
Create 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 journals following each lesson 	<ul style="list-style-type: none"> Students finalise their designs Students identify appropriate clay technique and prepare clay Students complete individual art journals following each lesson 	<ul style="list-style-type: none"> Students generate ideas following demonstrations on techniques and processes Students prepare materials and equipment in respond to their chosen projects 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students complete individual art journals following each lesson Students annotate each design idea and process 	<ul style="list-style-type: none"> Students respond to peer assessment and teacher feedback to adapt / improve projects. 	<ul style="list-style-type: none"> Students respond to peer assessment and teacher feedback to adapt / improve projects.



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Art Curriculum Map - Key Vocabulary Progression



Key Vocabulary

Year 7

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

Year 8

Design
 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

Year 9

Abstract
 Sculpture
 Slip
 Clay
 Earthenware
 Kiln
 Bisque
 Gloss/glost
 Firing
 Score
 Incise
 Carve
 Refine
 Pottery
 Plastic
 Bone
 Shrink
 Wedge/ Knead
 Slab
 Pinch

Year 10 - 11

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

Year 12 - 13

Essay
 Portfolio
 Artist
 Research
 Investigate
 Explore
 Develop
 Create
 Consider

