



**ART AND DESIGN CURRICULUM OVERVIEW**

Colour	Line	Tone	Pattern	Shape and Form	Research and Analysis	Skills and Processes
	Term 1		Term 2		Term 3	Timely
Year 7	<p><b>Baseline test</b></p> <p><b>Surrealism and sculpture</b>  <b>Skills and Processes</b>            Line: Observational drawing, Drawing from the imagination and 1- and 2-point perspective.</p> <p><b>Research and Analysis</b>            The Surrealist and Dada movements. Analysing images (Symbolism).  <b>Surrealism and sculpture</b></p> <p><b>Skills and Processes</b>            Shape and Form; Ceramics; Clay Olympics, pinch pots construction</p> <p>Colour; Ceramic glazes</p>		<p><b>Colour and composition</b></p> <p><b>Skills and Processes:</b>            Colour Theory: The colour wheel, complimentary pairs, identifying compliments in Impressionism/post impressionism.            Colour Mixing, creating tints and shades, exploring watercolour techniques</p> <p>Line: Observational drawing studies, tone and shape.</p> <p><b>Research and Analysis:</b>            The history of Colour in Art. Analysing images (Impressionism and post impressionism).</p>		<p><b>Colour and composition</b></p> <p><b>Skills and Processes:</b>            Colour Mixing, identifying and applying watercolour techniques            Colour Theory: Using complimentary colours in watercolour landscapes.</p> <p><b>Research and Analysis</b>            Artist studies (impressionism/post Impressionism)</p>	<p>Exhibition</p> <p><b>Research and Analysis:</b>            Contemporary art shows (Turner Prize): Identifying media and processes.</p> <p>Topical issues e.g. 'Citizens of the World'</p> <p>Still life week</p>
Year 8	<p><b>Greece: Aesop's fables</b></p> <p><b>Skills and Processes</b>            Line: use of line in Illustration and rendering <b>Texture</b> techniques.</p>		<p><b>Japan: Manga comic strips</b></p> <p><b>Skills and Processes</b>            Line: Drawing guides; Portraits</p>	<p><b>Mexico: Day of the Dead</b></p> <p><b>Skills and Processes</b>            Colour Theory: Printing with a limited palette.</p>	<p><b>North America: Totem Poles</b></p> <p><b>Skills and Processes</b>            Shape and Form: creating 3D symbols in paper            Slab pot construction.</p>	<p>Exhibition</p> <p><b>Research and Analysis:</b>            Contemporary art shows (Turner Prize): developing opinions</p>

	<p><b>Colour: water- based techniques (watercolour and Brusho)</b></p> <p><b>Greek Patterns</b></p> <p><b>Research and Analysis</b> Learning about how the formal elements are used in different countries. Signs and symbols Links to culture and beliefs</p>	<p>and figures. The use of primary and secondary sources.</p> <p><b>Colour Theory: Use of complimentary, Split complimentary, True triad and monochromatic.</b></p> <p><b>Research and Analysis</b> Learning about how the formal elements are used in different countries. Links to culture and beliefs</p>	<p><b>Shape and Form: creating printed symbols</b></p> <p><b>Pattern: Symmetry and Asymmetry</b></p> <p><b>Research and Analysis</b> Learning about how the formal elements are used in different countries. Links to culture and beliefs</p>	<p><b>Research and Analysis</b> Learning about how the formal elements are used in different countries. Links to culture and beliefs</p>	<p><b>Topical issues e.g. 'Citizens of the World'</b></p> <p><b>Still life week</b></p> <p><b>Perspective week: 1 and 2 point</b></p> <p><b>Other cultures; Kente cloth</b></p> <p><b>Australian boomerangs and aboriginal pattern, Islamic art, Mandalas.</b></p>
Year 9	<p><b><u>Photography</u></b></p> <p><b>Skills and Processes</b> Basic camera functions. Using studio and natural lighting Creating narratives</p> <p><b>Research and Analysis</b> History of photography What do we analysis in photography Technical language</p>	<p><b><u>Fine Art: Portraits (History of and traditional artists)</u></b></p> <p><b>Skills and Processes</b> Colour Theory: Use of complimentary colours using pastel</p> <p><b>Line: Drawing techniques (faces and facial features)</b></p> <p><b>Research and Analysis</b> Introduction to formal artist studies and analysis</p>	<p><b><u>Fine Art: Portraits (contemporary)</u></b></p> <p><b>Skills and Processes</b> Colour; Mixing skin tones, use of abstract/elevated colour palettes Line: continual, text</p> <p><b>Pattern: line and colour-based pattern with reference to artists</b></p> <p><b>Shape and Form: coil pot construction</b></p> <p><b>Research and Analysis</b> Evaluating their own work and the work of others</p>	<p>Exhibition</p> <p><b>Research and Analysis: Contemporary art shows (Turner Prize): making Judgments</b></p> <p><b>Topical issues e.g. 'Citizens of the World'</b></p> <p><b>Still life week</b></p> <p><b>Perspective week: 2 and 3 point</b></p>	

<p>Year 10 Fine Art</p>	<p><b><u>Foundation skills</u></b></p> <p><b>Skills and Processes</b> Practical foundation in materials and processes; <b>Line:</b> Observational tonal drawing, Shape; Collage, Colour, Water based techniques (watercolour, ink, Brusho, Acrylic), Printmaking: Shape; Lino cuts, Line; Dry point etching. Form; Sculpture</p> <p><b>Research and Analysis</b> Formal artist studies to underpin skills and processes.</p>	<p><b><u>Artist study project</u></b></p> <p><b>Skills and Processes</b> This extends skills and processes taught in either painting or sculpture or both but will differ year to year dependent on the exhibition visited.</p> <p><b>Research and Analysis</b> Using artist studies and observations to develop ideas</p>	<p><b><u>Thematic project</u></b></p> <p><b>Skills and Processes</b> All skills and processes covered in foundation term (except painting and sculpture) are reviewed and applied to theme.</p> <p><b>Research and Analysis</b> Developing ideas through investigation into artist and other sources demonstrating a critical understanding.</p>	<p>Exhibition</p> <p><b>Research and Analysis: Contemporary art shows (Student work): developing informed and creative ideas</b></p>
<p>Year 10 Photography</p>	<p><b><u>Foundation skills</u></b></p> <p><b>Skills and Processes</b> Use of the camera settings (AV, TV.), lenses, and lighting for work still-life and portrait-based photography Exploration of techniques related to the production of photographic images and, where appropriate, presentation and layout. Simple editing processes; using tools and layers, selecting, modes and adjustments.</p> <p><b>Research and Analysis</b></p>	<p><b><u>Foundation skills</u></b></p> <p><b>Skills and Processes</b> Understanding of exposure triangle and skill of manually setting up camera in response to conditions.</p> <p>More complex editing techniques; double exposure, levitation, knitting together images, stop frame animations.</p> <p>Photographic screen printing and cyanotypes</p> <p><b>Research and Analysis</b></p>	<p><b><u>Thematic project</u></b></p> <p><b>Skills and Processes</b> Based on students' needs/intensions.</p> <p><b>Research and Analysis</b> Using artist/photographer studies and observations to develop ideas</p>	<p>Exhibition</p> <p><b>Research and Analysis: Contemporary art shows (Student work): developing informed and creative ideas</b></p>

	appreciation of viewpoint, composition, aperture, depth of field, shutter speed	Using artist studies and observations to inform responses.		
Year 11 Fine Art	<b><u>Thematic project: Component 1</u></b>  <b>Skills and Processes</b> Based on students' needs/intentions <b>Research and Analysis</b> Developing ideas through sustained investigations	<b><u>Thematic project: Component 2</u></b>  <b>Skills and Processes</b> Based on students' needs/intentions <b>Research and Analysis</b> Developing ideas through sustained investigations	Exam	
Year 11 Photography	<b><u>Thematic project</u></b>  <b>Skills and Processes</b> Use of the camera, lenses, filters and lighting for work in their chosen area(s) of photography of understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout.  <b>Research and Analysis</b> Developing ideas through sustained investigations	<b><u>Thematic project</u></b>  <b>Skills and Processes</b> Based on students' needs/intentions  <b>Research and Analysis</b> Developing ideas through sustained investigations	Exam	
Year 12 Fine Art Teacher 1	<b><u>Foundation skills: Drawing and printmaking</u></b> Skills and Processes Drawing from observation (line and tone) Recording from observation (colour)	<b><u>Foundation skills: Drawing and printmaking</u></b> Printmaking - Etching  <b>Research and Analysis</b> Artists studies and brainstorming ideas	<b><u>Thematic project: Component 1</u></b>  Based on students' needs/intentions	<b><u>Thematic project: Component 1</u></b> Based on students' needs/intentions

			<b>Research and Analysis</b> Developing ideas from investigation	
Year 12 Fine Art Teacher 2	<b><u>Foundation skills: Oil painting</u></b>  <b>Skills and Processes</b> <b>Colour Palettes and colour mixing with oil paint.</b> <b>Paint techniques and styles</b>	<b><u>Foundation skills: Oil painting</u></b>  <b>Skills and Processes</b> <b>Photorealism (Colour and observation)</b>		<b><u>Foundation skills: Sculpture</u></b>  <b>Skills and Processes</b> 3D process linked to student needs/current development in Art
Year 12 Fine Art Teacher 3	<b><u>Art History; contextual studies</u></b>  <b>Research and Analysis</b> Developing ideas through analytical and contextual understanding	<b><u>Art History; contextual studies</u></b>  <b>Research and Analysis</b> Developing ideas through analytical and contextual understanding		<b><u>Art History; written investigation</u></b>  <b>Research and Analysis</b> Developing ideas through analytical and contextual understanding
Year 12 Photography Teacher 1	<b><u>Foundation Skills: Recording</u></b>  <b>Skills and Processes</b> Recording, lighting techniques using filters, digital editing composing images	<b><u>Foundation Skills: digital processes</u></b>  <b>Skills and Processes</b> Abstraction through viewpoint, shape and lighting, digital editing, animation and film.		<b><u>Thematic project: Component 1</u></b>  Based on students' needs/intentions
Year 12 Photography Teacher 2	<b><u>Foundation skills; Diorama</u></b>  <b>Skills and Processes</b> <b>Diorama: non-digital exploration</b>	<b><u>Foundation skills; Diorama</u></b>  <b>Skills and Processes</b> <b>Diorama: Digital exploration</b>		<b><u>Thematic project: Component 1</u></b>  Based on students' needs/intentions
Year 12 Photography Teacher 3	<b><u>Art History; contextual studies</u></b>  <b>Research and Analysis</b>	<b><u>Art History; contextual studies</u></b>  <b>Research and Analysis</b>		<b><u>Art History; written investigation</u></b>  <b>Research and Analysis</b>

Year 13 Fine Art Teacher 1	<u><b>Thematic project: Component 1</b></u>  <b>Skills and Processes</b> Based on students' needs/intentions <b>Research and Analysis</b> Developing ideas through sustained investigations	<u><b>Thematic project: Component 2</b></u>  <b>Skills and Processes</b> Based on students' needs/intentions <b>Research and Analysis</b> Developing ideas through sustained investigations	<u>Exam</u>
Year 13 Fine Art Teacher 2	<b>Skills and Processes</b> Autographic screen printing Use of <b>line</b> and <b>pattern</b>	<b>Skills and Processes</b> Autographic screen printing Use of <b>shape</b> and <b>colour</b>	<u>Exam</u>
Year 13 Photography Teacher 1	<u><b>Thematic project: Component 1</b></u>  <b>Skills and Processes</b> Based on students' needs/intentions <b>Research and Analysis</b> Developing ideas through sustained investigations	<u><b>Thematic project: Component 2</b></u>  <b>Skills and Processes</b> Based on students' needs/intentions <b>Research and Analysis</b> Developing ideas through sustained investigations	<u>Exam</u>
Year 13 Photography Teacher 2	<u><b>Photographic screen printing</b></u>  <b>Skills and Processes</b> Photographic screen printing Using <b>Colour</b> and <b>tone</b>	<u><b>Photographic screen printing</b></u> <u><b>CMYK</b></u>  <b>Skills and Processes</b> <b>Colour; Mixing CMYK, using CMYK in printmaking.</b>	<u>Exam</u>