

# Art Curriculum Outline 2023-2024

	Term 1 & Term 2	Term 3	Term 4	Term 5	
Year 13	<p><b>Unit Title:</b> Component 1: Personal Investigation (Realising Intentions)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Approaches to manipulating media and process to realise intentions (drawing, painting, printing, 3D, performance, video).</li> <li>Testing and prototyping processes.</li> <li>Presentation of work.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>How to realise intentions using a variety of materials and processes.</li> <li>How to present ideas in a coherent, meaningful and personal way.</li> </ul>	<p><b>Unit Title:</b> Component 2: Externally Set Assignment (ideation)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Initial idea exploration.</li> <li>Idea development through in-depth investigation of sources.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>How to establish a personal and meaningful starting point.</li> <li>How to make a mood board &amp; web diagram around the theme.</li> <li>How to create working sketches, annotations and photoshoot.</li> <li>How to use drawing as an investigative process.</li> <li>How to identify an appropriate primary &amp; secondary source and artist.</li> <li>How to use sources to develop an idea.</li> <li>How to make personal responses to a source.</li> </ul>	<p><b>Unit Title:</b> Component 2: Externally Set Assignment (refining ideas)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Refining an idea through experimentation.</li> <li>Distilling a personal and meaningful response from work.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>How to refine an idea using experimentation.</li> <li>How to experiment with materials, techniques and processes.</li> <li>How to distil meaning and make connections between work.</li> <li>How to create a statement of intent.</li> </ul>	<p><b>Unit Title:</b> Component 2: Externally Set Assignment (realising ideas)</p> <p><b>AQA 15 Hour Exam</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Approaches to manipulating media and process to realise intentions (drawing, painting, printing, 3D, performance, video).</li> <li>Testing and prototyping processes.</li> <li>Presentation of work.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>How to realise intentions using a variety of materials and processes in exam conditions.</li> <li>How to present ideas in a coherent, meaningful and personal way in exam conditions.</li> </ul>	
	Term 1 & Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	<p><b>Unit Title:</b> Induction Project</p> <p>Pathway 1=Contemporary Practices &amp; Art Appreciation (MDJ) Pathway 2=Traditional Practices (JAH) Pathway 3=3D Practices (JA) Pathway 4=Photography Practice (DGM)</p>	<p><b>Unit Title:</b> Component 1: Personal Investigation (Establish a Starting Point)</p> <p><b>Knowledge:</b></p>	<p><b>Unit Title:</b> Component 1: Personal Investigation (Investigation using Sources)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>What is a source?</li> </ul>	<p><b>Unit Title:</b> Component 1: Personal Investigation (Investigation using Experimentation)</p> <p><b>Knowledge:</b></p>	<p><b>Unit Title:</b> Component 1: Personal Investigation (Statement of Intent)</p> <p><b>Knowledge:</b></p>

	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Pathway 1=appreciating artists, designers, craftspeople, styles &amp; movements.</li> <li>• Pathway 2=traditional drawing &amp; painting as a form of expression.</li> <li>• Pathway 3=clay as a form of expression.</li> <li>• Pathway 4=photography as an artform.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Pathway 1=drawing, collage &amp; 3D experimentation.</li> <li>• Pathway 2=drawing (line, tone, 3d illusions, transfer, analytical); painting (colour mixing, realism, acrylic &amp; oil).</li> <li>• Pathway 3=clay (pinch, sculpting, coils, clay portrait bust).</li> <li>• Pathway 4=photography (composition, lighting, Lightroom, Photoshop).</li> </ul>	<ul style="list-style-type: none"> <li>• What is a valid starting point?</li> <li>• Initial idea exploration using title page, mood board, web diagram, working sketches, annotations, photoshoots, and drawing.</li> <li>• Drawing as a form of investigation.</li> <li>• Artist Appreciation (sourced by student)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• How to establish a personal and meaningful starting point.</li> <li>• How to make a mood board &amp; web diagram around the theme.</li> <li>• How to create working sketches, annotations and photoshoot.</li> <li>• How to use drawing as an investigative process.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary &amp; secondary sources.</li> <li>• Idea development through in-depth investigation of sources.</li> <li>• Artist Appreciation (sourced by student)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• How to identify an appropriate primary &amp; secondary source and artist.</li> <li>• How to use sources to develop an idea.</li> <li>• How to make personal responses to a source.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a experimentation?</li> <li>• Refining an idea through experimentation with materials, techniques and processes.</li> <li>• Artist Appreciation (sourced by student)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• How to refine an idea using experimentation.</li> <li>• How to experiment with materials, techniques and processes.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a statement of intent?</li> <li>• Distilling a personal and meaningful response from work.</li> <li>• Artist Appreciation (sourced by student)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• How to distil meaning and make connections between work.</li> <li>• How to create a statement of intent.</li> </ul>
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	Term 1	Term 2	Term 3	Term 4	Term 5
<p style="text-align: center; font-size: 2em;">Year 11</p>	<p><b>Unit Title:</b> Fragmentation and Distortion (Realising Ideas)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Approaches to manipulating media and process to realise intentions (drawing, painting, printing, 3D, performance, video).</li> <li>• Testing and prototyping processes.</li> <li>• Presentation of work.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• How to realise intentions using a variety of materials and processes.</li> <li>• How to present ideas in a coherent, meaningful and personal way.</li> </ul>	<p><b>Unit Title:</b> Fragmentation and Distortion (Stencilling)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Realise intentions using stencils.</li> <li>• Testing and prototyping processes.</li> <li>• Artist appreciation (Banksy, Blek le Rat, Shepherd Fairey, Julian Opie).</li> <li>• Presentation of work.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• How to create and print a stencil.</li> <li>• How to present ideas in a coherent, meaningful and personal way.</li> </ul>	<p><b>Unit Title:</b> Component 2: Externally Set Assignment (ideation)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Initial idea exploration.</li> <li>• Idea development through in-depth investigation of sources.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• How to establish a personal and meaningful starting point.</li> <li>• How to make a mood board &amp; web diagram around the theme.</li> <li>• How to create working sketches, annotations and photoshoot.</li> </ul>	<p><b>Unit Title:</b> Component 2: Externally Set Assignment (refining ideas)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Refining an idea through experimentation.</li> <li>• Distilling a personal and meaningful response from work.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• How to refine an idea using experimentation.</li> <li>• How to experiment with materials, techniques and processes.</li> <li>• How to distil meaning and make connections between work.</li> </ul>	<p><b>Unit Title:</b> Component 2: Externally Set Assignment (realising ideas)</p> <p><b>AQA 10 Hour Exam</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Approaches to manipulating media and process to realise intentions (drawing, painting, printing, 3D, performance, video).</li> <li>• Testing and prototyping processes.</li> <li>• Presentation of work.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• How to realise intentions using a variety of materials and processes in exam conditions.</li> </ul>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			<ul style="list-style-type: none"> <li>• How to use drawing as an investigative process.</li> <li>• How to identify an appropriate primary &amp; secondary source and artist.</li> <li>• How to use sources to develop an idea.</li> <li>• How to make personal responses to a source.</li> </ul>	<ul style="list-style-type: none"> <li>• How to create a statement of intent.</li> </ul>	<ul style="list-style-type: none"> <li>• How to present ideas in a coherent, meaningful and personal way in exam conditions.</li> </ul>	
<b>Year 10</b>	<p><b>Unit Title:</b> Fragmentation and Distortion (Initial Ideas)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Initial idea exploration using title page, mood board, web diagram, working sketches, annotations, photoshoots, and drawing.</li> <li>• Artist Appreciation (Kris Trappeniers, Frank Auerbach, Marcel Duchamp &amp; Kensuke Koike).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• How to make a title page, mood board &amp; web diagram around the theme.</li> <li>• How to create working sketches, annotations and photoshoot.</li> <li>• Drawing (blind, opposite hand, continuous line, reduction with eraser).</li> <li>• How to present and manage negative space.</li> </ul>	<p><b>Unit Title:</b> Fragmentation and Distortion (Developing Ideas)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Idea development using individualised photoshoots, photo sculptures, pencil shaded drawings on A3 and coloured ink experiments.</li> <li>• Artist Appreciation (Kensuke Koike, Aldo Tolino).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• How to make individualised photoshoots and photo sculptures.</li> <li>• How to make coloured ink experiments.</li> <li>• Drawing (transfer, shaded, hatching, cross hatching).</li> <li>• How to present and manage negative space.</li> </ul>	<p><b>Unit Title:</b> Fragmentation and Distortion (Responding to Others Ideas)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Idea development through the manipulation of imagery using the cutting techniques and creative influence of Sharon Walters; using the layered collage technique of Matthieu Borouel and the photographic joiner technique of Hockney and Bruno Del Zhou.</li> <li>• Artist Appreciation (David Hockney, Bruno Del Zhou, Cubism, Sharon Walters &amp; Matthieu Borouel).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• How to manipulate imagery using cutting techniques and layered collage.</li> <li>• How to use photographic joiner techniques.</li> <li>• How to present and manage negative space.</li> </ul>	<p><b>Unit Title:</b> Fragmentation and Distortion (Jesse Drexler Focus)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Idea development through the creation of mixed media drawings and paintings of sections of the face; using the creative influence of Jesse Drexler to manipulate primary imagery with experimental materials and processes.</li> <li>• Artist Appreciation (Jesse Drexler).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• How to use mixed media.</li> <li>• How to experiment with materials and processes.</li> <li>• How to present and manage negative space.</li> </ul>	<p><b>Unit Title:</b> Fragmentation and Distortion (Print Experimentation)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Idea development through the experimentation of printing onto found imagery, personal artworks and other.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Printing (monotype, monoprint, collagraph, hand rubbing, burnishing, registration techniques, combining colours).</li> <li>• How to present and manage negative space.</li> </ul>	<p><b>Unit Title:</b> Fragmentation and Distortion (Realising Ideas)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Approaches to manipulating media and process to realise intentions (drawing, painting, printing, 3D, performance, video).</li> <li>• Testing and prototyping processes.</li> <li>• Presentation of work.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• How to realise intentions using a variety of materials and processes.</li> <li>• How to present ideas in a coherent, meaningful and personal way.</li> </ul>
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 9</b>	<p><b>Unit Title:</b> Around the Home (Initial Ideas)</p> <p><b>Knowledge:</b></p>	<p><b>Unit Title:</b> Around the Home (Coppie Barberi Focus)</p> <p><b>Knowledge:</b></p>	<p><b>Unit Title:</b> Around the Home (Susan Saroff Focus)</p> <p><b>Knowledge:</b></p>	<p><b>Unit Title:</b> Around the Home (Idea Experimentation)</p> <p><b>Knowledge:</b></p>	<p><b>Unit Title:</b> Around the Home (Collage &amp; Drawing)</p> <p><b>Knowledge:</b></p>	<p><b>Unit Title:</b> Around the Home (Painting)</p> <p><b>Knowledge:</b></p>

	<ul style="list-style-type: none"> <li>Initial idea exploration using title page, mood board, web diagram, working sketches, annotations, photoshoots, and drawing.</li> <li>The Formal Elements.</li> <li>The Principles of Design (Composition).</li> <li>Photography as a form of expression.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>How to make a title page, mood board &amp; web diagram around the theme.</li> <li>How to create working sketches, annotations and photoshoot.</li> <li>Photography (compose).</li> <li>How to present and manage negative space.</li> </ul>	<ul style="list-style-type: none"> <li>Idea development through individualised photoshoots on reflective objects, transfer drawings and tonal pencil shaded drawings.</li> <li>Artist Appreciation (Coppie Barberi).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>How to make individualised photoshoots.</li> <li>Drawing (transfer, shading).</li> <li>How to present and manage negative space.</li> </ul>	<ul style="list-style-type: none"> <li>Idea development through individualised photoshoots on reflective objects distorted portraits, transfer drawings and linear fine line pen, shaded and layered drawings.</li> <li>Artist Appreciation (Susan Saroff).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>How to make individualised photoshoots and shoot distorted portraits.</li> <li>Drawing (transfer, shading, layering, fineliner).</li> <li>How to present and manage negative space.</li> </ul>	<ul style="list-style-type: none"> <li>Experimenting with ideas through creating digital edits, exploring collage techniques, transfer drawings leading to layered fine line pen and shaded pencil and layered line drawings.</li> <li>Artist Appreciation (Cubism, Picasso).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Collage (digital collages, layering, blending, filters, manual techniques).</li> <li>Drawing (transfer, expressive, gestural, shading, layering, fineliner).</li> <li>How to present and manage negative space.</li> </ul>	<ul style="list-style-type: none"> <li>Experimenting with ideas through creating manual manipulated collages of digital edits, exploring simplistic and complex collage techniques, production of transfer drawings leading to limited colour palette pieces in alcohol and acrylic markers with layered fine line pen and shaded pencil.</li> <li>Colour Theory.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>How to manually manipulate digital collages.</li> <li>How to use simple and complex collage techniques.</li> <li>Drawing (transfer, alcohol and acrylic markers, fineliners).</li> <li>Colour (mixing greys, unsaturated colour, limited palettes, tone, harmony and balance, analogous, complimentary and triadic schemes)</li> <li>How to present and manage negative space.</li> </ul>	<ul style="list-style-type: none"> <li>Experimenting with ideas through creating manual manipulated collages of digital edits, exploring simplistic and complex collage techniques, production of transfer drawings leading to limited colour palette pieces with water colour and acrylic paint with layered fine line pen and shaded pencil A3.</li> <li>Colour Theory.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>How to paint with watercolours and acrylics.</li> <li>Colour (mixing secondary &amp; tertiary colour, tints and shades, saturated and unsaturated colour).</li> <li>How to present and manage negative space.</li> </ul>
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Term 1 & Term 2

Term 3 & Term 4

Term 5 & Term 6

Year 8	<p><b>Unit Title:</b> Perspective and Man-made Environment.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Appreciation for one &amp; two point perspective.</li> <li>Artist Appreciation (Ando Hiroshige, Jacob Lawrence, Van Gogh, contemporary comic artists, Gustave Caillebotte, Sheeler, Simone Di Meo).</li> <li>The Formal Elements (line, shape, space).</li> <li>The Principles of Design (perspective, proportion, scale).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Perspective drawing - street scene &amp; room/exterior vs interior (viewpoints, using x &amp; y axis, creating realistic depth).</li> <li>Presentation &amp; negative space.</li> <li>How to present and remove negative space.</li> </ul>	<p><b>Unit Title:</b> What makes us who we are</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Appreciation for the elements that make up our own individuality and identity.</li> <li>Artist appreciation (Mulvaney, Hockney, Del Zhou, Rauschenberg and Josh Bryan)</li> <li>The Formal Elements (line, shape, space)</li> <li>Principles of Design (Balance, composition, rhythm)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Sculptural (folding and creasing paper – origami)</li> <li>Drawing (continuous line, blind contour, observed, geometric, thickness of line and shading)</li> <li>Photography (angle, zoom, viewpoint)</li> </ul>	<p><b>Unit Title:</b> Up Close.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Appreciation for Abstraction</li> <li>Artist Appreciation (Chuck Close)</li> <li>The Formal Elements (colour, shape, line)</li> <li>The Principles of Design (proportion, scale, harmony)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Drawing (grid technique for enlarging, simplified shapes, quickly, lightly and smoothly, gradient shading, line density, pencil crayon).</li> <li>Photography (framing an image).</li> <li>How to present and remove negative space.</li> <li>Speaking &amp; Writing (express opinions, compare &amp; contrast, analyse, evaluate, critique).</li> </ul>
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	<ul style="list-style-type: none"> <li>Speaking &amp; Writing (express opinions, compare &amp; contrast, analyse, evaluate, critique).</li> </ul>	<ul style="list-style-type: none"> <li>Collage (overlapping, rotating, masking)</li> <li>Speaking &amp; Writing (express opinions, compare &amp; contrast, analyse, evaluate, critique).</li> </ul>	
	<b>Term 1 &amp; Term 2</b>	<b>Term 3 &amp; Term 4</b>	<b>Term 5 &amp; Term 6</b>
<b>Year 7</b>	<p><b>Unit Title:</b> The Formal Elements</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>The Formal Elements (line, tone, shape, form).</li> <li>The Principles of Design (pattern, contrast, space).</li> <li>What is Art? Why do we make art? What role does art, artists play in society? and careers in art</li> <li>Artist Appreciation (Pen &amp; Ink Movement – Van Gogh, Richey Beckett to the Tang Dynasty; Arinze Stanley, Luke Dixon).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Drawing (mark-making, line, form, observational drawing, transfer drawing).</li> <li>How to present and remove negative space.</li> <li>Speaking &amp; Writing (express opinions, compare &amp; contrast, analyse, evaluate, critique).</li> </ul>	<p><b>Unit Title:</b> Urban Identity</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>The Formal Elements (colour, texture, line).</li> <li>The Principles of Design (composition, space, harmony).</li> <li>Artist Appreciation (Nicky Foreman, Rosalie Gascoigne).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Painting (brush loading, neat edges, mixing colour, tints &amp; shades, layering, texture, creating space &amp; atmosphere).</li> <li>Photography (composition, viewpoints, cropping).</li> <li>Drawing (pen &amp; fineliner, colouring pencil techniques, qualities of line, creating values).</li> <li>How to present and remove negative space.</li> <li>Speaking &amp; Writing (interpreting meaning, express opinions, compare &amp; contrast, analyse, evaluate, critique).</li> </ul>	<p><b>Unit Title:</b> Mixed Media Nature</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>The Formal Elements (continuous line, shape, tone, colour and texture).</li> <li>The Principles of Design (pattern, composition, harmony, positive shape and negative space)</li> <li>Artists Appreciation (Mark Hearld and Henri Matisse).</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Printing (monotype, monoprint, collagraph, hand rubbing, burnishing, registration techniques, combining colours).</li> <li>Painting (watercolour techniques, flat painting, ink painting).</li> <li>Positive shape and negative space as compositional tools.</li> <li>Drawing (observed, mark making, qualities of line).</li> <li>How to present and remove negative space.</li> <li>Speaking &amp; Writing (interpreting meaning, express opinions, compare &amp; contrast, analyse, evaluate, critique).</li> </ul>

**Key/Legend/Notes:**

**AQA GCSE Art Assessment Objectives:**

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**AQA A Level Art Assessment Objectives:**

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.