

Curriculum overview: Art and Design

Why do we study Art and Design at The Earls High School?

Art in general enhances craftsmanship, imagination, curiosity, problem solving skills, complex analysis, patience and critical thinking skills. Art provides the opportunity for self-expression and in many instances at The Earls students are allowed to investigate subject matter of their own individual interest. Studying Fine Art also provides an opportunity the emotional and spiritual development of a student. Art introduces students to an alternative form of communication. Due to the broad foundation at KS3 and Fine Art option at GCSE, our students are able to, with determination, access any Art course in Further education. In the broadest sense the purpose of studying Art is to foster the type of divergent and creative thinking needed in both the business world and society.

What skills and knowledge do we anticipate students will have in this subject before they begin at The Earls High School?

We would expect students to have learned the following at KS2.

- To have built an awareness of skills required to create sketchbooks and record their observations and use the books to review and revisit ideas.
- To be proficient in drawing with a range of materials. To have a developing understanding of painting and some form of sculpture, preferably clay.
- To have a developing understanding of some of Art History's great artists, architects and designers.

What skills and knowledge would we like students to have in this subject at the end of their time at The Earls High School?

We recognise that pupils should be able to analyse and critically evaluate meaningfully all of the mentioned skills below.

- Be able to use visual language skilfully and communicate fluently in visual form. Confident observational and exploratory drawing should be key to this process.
- Demonstrate an understanding of artists and use this knowledge to inform, inspire and interpret ideas.
- Display independence, initiative and originality to develop their ideas, processes and techniques to realise intentions.

Pupils should develop their resilience and understand that creative practice is often challenging.

Year 7 Curriculum Map: Art and Design

To learn about: Natural Forms. To learn about: Self-Portraiture. Drawing self-portraits and profiles in line and tone. Students begin to learn about architecture and famous landmarks. Students explore the work of Gaudi. Students will study the realistic drawings of Da Vinci, moving into compositional designs for a final painting in style of the Cubists. Colour mixing and handling paint. Main home learning tasks: Reading task- Researching artists listed above (CAD) Writing Task- Artist contextual studies and comparative analysis Learning task- Practise a range of drawing techniques Key assessment: Students will be assessed using the following To learn about: Architecture. Students begin to learn about architecture and famous landmarks. Students explore the work of Gaudi. Students will earn from the work of Epstein and Treesha Moore. Students will earn from the work of Epstein and famous landmarks. Students explore the work of Gaudi. Students will earn about: Architecture. Students will earn about: Architecture. Students will be assign to learn about architecture and famous landmarks. Students explore the work of Gaudi. Students will earn from the work of Epstein and Treesha Moore. Students will earn from the work of Epstein and Treesha Moore. Students will earn from the work of Epstein and famous landmarks. Students explore the work of Gaudi. Students will earn about: Architecture. Students will be assign to learn about architecture and famous landmarks. Students explore the work of Gaudi. Students will be assign to learn about architecture and famous landmarks. Students will be and tone. Students will be assign to learn about architecture and famous landmarks. Students will be and famous landmarks. Students will be assessed using the following and handling fauch architecture. Students will be assign to compositional designs for a final famous landmarks. Students will be assessed using the following and handling fauch architecture. Students will be assessed using the following assessment ob	TERM 1	TERM 2	TERM 3		
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Year 8 Curriculum Map: Art and Design

TERM 1	TERM 2	TERM 3
To learn about:	To learn about:	To learn about:
Indigenous patterns and animals.	Surrealist perspective.	Expressive Landscapes
Students choose from a focussed selection of Non-Western native patterns and animals. There is a	Rules of one and two perspective, moving into a pictorial composition and Surrealist painting of a	Students explore landscapes through expression and mark-making. Students will look at Expressionism and
limited focus on artefacts.	building from around school.	Retro Futurism.
Students produce A3 mixed media using Sgraffito, card relief and fine-liner based techniques.	Students will study a selection of Surrealist artists, including De Chirico, who have developed surrealism within the built environment.	The unit will provide an opportunity for students to explore lino printing, chalk pastel and some mixed media.
Main home learning tasks:	within the built environment.	
Reading task- Researching artists listed above (CAD)	Main home learning tasks:	Main home learning tasks: Reading task- Researching artists listed above (CAD)
Writing Task- Artist contextual studies and comparative analysis	Reading task- Researching artists listed above (CAD) Writing Task- Artist contextual studies and	Writing Task- Artist contextual studies
Learning task- Practise a range of drawing techniques	comparative analysis	Learning task- Practise a range of drawing techniques
Key assessment:	Learning task- Practise a range of drawing techniques	Key assessment:
Students will be assessed using the following	Key assessment:	Students will be assessed using the following
assessment objectives. These mirror the	Students will be assessed using the following	assessment objectives. These mirror the
requirements for KS4 and KS5 study. • Presenting (internal requirement)	assessment objectives. These mirror the requirements for KS4 and KS5 study.	requirements for KS4 and KS5 study. • Presenting (internal requirement)
Organisation (internal requirement)	Presenting (internal requirement)	Organisation (internal requirement)
Contextual understanding (AO1)	 Organisation (internal requirement) 	Contextual understanding (AO1)
 Ability to handle materials and techniques (AO2) 	Contextual understanding (AO1)Ability to handle materials and techniques	 Ability to handle materials and techniques (AO2)
 Drawing and recording (AO3) 	(AO2)	 Drawing and recording (AO3)
Development of ideas towards a final piece	Drawing and recording (AO3)	Development of ideas towards a final piece
(AO4)	 Development of ideas towards a final piece (AO4) 	(AO4)
Assessment conditions:	(704)	Assessment conditions:
Normal lesson time and homework	Assessment conditions:	Normal lesson time and homework
	Normal lesson time and homework	

Year 9 Curriculum Map: Art and Design

TERM 1	TERM 2	TERM 3
To learn about:	To learn about:	To learn about:
Art movements.	The human form.	City Illustration
The History of Art looking at artists and Art Movements past and present who have used the theme of Still Life in their work. Develop skills of observational drawing and painting, collage and mixed media, working in realistic and semi abstract styles. Main home learning tasks: Reading task- Researching artists listed above (CAD) Writing Task- Artist contextual studies and	Students learn how to draw the human figure using key techniques and study the work of contemporary artists including Mark Demstaeder. Students work towards a large final painting exploring acrylic painting techniques and wax resist. Main home learning tasks: Reading task- Researching artists listed above (CAD) Writing Task- Artist contextual studies and	This unit will be used to prepare students for GCSE. The unit will provide greater opportunity for independent learning mainly through students sourcing and choice of subject matter. It will act as a transition unit. Illustration has become a popular career choice in the Arts and this unit allows for exploration of contemporary illustrators through pen and drawing inks and oil pastel studies.
comparative analysis Learning task- Practise a range of drawing techniques Key assessment: Students will be assessed using the following assessment objectives. These mirror the requirements for KS4 and KS5 study. • Presenting (internal requirement) • Organisation (internal requirement) • Contextual understanding (AO1) • Ability to handle materials and techniques (AO2) • Drawing and recording (AO3) • Development of ideas towards a final piece (AO4) Assessment conditions: Normal lesson time and homework	comparative analysis Learning task- Practise a range of drawing techniques Key assessment: Students will be assessed using the following assessment objectives. These mirror the requirements for KS4 and KS5 study. • Presenting (internal requirement) • Organisation (internal requirement) • Contextual understanding (AO1) • Ability to handle materials and techniques (AO2) • Drawing and recording (AO3) • Development of ideas towards a final piece (AO4) Assessment conditions: Normal lesson time and homework	Main home learning tasks: Reading task- Researching artists listed above (CAD) Writing Task- Artist contextual studies and comparative analysis Learning task- Practise a range of drawing techniques Key assessment: Students will be assessed using the following assessment objectives. These mirror the requirements for KS4 and KS5 study. Presenting (internal requirement) Organisation (internal requirement) Contextual understanding (AO1) Ability to handle materials and techniques (AO2) Drawing and recording (AO3) Development of ideas towards a final piece (AO4)
		Assessment conditions: Normal lesson time and homework