

Art and DT Curriculum Plan - Whole Academy

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PRIMARY

Art				Design Technology		
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS						
1	I Am An Artist Introducing sketchbooks, experimenting with mark-making and learning about primary colours. <i>Paul Klee, Piet Mondrian, Wassily Kandinsky</i>		Paper Sculpture Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. <i>Charles McGee</i>		The Natural World Drawing from observation, printmaking using leaves and introducing secondary colours. <i>Leonardo Da Vinci, Claude Monet, Frances Hatch</i>	
2		Our School Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking. <i>Zaha Hadid, The Boyle Family</i>		Colour and Tone Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period. <i>Emily Haworth-Booth, Pablo Picasso</i>		Painting Water Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings. <i>Katsushika Hokusai, David Hockney, Claude Monet</i>
3	Why Do We Make Art? Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective. <i>Satoshi Kitamura, Pablo Picasso</i>		Clay Fairy Tales Using clay to produce a collaborative visual representation of a fairy tale crime. <i>Anthony Browne, Quentin Blake</i>		Mythology Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary. <i>Raphael, Van Gogh, Frank Auerbach, Chris Ofili</i>	
4		Pattern & Pumpkins Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap. <i>Yayoi Kusama</i>		Watercolour Tropical Rainforest Exploring use of watercolours to create a collaged response to the work of artists studied. <i>Abel Rodriguez, Henri Rousseau, Henri Matisse</i>		My Favourite Things Looking at objects from the British Museum using <i>This or That</i> by Goodhart. Drawing a still life based on personal possessions. <i>Pippa Goodhart, Joseph Cornell</i>
5	Illustration & Narrative Art		Journeys		Pattern & Sculpture	

	Developing a visual response to a text, creating digital art. Raphael, Leonardo, Michelangelo, Marjane Satrapi, Mel Tregonning		Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes. Richard Long, Frida Kahlo, Lubaina Himid		Using origami to create bird sculptures out of printed designs exploring pattern and the natural world. Mark Hearld, Jackie Morris	
6		Recycled Materials Installation Using plastic waste to create an installation. Ifeoma Anyaeji, Serge Attukwei Clottey, Veronika Richterová, Katharine Harvey		Displacement / Challenges Looking at the work of artists who have been refugees or have produced art in different circumstances. Pissarro, Wiltshire, Schwitters, Kerr		Art & Identity Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition. Yinka Shonibare, Sonia Boyce

KEY STAGE 3

ART	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
7	Theme: Learning the formal elements <ul style="list-style-type: none"> • Learning the fundamentals of drawing including how to sketch, body position and pencil control. • Exploring a range of drawing methods. • Working from direct observation. • Exploration of pattern, line, shape, texture, colour • Development of observational skills. • Exploring medium – Oil pastel, colouring pencil, watercolour, pen and paint. • Understanding of the colour wheel. • Understanding 3D form using contour lines. • Introducing subject specific vocabulary. • Annotating and evaluating own work. 	Theme: Moroccan tiles <ul style="list-style-type: none"> • Introduction to different cultures and decorative tiles found in Portugal, Morocco and Islamic tiles. • Collect images of inspiring tiles on chromebooks. • Draw shapes found in tiles. • Composition ideas for tiles • Colour theory revisited. • Oil pastel and watercolour wax resist study of symmetrical design. • Clay relief tile. Clay techniques (slip and score) • Painting clay tile, acrylic painting. • Annotation and evaluating of own work • Artist reference- Samira Mian
	Mid-Year Assessment: Holistic marking of all sketchbook work	End of Year Assessment : Holistic marking of all sketchbook work
8	Theme – Architecture and our locality <ul style="list-style-type: none"> • Studies inspired by local landscape. • Exploring medium – using a variety of techniques to create studies linking to local architecture and its history. • Create studies focusing on composition – close up details. • Creating work inspired by artists - Stephen Wiltshire, Lucy Jones, John Piper, 	Theme: Birds with Issues – Environment. <ul style="list-style-type: none"> • Introduction to theme and the impact pollution, global warming and other factors have on birds. • Observation drawing - Developing skills in texture, tone and mark making. • Studies using a variety of media – watercolour, colouring pencil, biro.

	<ul style="list-style-type: none"> • Annotating and evaluating own work. • Experimenting with techniques and media including painting, drawing, collage and oil pastel. • Students produce independent outcome combining influence from artists from photograph of their choice of Kettering and surrounding areas. 	<ul style="list-style-type: none"> • Artist research – Jon Tremaine, Vanessa Barragao • Develop ideas inspired by artist to create a personal outcome. • 3D outcome. exploring modelling techniques with clay • 3D outcome. Creating a nest for the bird using recycled materials and plastics. • Annotating and evaluating own work.
	Mid-Year Assessment: Holistic marking of all sketchbook work	End of Year Assessment : Holistic marking of all sketchbook work
9	<p>*Y9 WILL USE BOTH ART AND DT LESSONS TO COMPLETE A ROTATION OF ALL THE DISCIPLINES OFFERED TO STUDENTS AT GCSE TO ENSURE THEY HAVE A GOOD UNDERSTANDING OF THE COURSE BEFORE THEY CHOOSE THEIR GCSE OPTIONS.</p> <p>Theme: Fine Art- Icons</p> <ul style="list-style-type: none"> • Exploring how the celebrity is depicted within portraiture. • Understanding proportions of the face and facial features. • Exploration of mixed media techniques: collage, printmaking, stencilling • Exploring line and shape within stylised portraits. • Artist reference – Frida Kahlo, Shepard Fairey, Kehinde Wiley <p>Theme 3D Art and Design – Architectural Construction. Iconic buildings</p> <ul style="list-style-type: none"> • Exploring iconic Shanty Towns international buildings. • Looking at the work of Stella Benford (local sculptor) • Exploration of shape, form, pattern and texture using a range of resistant materials – card, foamboard and construction techniques, including cutting, folding, glue gun adhesive. • Health and safety considerations when using unfamiliar materials and techniques. • Understanding the world around us and how people from other cultures live 	<p>Theme: Textiles - Iconic landscapes and environmental issues</p> <ul style="list-style-type: none"> • Understanding of Textiles, skills involved and careers it can lead to. • Exploring different iconic landscapes • Looking at the impact of the fashion and textiles industry to the environment • Looking at how textile artists use recycled/found objects in their work, artist link, Carolyn Saxby. • Using recycled materials (fabrics, plastics and book paper) to create a textiles landscape using a variety of techniques. • Exploring different making techniques such as plastic fusing, applique, stitching and embellishing. • Health and safety considerations when using unfamiliar materials and techniques. • Evaluation of final piece and processes taken. <p>Theme: Photography- David Carson</p> <ul style="list-style-type: none"> • Mind map – What is Photography – specifically Portrait photography • David Carson and Landon Khiry – Artist analysis • Typography David Carson – Chaotic digital text inspired by student names • Cardboard typography • Test cardboard typography • Use photographs to draw 4x compositions inspired by Khiry • Prepare background inspired by David Carson (coffee, paint scraping) • Create collage with 3x photographs on prepared background • Add text with stamps in the style of David Carson and cardboard font • Evaluate <p>Theme: Art with meaning – CONFLICT</p> <ul style="list-style-type: none"> • Introduction to theme and understanding what conflict is and how the theme can be interpreted.

		<ul style="list-style-type: none"> • Explorations with composition, line, tone and shape. • Exploring with medium to create work linking to a theme. • Development of own ideas to create personal meaning <p>Art history: Picasso – Guernica, Banksy</p> <ul style="list-style-type: none"> • Annotating and evaluating own work.
	Mid-Year Assessment: Holistic marking of all sketchbook work	End of Year Assessment: Holistic marking of all sketchbook work

DT	Disciplines on 12 week rotation, following Plan, Make, Evaluate structure.	
7	<p><u>Graphics Jon Burgerman (Donut box, pizza box, burger box)</u></p> <ul style="list-style-type: none"> • Introduction to graphics • Studies of food and words • Studies of food and words cont'd. with colour (rendering) / intro to briefs • Brief - Design 4x pattern designs for packaging in one colour • Design a pattern for packaging in one colour finished • Realise pattern on Chrome books, intro to Canva • Finalise design – snip tool and Repeat pattern in Canva • 4x Character designs by hand inspired by Jon B • Final Character design inspired by Jon B cont'd. with colour • Design 4x characters on Chrome books in Canva • Combine pattern with characters • Evaluation <p><u>Textiles Mexican textiles and weaving</u></p> <ul style="list-style-type: none"> • Understanding of Textiles, skills involved and careers it can lead to. • Mind map of Mexico, learning about culture, history, and geography. • Introduction into textiles found in Mexico, traditions and techniques used (Otomi embroidery, weaving) • Observational drawing of images found in traditional Otomi designs. • Create an Otomi symmetrical design on calico • Make an Ojo de dios weaving. • Evaluation of final product and processes taken. <p><u>3D Design history and shoe design</u></p> <ul style="list-style-type: none"> • Understand the component parts of a shoe. Understand historical context of shoe design around the world. 	

- What is a client. Writing a design brief.
- Research and develop a range of design ideas
- Create a papier mâché base construction.
- Decorate according to the chosen design.
- Discuss the efficacy of their chosen design and how it fits the brief.

Mid-Year Assessment: Holistic marking of all projects

Graphics – Poster design of a gothic text

- Introduction to poster design
- Book paper study
- Product analysis – Looking at an existing poster in further detail
- Responding to a design brief Olly Moss (select from 3x gothic texts)
- Four hand drawn designs
- Best hand drawn design w’ colour
- Digital double exposure in Photopea
- Digital double exposure in Photopea – saving file as a JPEG
- Combine silhouette with double exposure in Photopea
- Drawing text by hand / print design A4
- Text on poster in Canva – print finished design
- Evaluation

Textiles – Ghana and Adinkra symbol wallhanging

- Mind map of Ghana, learning about culture, history and geography.
- Introduction into textiles found in Ghana, traditions and techniques used (Kente cloth, Adinkra printing)
- Observational drawing of Adinkra symbols ready for design.
- Create a poly print block of Adinkra symbol to create a repeated pattern.
- Create a wall hanging using a repeated pattern.
- Create a tie dye fabric background for a wall hanging learning about dying techniques and different tie dye effects
- Print Adinkra symbol onto tie dye background
- Learn and use running stitch to create the top of the wall hanging.

3D Design

- Understand the historical context and traditions of mask design around the world.
- What is a client? Writing a design brief.

	<ul style="list-style-type: none"> • Research and develop a range of design ideas relevant to the chosen culture. • Create a papier mâché base construction • Decorate according to the chosen design. • Evaluate the efficacy of their chosen design and how it fits the brief
	<p>Mid-Year Assessment: Holistic marking of all projects</p>
<p>9</p>	<p>IN YEAR 9 STUDENTS WILL COVER THE ART AND DESIGN DISCIPLINES PRIOR TO MAKING THEIR GCSE CHOICES USING BOTH ART AND DT LESSONS.</p>
	<p>Mid-Year Assessment: Holistic marking of all projects</p>

KEY STAGE 4

SUBJECT	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
10	<p>Fine Art: BASIC SKILLS WORKSHOP</p> <ul style="list-style-type: none"> • Foundation style course to build on basic skills, recording ideas • Drawing from direct observation • Explorations of wide variety of wet and dry media • Media trials and experiments • Analysis of own work • Refining ideas and techniques <p>3D Design: BASIC SKILLS WORKSHOP</p> <ul style="list-style-type: none"> • Foundation style research of a range of 2D and 3D materials to record ideas • Explore the traditions of working in 3D and how artists solve problems with materials and techniques • Media trials and experiments • Analysis of own work • Exploration 3D artists • Refining ideas and techniques <p>Photography: BASIC SKILLS WORKSHOP</p> <ul style="list-style-type: none"> • Introduction to photography-what makes a good photo • Landscape photoshoot. • Portrait photoshoot. • Still life photoshoot. • Overlaying images manually and digitally. 	<p>All Disciplines: COURSEWORK DEVELOPMENT, INTERNALLY SET THEME FRAGMENTS</p> <ul style="list-style-type: none"> • Developing ideas • Research into the work of other artists • Experimentation with media relevant to discipline • Artists Mimics and working in the style of from their own photography. • Photography • Media Trials and experiments • Composition studies • Analysis of the work of other artists • Analysis of own work • Refining ideas and techniques • Producing sustained pieced and a final piece • Evaluation

	<ul style="list-style-type: none"> • Depth of field. (mini people) • Experimenting with textiles. <p>Textiles: BASIC SKILLS WORKSHOP</p> <ul style="list-style-type: none"> • Foundation style research of a range of textile based materials to record ideas • Explore the traditions of working with textiles and how artists solve problems with materials and techniques • Media trials and experiments • Analysis of own work • Exploration textile artists • Refining ideas and techniques 	
	Mid-Year Assessment:	End of Year Assessment:

SUBJECT	September – November	December – March	March - June
11	<ul style="list-style-type: none"> • Continue developing coursework using the theme of MOVEMENT, PEOPLE OR PLACES or STRUCTURES • Creation of sustained piece prior to the mock exam • Final piece development • Composition studies • Media trials and experiments • Analysis of the work of other artists • Analysis of the work of own work • Refining ideas and techniques 	<p>ALL DISCIPLINES:</p> <ul style="list-style-type: none"> • January 1st – actual GCSE Exam paper is released, Externally set assignment • Developing ideas • Research into the work of other artists • Analysis • Artist mimics • Photography • Media trials and experiments 	<ul style="list-style-type: none"> • Externally set assignment development • Final piece development • Composition studies • Media trials and experiments • Analysis of the work of other artists • Analysis of own work • Refining ideas and techniques
		<p>November Mock Exam: 14/11/23 – Photography and Fine Art 15/11/23 Textiles and 3D Art</p>	<p>March Mock Exam: 6/2/23- Photography and Fine Art 7/2/23- Textile and 3D Art</p>

KEY STAGE 5

ART	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
12	<ul style="list-style-type: none"> • Foundation skills – wet and dry media • Foundation skills – mixed media and 3D • Foundation skills – presentation and analytical • Trip to Montagu Monuments/Boughton house • Consolidation of personal study- theme and potential materials • Individual tutorials regarding personal theme/ dissertation • Importance of planning • Building a body of work aligned to personal theme • Group critique/ presentation • Creating a sustained piece • Exhibition of current work 	<ul style="list-style-type: none"> • Working towards Mock Exam June 2021 • Individual tutorials regarding personal themes/dissertation • Planning and experimenting • Composition ideas • Mock exam • Exhibition of current work • Potential to visit a degree show
	Mid-Year Assessment:	End of Year Assessment:

ART	September – November	December – March	March - June
13	<ul style="list-style-type: none"> • Continuation of Component 1 • Individual tutorials regarding personal theme • Creating sustained pieces 	<ul style="list-style-type: none"> • Developing ideas around externally set theme • Planning and experimenting 	<ul style="list-style-type: none"> • Planning for 15 hour exam • Composition ideas and sustained piece development

	<ul style="list-style-type: none">• Analysis of own work and the work of others• Whole class presentations	<ul style="list-style-type: none">• Composition ideas and sustained piece development• Development of ideas towards a final outcome	<ul style="list-style-type: none">• Development of ideas towards a final outcome• Project resolution and exhibition of work
	November Mock Exam:	March Mock Exam:	ACTUAL A LEVEL EXAMINATION