

PRIMARY

KEY STAGE 3

KEY STAGE 4

KEY STAGE 5

Curriculum Intent

Education through art inspires knowledge, appreciation and creation of culture

Visual art education develops the abilities to think critically and imaginatively with a major focus on visual literacy and aesthetic assessment. Art encourages the development of many transferable skills which enhance learning in other curriculum areas.

We believe that art and design education provides and inspires personal expression, cultural understanding, creative and practical responses, promoting imaginative risk taking and independence.

Visual art helps students to understand themselves, building confidence and self-esteem and contribute significantly to their own well-being.

1. How do you ensure consistent delivery across all key stages?

Teachers provide students with the necessary skills to be able to work independently. Primary and secondary subject leads co-ordinating planning and delivering CPD to teaching staff as and when needed. Open door policy to ensure all art teaching staff can share good practice, visiting lessons and inspiring each other. Within Primary TA's support students across ability ranges as directed by the teacher. Teaching and Learning materials are shared and discussed.

2. How does the curriculum cater for disadvantaged, SEND and other minority group students?

Art is inclusive for all students at KBA. Teachers are ambitious for all students regardless of background and all are encouraged to achieve their full potential. Teachers have a full understanding of the needs and abilities of individual students in their care and will provide structured support and guidance.

3. How does the curriculum embed prior knowledge and aid long term retention of knowledge?

Prior knowledge is reinforced through repetition and recall, assessments, demonstrations and practical lessons. Knowledge Organisers are used routinely to embed key subject terminology. Students are assessed holistically including practical, verbal and written responses. To ensure depth of knowledge and understanding.

PRIMARY

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>Key Skills: Shape and Colour Fine motor skills: Pencil grip, colouring, ripping sticking.</p> <p>Key words: elements of art. Techniques</p>	<p>Our World: Weather and landscapes. Colour and mood.</p> <p>Wax resist</p> <p>Key words: Wax resist Equipment names.</p>	<p>Animals: Animals around the world:</p> <p>Animal Patterns: Henri Rousseau</p> <p>Key words: Pattern, texture, soft, rough</p>	<p>Dinosaurs: Andy Goldsworthy: Foraging for leaves and sticks. Paining with natural forms. Mark making, painting, printing, modelling Working outside on large scale paper, make their own paintbrush.</p>	<p>Space: Learning the planet, their names and colours. Chalk and charcoal studies on black paper.</p> <p>Make hanging planets and collate into a mobile.</p> <p>Begin collaborative piece: Hundertwasser</p>	<p>Minibeast: Observational drawing of insects: Drawing on different surfaces and using different drawing media.</p> <p>Continue collaborative piece. Hundertwasser</p>
1	Painting techniques of castles	DESIGN TECHNOLOGY	DESIGN TECHNOLOGY	Sculpture using fruit and vegetables - Giuseppe Arcimboldo	DESIGN TECHNOLOGY	Henri Rousseau study
2		DESIGN TECHNOLOGY	Sketching buildings and pictures of Kettering in the past	Design an Easter egg. Create, draw and label a map of our local area.	DESIGN TECHNOLOGY	DESIGN TECHNOLOGY
3	<p>Impressionism: Claude Monet studies: Landscapes Key words: Skills and techniques: (correspondence with class teacher approval)</p>	<p>Where it all started: Landscapes: David Pott Bas-relief composition (correspondence with class teacher approval)</p>	<p>Romans: Self-portraits Proportions Tone</p>	<p>Romans: Gods Roman Mosaic</p>	<p>Inventors: Leonardo De Vinci Coffee stain and pen studies.</p>	<p>Inventors: Heath Robinson Illustrations of fantastical machines</p>
4	<p>Vikings: Viking ships Design Collage Art display outside classroom. (correspondence with class teacher approval)</p>	<p>Vikings: Textile Landscapes Collage Applique (correspondence with class teacher approval)</p>	<p>Rainforests: Henri Rousseau: Surprise. Artists analysis Painting techniques - Different shades of green</p> <p>Create a jungle scene composition using paint and collage</p>	<p>Rainforest: Observational drawings - line, shapes, tone and texture</p> <p>Leaf prints</p> <p>Collagraph prints</p>	<p>Settlements: Mayan Art Pattern and printmaking</p>	<p>Settlements: Mayan Art Mask making</p>
5	Gakonga Art – Recreating traditional African art	DESIGN TECHNOLOGY	William Morris – Patterns and Printing	DESIGN TECHNOLOGY	Gustav Holst – The Planets Art associated with classical music	DESIGN TECHNOLOGY
6	<p>WW2 Drawing PPA Propaganda: Learning design skills 4 composition ideas select their favourite and designed their own Propaganda poster. Collage and pencil.</p>	<p>WW2 Artist L.S Lowry Mind map about the artist. Collaborative large scale Lowry picture. (correspondence with class teacher approval)</p>	<p>Myths and Legends: Parthenon architects Ancient Greek, architecture Temples perspective</p>	<p>Myths and legends: PPA Classic period of Greek art. Analysis of the styles on Greek pottery.</p>	<p>PPA Willow Pattern Visual story telling narrative art.</p> <p>Drawing their own willow pattern plate learning watercolour techniques</p>	<p>PPA Terracotta Army Clay Air drying clay figures (please provide clay)</p>

(correspondence with class teacher approval)

KEY STAGE 3

Art	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
7	<ul style="list-style-type: none">• Theme: Natural forms• Still life, exploring the Formal Elements: line, tone, texture, shape and pattern• Pencil control and basic drawing techniques• Explorations of a range of drawing methods leading to observational drawing• Art history	<ul style="list-style-type: none">• Theme: Under the microscope• Cross curricular links to Science. Cell, bacteria, microscopic imagery• Clay and textiles based media• Manipulation of media, materials and techniques to create 3D form• Formal elements exploring use tone, colour and shape • Theme – Still Life painting• Exploring the work of Cezanne• Exploration composition, line, shape and colour• Developing painting techniques• Art history – Post Impressionism
	<p>All classwork will be marked holistically.</p> <p>Assessment: Karl Blossfeldt Analysis</p>	<p>All classwork will be mark holistically. A mid year assessment will for a percentage of the overall grade.</p> <p>Assessment: Cezanne Analysis</p>
8	<ul style="list-style-type: none">• Theme: Sea life,• Drawing from direct observation• Pencil control and basic drawing techniques• Still life, exploring the Formal Elements: line, tone, texture, shape and pattern• Explorations of a range of drawing methods leading to observational drawing• Annotation• Art History	<ul style="list-style-type: none">• Theme: Birds with Issues• Observation drawing using different techniques• Developing skills in texture, tone and mark making• Develop own ideas to create a personal outcome• 3D artwork exploring modelling techniques• Art History – Mark Powell • Theme: Art with meaning – War and conflict, Art in a matchbox• Explorations with composition, line, tone and shape• Development of own ideas to create personal meaning• Art history – Picasso – Guernica, Banksy
	<p>All classwork will be marked holistically.</p> <p>Assessment: Evaluation and analysis of own artwork</p>	<p>All classwork will be marked holistically.</p> <p>Assessment: Evaluation and analysis of own artwork Guernica analysis</p>
9	<ul style="list-style-type: none">• Theme: Man Made• Drawing from direct observation• Pencil control and basic drawing techniques	<ul style="list-style-type: none">• Icons• Exploring how the celebrity is depicted within portraiture

	<ul style="list-style-type: none"> • Still life, exploring the Formal Elements: line, tone, texture, shape and pattern • Explorations of a range of drawing methods leading to observational drawing • Annotation • Art History 	<ul style="list-style-type: none"> • Exploration of mixed media techniques: collage, printmaking, stencilling • Exploring line and shape within stylised portraits • Art History: • Environmental issues - Bees • Research and annotation of extracts about Bee's • Development of a range of drawing techniques using dry and wet media • Mixed media techniques: collage, stitch, clay, printmaking • Creating art with a message, responding to environmental issues.
	<p style="text-align: center;">All classwork will be marked holistically.</p> <p style="text-align: center;">Assessment: Evaluation and analysis of own artwork</p>	<p style="text-align: center;">All classwork will be marked holistically.</p> <p style="text-align: center;">Assessment: Evaluation and analysis of own artwork</p>

KEY STAGE 4

Art	1 st Half of the year (Sep – Jan)	2 nd Half of the year (Jan-July)
10	<p>Seaside/Natural forms</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:</p> <p>• Totem Poles/Personal Identity</p> <ul style="list-style-type: none"> • Foundation style research of a range of 2D and 3D materials to record ideas 	<p>Coursework project – internally set theme for each discipline – Art, Photography and 3D design</p> <ul style="list-style-type: none"> • Developing ideas • Research into the work of other artists • Analysis • Artists Mimics • Photography • Media Trials and experiments • Composition studies • Analysis of the work of other artists • Analysis of own work • Refining ideas and techniques

	<ul style="list-style-type: none"> • Explore the tradition of Totem Poles to the first nation's people of NW America • Media trials and experiments • Analysis of own work • Exploration personal identity and making sense of their world • 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. • Depth of field. (mini people) • Experimenting with textiles. 	
	Mid-Year Assessment: Annotations and evaluation of work	End of Year Assessment: Sustained piece
11	<p>Art, 3D Design and Photography:</p> <p>Continue developing coursework using the theme of EVENT</p> <ul style="list-style-type: none"> • 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>January 1st – actual GCSE Exam paper is released, Externally set assignment</p> <ul style="list-style-type: none"> • Developing ideas • Research into the work of other artists • Analysis • Artist mimics • Photography • Media trials and experiments
		March Mock Exams: First sustained piece
	November Mock Exams: Sustained Piece	ACTUAL GCSE EXAMS.

KEY STAGE 5

<u>Art</u>	September – November	December – March	March - June
12	<ul style="list-style-type: none"> • Foundation skills – wet and dry media • Foundation skills – mixed media and 3D • Foundation skills – presentation and analytical <ul style="list-style-type: none"> • Trip to Montagu Monuments • Art in action trip at Warwick University, lectures from artists working in the industry 	<ul style="list-style-type: none"> • Consolidation of personal study- theme and potential materials • Individual tutorials regarding personal theme/ dissertation (BTH) • 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 2020 • Individual tutorials regarding personal themes/dissertation • Planning and experimenting • Composition ideas • Mock exam • Exhibition of current work • Visit a degree show
	NA	NA	
13	<p>Personal Study Deadline: Monday 9th September</p> <ul style="list-style-type: none"> • Continuation of Component 1 • Individual tutorials regarding personal theme • Creating sustained pieces • Analysis of own work and the work of others • Whole class presentations • Art in action trip at Warwick University, lectures from artists working in the industry 	<p>Component 2 externally set task: 1st February</p> <ul style="list-style-type: none"> • Developing ideas around externally set theme • Planning and experimenting • Composition ideas and sustained piece development <ul style="list-style-type: none"> • Development of ideas towards a final outcome 	<ul style="list-style-type: none"> • Planning for 15 hour exam • Composition ideas and sustained piece development • Development of ideas towards a final outcome <ul style="list-style-type: none"> ○ Project resolution and exhibition of work
	<p>November Mock Exam: Sustained piece development</p> <p>Component 1 completion deadline - December</p>	<p>March Mock Exam: Sustained piece development</p> <p>Component 1 completion deadline - December</p>	ACTUAL A LEVEL EXAMINATION

