



Overview	<p>The art curriculum is diverse and cultural learning encourages awareness, empathy and appreciation of difference and the views of others through a range of topics and artists. Our curriculum is well planned and sequenced in order to upskill students as they develop through the year groups. The projects are wide ranging and open to creativity and independent working, whilst also following the National Curriculum. In Year 8 students build on knowledge and skills learnt in Year 7, whilst applying higher level techniques in-line with the Year 8 expectations for development.</p> <p>Pupils can work both independently and collaboratively demonstrating determination and resilience. Importantly, pupils are confident to express their own ideas and creativity with a sense of individual identity. Literacy is prominent within the arts, pupils discuss ideas about their own artwork, peers, and the work of artists.</p> <ul style="list-style-type: none"> ■ Entitlement All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it ■ Coherence Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects ■ Mastery We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts ■ Adaptability The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes ■ Representation All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience ■ Education with character Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart
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Autumn Term	<p>Natural World</p> <p>Skills:</p> <ul style="list-style-type: none"> ■ Collage ■ Natural forms ■ Insects Drawing ■ Painting ■ Watercolour Surface <p>Cross-curriculum link: Science</p> <p>Big Picture</p> <ul style="list-style-type: none"> ■ Within this project pupils will be building on mark-making skills, layering, expression and texture. ■ Pupils will be taking ideas from ‘The Natural World’ to create their own drawings. ■ Pupils will be encouraged to investigate and develop their own imagination and observational skills so they can produce new and exciting ideas for their composition. 	Assessment
		<ul style="list-style-type: none"> ■ Pupils will complete small retrieval tasks to show their understanding of key skills in art. ■ Self-assessment and targets set for improvement. ■ Teacher and self-assessed: ■ Analysing artwork ■ Artist research and description ■ Assessment includes AfL techniques and questioning ‘Do Now Activities.’ ■ Peer assessment using the visualisers.

Autumn Term	<ul style="list-style-type: none"> ■ Pupils will be investigating layering, texture and composition. ■ Developing skills in observation and recording by drawing in detail 	
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Spring Term	<p>Pop Art</p> <p>Skills:</p> <ul style="list-style-type: none"> ■ Detail and zoom ■ Team drawings ■ Mark-Making ■ Layering/mixed media <p>Movement link: Pop Art</p> <p>Big Picture</p> <ul style="list-style-type: none"> ■ Pupils will look at the work of a variety of different still life artists' and be able to link ideas between their own work. ■ Pupils will continue to develop their drawing skills in their sketchbooks and explore collage. 	Assessment
	<ul style="list-style-type: none"> ■ Pupils will complete small retrieval tasks to show their understanding of key skills in art. ■ Self-assessment and targets set for improvement. ■ Teacher and self-assessed: ■ Analysing artwork ■ Artist research and description ■ Assessment includes AfL techniques and questioning 'Do Now Activities.' ■ Peer assessment using the visualisers. 	

Summer Term	<p>Masks</p> <p>Skills:</p> <ul style="list-style-type: none"> ■ Research cultures ■ Pattern ■ Shape ■ Relief printing ■ Drawing ■ Layering Construction <p>Cross-curricular link: Design and making</p> <p>Big Picture</p> <ul style="list-style-type: none"> ■ Throughout this project pupils will be working in individually and in groups and will developing skills and techniques in scaling drawings up from a small resource. ■ Pupils will work together to produce a developed outcome for their final piece. ■ The drawing must show imagination and experimentation. 	Assessment
	<p>Pupils will complete small retrieval tasks to show their understanding of key skills in art.</p> <ul style="list-style-type: none"> ■ Self-assessment and targets set for improvement. ■ Teacher and self-assessed: ■ Analysing artwork ■ Artist research and description ■ Assessment includes AfL techniques and questioning 'Do Now Activities.' ■ Peer assessment using the visualisers. 	

Useful Resources for Supporting Your Child at Home:	Homework:
Tate – For researching artists we discuss drawing the Formal Art Elements - how to draw still-life – YouTube: Art basics	Forms Quiz and skill booster on TEAMS