



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 9 students build on knowledge and skills learnt in Year 8, whilst applying higher level techniques in-line with the Year 9 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>Fantastic Structures</p> <p>Skills:</p> <ul style="list-style-type: none"> ■ Building drawings ■ Pattern ■ Shape ■ Overlapping ■ Drawing <p>Cross-curriculum link: Design and architecture</p> <p>Big Picture</p> <ul style="list-style-type: none"> ■ What is architecture and how is it created? ■ Recognise some iconic buildings from around the world ■ To be able to use drawing methods and media to record observations ■ Able to develop 2D studies into 3D or relief (models/relief) 	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 each term. ■ 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 begin the project by looking at the work of architects and artists. Pupils will learn about the amazing buildings around the world and the creative designs around us. Pupils will explore composition and colour to create their own panoramic piece of a cityscape which combines designs and ideas. ■ To show different qualities of line and shape by overlapping drawings and images ■ Able to show tone within the work ■ Able to add detail, including texture and colour ■ Formal elements 	
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Spring Term	<p>Street Art</p> <p>Skills:</p> <ul style="list-style-type: none"> ■ Cultures Research ■ Artists Expressive ■ Drawing Layering <p>Movement: Street Art Artist: Jean-Michel Basquiat</p> <p>Big Picture</p> <ul style="list-style-type: none"> ■ What is Graffiti? ■ Recognise some iconic images from around the world ■ Pupils will start the project by looking at graffiti artists. Pupils will develop a background for their drawings. Pupils will evaluate their work and be able to talk about how they can improve and develop their work throughout the project. ■ Formal elements 	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 each term. ■ 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>Landscapes</p> <p>Skills:</p> <ul style="list-style-type: none"> ■ Culture ■ Painting ■ Construction ■ Design <p>Cross-curriculum link: Art history of landscapes</p> <p>Big Picture</p> <ul style="list-style-type: none"> ■ Pupils will start the project by looking at the opposites in life with reference to the Yin Yang and then explore the Japanese landscapes. ■ Students will explore work by a landscape artist. ■ The project is a GCSE question which is open for pupils to explore and research to develop their own outcomes. 	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: Abstract composition. ■ Teacher and self-assessed: ■ Analysing artwork Artist research and description ■ Assessment includes AfL techniques and questioning 'Do it Now Activities.' Peer assessment using the visualisers. ■ Artist research

Useful Resources for Supporting Your Child at Home:	Homework:
<ul style="list-style-type: none"> ■ Tate – For researching artists we discuss drawing the Formal Art Elements - how to draw still-life – YouTube: Art basics ■ Bite size GCSE - BBC Bitesize 	Forms Quiz and skill booster on TEAMS