

### INTENT:

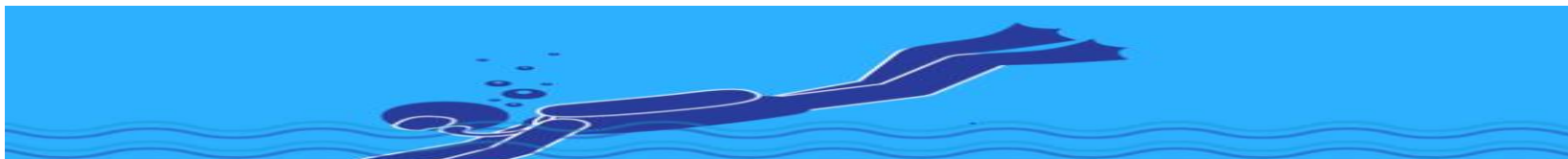


**“Art makes children powerful”**

**Bob and Roberta Smith**













Art facilitates the opportunity for students to be creative and learn how to express themselves. We want students to be able to question, critique, describe and subvert their world where they can explore the limitless beauty that surrounds them every day. We challenge students to find ways to communicate their ideas, motivate others and present themselves with confidence and flair; using a range of mediums sparingly and interchangeably.

We work in an environment that is built on mutual respect for the subject and those studying it. Art allows us to engage with different cultures, and historical events We are researchers, performers, creators, leaders and independent learners.

















**\*\*Please click on the icons to access our online portal where you can learn more about each topic\*\***

7	Half term points					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<b>Visual elements line and shape</b>    <b>Learning to include:</b> <ul style="list-style-type: none"> <li>students will explore different types of line to show texture in the style of Vincent van Gogh</li> <li>they will take this further to explore shape and how to draw from direct observation using shapes to simplify a drawing</li> </ul> 	<b>Visual elements Tone</b>    <b>Learning to include:</b> <ul style="list-style-type: none"> <li>how to apply shading and tone to achieve a 3d effect through various subject matter, techniques and mediums</li> <li>an artist research task looking at the work by Jim Dine will enable the students to duplicate a tonal drawing in a different style</li> </ul> 	<b>Visual elements colour theory</b>    <b>Learning to include:</b> <ul style="list-style-type: none"> <li>sketchbook presentation skills</li> <li>colour wheel theory and how to mix secondary and tertiary colours, tints and shades</li> <li>the use of monochromatic colour schemes to produce a painting</li> </ul> 	<b>Visual elements colour theory</b>    <b>Learning to include:</b> <ul style="list-style-type: none"> <li>exploring a variety of mediums to produce studies in colour inspired by artists such as Wayne Thiebaud</li> <li>students will also develop their own ideas to produce a monochromatic self-portrait in paint to challenge their knowledge of mixing tints and shades</li> <li>students will present a double page of observational studies of paper curls in a variety of media to show line, tone and colour</li> </ul> 	<b>African Art</b>    <b>Learning to include:</b> <ul style="list-style-type: none"> <li>sketchbook presentation skills</li> <li>identifying how the African culture has an impact on artists such as Picasso</li> <li>observing and recording symmetrical images of masks, applying a variety of tone in a wide range of media</li> </ul> 	<b>African Art</b>    <b>Learning to include:</b> <ul style="list-style-type: none"> <li>the technique and process of mono printing to produce a mask drawing</li> <li>developing ideas of mask designs in the style of Kimmy Kantrell to produce a final outcome using cardboard and paint</li> </ul> 



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## Half term points

	AUTUMN 1 Superheroes	AUTUMN 2 Superheroes	SPRING 1 Portraiture	SPRING 2 Portraiture	SUMMER 1 Gothic Buildings	SUMMER 2 Gothic Buildings
8	 <p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>the history of Marvel and DC comics</li> <li>drawing techniques through the use of basic shapes and the grid method to achieve correct body proportions of superhero characters</li> <li>application of correct shading and tone with a biro pen in a variety of shading techniques such as gradient, hatching and scribble</li> <li>artist links to Jim Lee, Stan Lee, Vince Low and Jack Kirby</li> </ul> 	 <p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>introduction to new media such as pencil crayons watercolour paint to respond in the style of comic illustration artists</li> <li>developing their own ideas to produce a personal response that incorporates the new skills, art styles and media taught</li> </ul> 	 <p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>how to draw in a photorealistic style to develop observational and tonal shading skills</li> <li>students will record images of the human eye, nose, mouth and hair with a variety of media</li> <li>sketchbook presentation skills</li> </ul> 	 <p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>techniques to draw a face with correct proportions using measuring and the grid method</li> <li>students will learn about chuck close and develop a final outcome of a photorealistic self-portrait in his style</li> </ul> 	 <p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>this project is an insight into the demands and structure of a fine art course</li> <li>students will be introduced to a wider variety of media and techniques</li> <li>an understanding of the broader key words and terminology</li> <li>the ability to analyse their own work as it progresses using key words and art terminology</li> <li>students will be introduced to a wide range of art styles and will be expected to independently analyse the work to understand media</li> <li>technique and process</li> <li>sketchbook presentation skills</li> </ul> 	 <p><b>Learning to include:</b></p> <ul style="list-style-type: none"> <li>applying mixed media/techniques to own drawings of Litchfield cathedra or other gothic buildings in the style of a combination of artists</li> <li>developing a series of ideas independently to produce a final outcome, refining the work as it progresses through annotation and refinement of the media being used</li> </ul> 

## Curriculum plan: Art



**CONNECTED**