

Curriculum Overview:

		Term 1 and 2		Term 3 and 4		Term 5 and 6	
No. of Weeks		8	7	6	6	5	7
Year 7	<b>Topic Title and NC link</b>	<b>Core skills</b> <ul style="list-style-type: none"> <li>Use a range of skills and techniques.</li> <li>Analyse and evaluate their own work and that of others</li> <li>Become proficient in drawing and painting</li> </ul>		<b>Natural Form</b>		<b>Culture</b>	
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	In this first project students will learn all of the vital core skills that are needed and used in art.  <b>Knowledge focus:</b> Core skills, line, shape, form, tone, 3D, scale, Colour Theory, primary colours, secondary colours, cutting in, painting, directional shading  <b>Artist studied:</b> Wassily Kandinsky, a Russian artist believed to be the pioneer of abstract art. There will be a focus on the line, shape and colour he uses within his work.		You will use different media and experiment with mark making, for example mono-printing and oil pastel. Natural form is a popular theme within many well-known art works, by exploring these forms you will be able to adapt your knowledge of core skills such as shape and tone, when using any type of media in art.  <b>Knowledge focus:</b> Media, shape, tone, 3D, realistic, directional shading, mark making, observational		In this project, pupils will learn about different countries and cultures, creating pattern work influenced by them. Students will use various media such as paint and collage when exploring Manchester to make connections to where they live now.  <b>Knowledge focus:</b> Culture, identity, history, pattern, influenced, inspired, collage  <b>Artist studied:</b> Sanna Annukka (a Finnish artist inspired by nature and folklore) who creates screen prints. Pupils will create their own collages inspired by her work.	
	<i>Pupils should be able to do... (Skills being developed)</i>	Pupils will explore the core skills in detail whilst incorporating them into their own piece of work. Students will develop their colour mixing skills whilst applying it to their own work. Pupils will continually evaluate their own outcomes which will further inform their work. When exploring the work of Wassily Kandinsky pupils will begin to understand the importance of understanding and analysing the work of others as well as their own.		Students will refine their drawing skills when creating observational studies of natural forms. Pupils will learn how to produce mono-prints, they will understand how to create a successful print and how mark making contributes to the overall outcome. Pupils will develop their knowledge within colour theory and tone, through oil pastel application. Pupils should understand how to blend colours together and how to create opaque colour application.		Pupils will build on their knowledge of painting and colour mixing when applying paint in relation to their work around Manchester. Pupils will learn a new skill – Collage, they will improve their cutting accuracy and consider composition and placement. Students will refine their painting and colour mixing skills from earlier in the year. Students will learn about different artists and be able to analyse their work, as well as make a connection to the work and theme that they are exploring. This will help them to form and express their opinions more effectively.	
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	When pupils arrive at TEMA they have had varied experiences of art at Primary school. This first project gives all pupils the basic core skills that will underpin their art work throughout the year. Pupils will build on the basic skills that have come with from primary school whilst creating their own outcomes based on artists and the core skills.		Through the theme of natural form, students are able to learn more about observational work and make references to the many artists who use this theme within their work. This project builds on their basic knowledge of core skills by exploring shape and form of objects, tone and colour application. Pupils will continue to explore core skills in their next project.		In this project pupils are able to make personal connections to the work that they are doing, making personal and meaningful connections. Pupils are further developing their core skills, focusing on line through pattern drawing, and colour when painting. Pupils will move on to explore different movements in Y8 where they can find out more about the artists they have explored and continue to develop their written work.	

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		<b>Artists Over Time</b>					
<b>Year 8</b>	<b>Topic Title and NC link</b>	<b>Early Movements</b>		<b>Modern Movements</b>		<b>New Movements</b>	
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	<p>Pupils will be introduced to the different movements in art and explore them across the full year. This project is focusing on movements: Pointillism and Arts &amp; Craft. Pupils will gain knowledge of different media, for example a clay tile and make connections to the artist William Morris and 2D and 3D art by studying George Seurat's work. These movements are from the 1880's and 1890's.</p> <p><b>Knowledge focus:</b> Colour theory, colour mixing, cutting in, pointillism, shaping, moulding, slab construction, relief layers, analyse</p> <p><b>Artists studied:</b> William Morris (a British textile designer and a major contributor to the revival of traditional British textiles and methods of production) and George Seurat (a French Impressionist painter who studied colour theory).</p>		<p>In this project pupils will explore the movements Abstract, Pop Art and Op Art with a focus on artists, Bridget Riley and Andy Warhol. Pupils will look at a wide range of artists and create outcomes using different media. Pupils will refine their painting skills, by building on knowledge of colour theory learned in the first project and further explore ways to apply paint. The movements pupils will explore in this project are from the 1940's through to the 1960's.</p> <p><b>Knowledge Focus:</b> Abstract, Pop Art, Op Art, media, monochrome, primary colours, bold, application, cutting in technique, mark making, expressionism, analyse</p> <p><b>Artists studied:</b> Bridget Riley (an English painter known for her singular op art paintings), Andy Warhol (an American artist, film director and a leading figure in the visual art movement know as Pop Art), Jackson Pollock (an American painter and a major figure in the abstract expressionist movement), Mark Rothko (best known for his colour field paintings and how through these he explores the formal elements) and Franz Klein (an American painter associated with the Abstract Expressionism movement).</p>		<p>In this project pupils will explore the movements: Modern and Contemporary. Pupils will create a range of 3D work and be introduced to digital art work. They will refine their 3D skills and knowledge by using different media, like paper cups and wire to make alternative 3D outcomes. These are the most recent movements, most of the artists that pupils will study are still creating artwork today. These movements are from the 1970's through to today.</p> <p><b>Knowledge Focus:</b> Modern, Surrealism, Cubism, sculpt, shape, contemporary, Digital art, Photoshop techniques, influenced, 3D, media, annotation</p> <p><b>Artists studied:</b> Alberto Giacometti (a Swiss sculptor and painter), Cheeming Boey (a Malaysian artist of Chinese descent is best recognised by his detailed illustrations on foam coffee cups), Julian Opie (a British sculptor and digital artist associated with the New British Sculpture movement) and Eric Merced (an American artist born in Rio Piedras, best known for his cartoon like illustrations).</p>	
	<i>Pupils should be able to do... (Skills being developed)</i>	<p>Pupils will explore skills in 2D and 3D to create their own work based. Pupils will develop their colour mixing skills whilst applying it to their own. When exploring the work of William Morris, pupils will design their own outcome based on his wall paper and textiles artwork. Pupils will continually evaluate their own outcomes which will further inform their work. Pupils will continually be linking back to how art work is changing over time. They will also make links to how artists are inspired by others when creating their work.</p>		<p>Pupils will further develop their mark making and painting skills to create their own abstract painting. Pupils will also create their own Op Art outcomes to create optical illusion paintings. Pupils will look at repetition and colour to create their own outcome based on the work of Andy Warhol and the Pop Art movement. Pupils will continually be linking back to how art work is changing over time. They will also make links to how artists are inspired by others when creating their work.</p>		<p>Students will develop their skills in using different materials and how to use 3D materials. Pupils have had little experience of digital and photography work so this will be developed in this project. Pupils will continually be linking back to how art work is changing over time. They will also make links to how artists are inspired by others when creating their work.</p>	
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<p>Pupils have had limited experiences of Art in Year 7 so this first project picks up on some of the core skills they missed out on. Pupils will go back to basics of painting and colour theory through their work on George Seurat. Pupils will then develop design and 3D work to create a clay tile outcome. Skills will be further developed in the projects that follow whilst also developing their understanding of how Art has changed over time.</p>		<p>Pupils will build on prior knowledge and focus on their painting and mark making skills in this project. Pupils will explore and experiment with different media to see how each one has different qualities and can be used to express emotion. This is something that they have had limited experiences of in Year 7. Pupils will explore how colour can represent the artists' own emotion and ideas of the times they were living in. Jackson Pollock's work explored the themes of the modern world that students are facing today.</p>		<p>Pupils have had limited experience of working in 3D. In this project they will work with wire and draw on to paper cups to further develop these skills. Pupils will create digital work using simple skills in Photoshop whilst also exploring some simple photography as well. This project enables pupils to build confidence in using a wide range of materials which they can develop further as they move in to year 9.</p>	

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No. of Weeks		8	7	6	6	5	7
Year 9	<b>Topic Title and NC link</b>	<b>Identity</b>		<b>Architecture</b>		<b>Social Issues</b>	
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	<p>Students will learn how to draw portraits with a specific focus on features and where they are placed. Students will apply previous knowledge of scale and tone in order to create their own portrait drawing.</p> <p><b>Knowledge Focus:</b> Identity, features, proportion, accuracy, scale, tone, portraiture, placement, construction, joint, realism, photorealist</p> <p><b>Artists studied:</b> Chuck Close (an American painter, visual artist and photographer) and Belinda Eaten (a British artist born in Mombasa, Kenya. She creates magic realism paintings with a focus on colour, showing vivid characters)</p>		<p>Students will learn how to create perspective drawings and how that helps to create architectural designs. Pupils will learn about the properties of 3-Dimensional art, both in drawing and in physical work.</p> <p>Students will explore architecture further by creating 3D work inspired by Ana Serrano. You will create sculptures using cardboard and take influences from Ana Serrano when creating them.</p> <p>The buildings you see all around you have been designed by someone, when creating these designs, you need to create accuracy. Within this project you will have a better understanding of how artists are influenced by architecture. Throughout this project, students will give their opinion towards the art explored, learning how to fully justify their choices.</p> <p><b>Knowledge Focus:</b> Architecture, sculpture, perspective, media, scale, typography, 3D, influenced, detail, accuracy, shape, space</p> <p><b>Artist studied:</b> Ana Serrano (inspired by both her Mexican heritage and American roots)</p>		<p>Students will gain a greater understanding of the meaning and concepts behind artwork. This project allows them to reflect on current and past social issues, such as Black Lives Matter and Homelessness. Students will recall knowledge of portraiture and throughout their KS3 journey in art.</p> <p><b>Knowledge Focus:</b> Social issue, current affairs, Awareness, meaning, mixed media, portraiture, identity, personal, expressionism</p> <p><b>Artists studied:</b> Jean Michel Basquiat (American urban artist) and Shepard Fairey (American muralist and graphic artist).</p>	
	<i>Pupils should be able to do... (Skills being developed)</i>	<p>Pupils will explore and develop their drawing skills, in response to both portraiture and artists. Students will explore, in detail how to draw basic human features. This will be taught step by step, which will then be collated to drawing their own life like portrait. Students will develop their skills of being able to understand their own identity and where they come from and make art work linking to this theme. Pupils will also develop their painting skills in the latter half of the project, and explore maps and the surrounding areas in which they live.</p>		<p>Pupils will develop their drawing skills learnt in the previous project, but will explore the technique of perspective and 3D drawing in response to buildings both around the world and in their local area.</p> <p>They will develop and refine their skills in perspective by experimenting with typography whilst making links to magazine covers and mixed media artists. Pupils will also build upon design skills and understand how architecture is designed, and how artists can then take inspiration from this. Students will also develop their typography skills, and other mixed media techniques such as collage.</p>		<p>In this project, pupils will explore many types of media such as painting, drawing, and collage in response to a wide range of artists. Students will be able to understand and explore a range of social issues, and then will be able to create interesting and diverse art work in response to social issues that they find interesting.</p> <p>By raising their awareness of such issues, students will gain a greater understanding of how artwork is meaningful and how artists take inspiration from what is happening around them.</p> <p>Students will develop their drawing and portraiture skills learnt at the start of year 9, but in a varied way in the style of an artist. Pupils will develop their critical writing skills, so that they are able to analyse art works and form opinions based on the specific social issues covered.</p>	
<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<p>It is important that students are able to understand both what identity means, and what their own identity consists of. This project allows students to be culturally aware of themselves, their peers and their local surroundings, and to understand that our identity is what makes us different. Pupils will build on and develop basic drawing skills learnt in year 7, with the introduction of tone and scale.</p>		<p>This project allows students to understand the design side within Art and Design. By looking at architecture and artists that create work surrounding architecture, they will understand a different and interesting way of making art whilst also gaining an appreciation of their surroundings. Pupils will continue to develop prior drawing skills learnt in the previous project, which they will also continue to explore and develop in their final year 9 project.</p>		<p>It is important that students visit the topic of social issues, and create an understanding of what is happening in the world around them. It is vital that students recognise that social issues affect everyone around the world but also within their own community. Students will look at social issues such as homelessness, poverty, racism and equal rights. Students will explore social issues in depth and reflect on your own experiences to make this a personal and meaningful project.</p> <p>This project builds on prior learning of identity, as it explores a more personal level of issues that people face in their lives.</p>		

		Term 1, 2 and 3			Term 4,5 and 6		
No. of Weeks		8	7	6	6	5	7
<b>Year 10</b>	<b>Topic Title and NC link</b>	<b>Fantastic and Strange</b>			<b>Detail</b>		
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	<p>The first project in Year 10 allows pupils to understand the expectations for producing coursework in Art, how the course runs and key terminology, such as Primary Studies and Artist Response.</p> <p>Pupils will begin with workshops to introduce them to techniques that they may not have experienced at KS3, for example acrylic painting, charcoal and chalk.</p> <p>You will follow a structure that enables you to gain marks in all of the 4 Assessment Objectives.</p> <p>The theme Fantastic and Strange will be introduced to pupils, during this introduction they will explore artists along with specific themes that they will be able to choose to study further, within the title of Fantastic and Strange.</p> <p>Fantastic and Strange introduces pupils to the world of Surrealism and Imagination, they will be able to explore the bizarre melting clocks of Dali and the obscure skeletons and models of Fumie Sasabuchi.</p>			<p>Pupils are now more familiar with the structure of a GCSE project in Art. The next project enables pupils to make more personal and meaningful connections to the theme they choose within the title of 'Detail'. Pupils will be introduced to the project and take inspiration and ideas from many artists.</p> <p>They will become more familiar with the Assessment Objectives and have a greater understanding of how each objective is graded.</p> <p>Pupils Year 10 projects will contribute to the overall 60% coursework grade.</p> <p>The title 'Detail' introduces pupils to themes such as Nature and Memories, they have the opportunity to explore how a flower changes over time to make the project more meaningful.</p> <p>Pupils may decide to look at you're their own childhood for example, and can therefore make their project more personal.</p> <p>Pupils will create outcomes that show how the theme, artists and other influences have inspired their work. The project will have a clear journey, this will be evidence through pupil drawings and other studies, and also through annotations, that should clearly explain the thought process and how the project has moved forward throughout.</p>		
	<i>Pupils should be able to do... (Skills being developed)</i>	<p>Pupils will begin with a series of workshops. These will include drawing, printmaking and painting. Pupils will explore working with different media such as ink, paint and collage.</p> <p>Pupils will explore artists linking to these workshops such as the printing work of Paul Klee and the paintings of Nadine Rippelmayer.</p> <p>Pupils will then embark on their first project, pupils should make a personal and meaningful connection to the project title 'Fantastic and Strange'. Pupils will study artists and develop techniques based on these to create their own outcome.</p>			<p>Pupils will build on the skills developed through the work shops and the project Fantastic and Strange. They will build on prior knowledge and skills that will contribute to them building a structured and meaningful project in response to the theme 'Detail'. Pupils will continue to develop their skills in order to meet all of the Assessment Objectives.</p>		
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<p>Pupils have had limited experience of Art in Year 9. The first stage in this project allows them to develop their confidence when doing new techniques and using new materials.</p> <p>They will explore acrylic paint through a work shop which they will never have used before enabling them to then use this technique later in the project Fantastic and Strange.</p>			<p>This project contributes towards 60% of their final grade. Pupils have a good understanding of the key skills and will explore their strengths and develop them in order to meet all of the Assessment Objectives. Pupils will create a final piece in response to the theme of 'Detail'. This will set a good grounding for when pupils work more independently in Year 11.</p>		

		Term 1, 2 and 3			Term 4,5 and 6		
No. of Weeks		8	7	6	6	5	7
Year 11	<b>Topic Title and NC link</b>	<b>In the News</b>			<b>Externally Set Paper (NEA)</b>		
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	<p>This project will be the final project that you complete to contribute towards your 60% coursework grade. This project allows you to apply all of the skills and knowledge that you have so far to create the best possible outcomes. This project should have a strong journey, displaying a concise beginning, middle and end, making it clear where your influences and inspiration have come from, not just through your outcomes but also through your annotation.</p> <p>The project title 'In the News' will allow you to explore current affairs past and present and make personal, independent and creative journeys. You will choose your own starting point and make links to the initial theme. You could discover the political work of Shepard Fairey and use mixed media, or you might decide to experiment with collage work inspired by Hannah Hock. There are many artists that are inspired by the title 'In the News'.</p>			<p>This final project will form up to 40% of your overall grade. In January you will receive an exam paper with numerous project titles to choose from. You will take your prior experience and knowledge of projects to make the best choice possible. Your project should be both meaningful and personal and showcase your best skills and outcomes. Your journey within your chosen theme should be clear and concise throughout. You will follow the same process and expectations to complete all of the preparation that leads up to your exam. In the exam you will have 10 hours to complete a final piece. The final piece should make links to all aspects of your project and display a creative and independent outcome.</p>		
	<i>Pupils should be able to do... (Skills being developed)</i>	<p>Pupils should make a personal and meaningful connection to the project title 'In the news'. Pupils should explore a theme and build on the skills they have learnt in Year 10 in order to meet the requirements for each Assessment Objective. Pupils will develop their drawing and observational skills through studies and photographs. Pupils will explore artists and develop their analysis skills. Pupils will create a final piece that represents the journey they have taken and the influences that they have discovered along the way.</p>			<p>Pupils should be able to apply all of the prior knowledge towards building a structured and meaningful project in response to the exam question that they choose. Pupils will continue to develop their skills in order to meet all of the Assessment Objectives. Pupils will explore their theme by finding inspiration in artists and the primary research that they create. Pupils will create a final piece during their 10 hour exam and create an outcome that represents how they have moved through their project, and how collectively it links to the initial theme that they chose.</p>		
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<p>Pupils are creating this project to contribute towards their 60% coursework mark. Pupils have a good understanding of key skills such as observational, analysis, personal responses and making a connection to the initial starting point. Pupils will further develop these skills to create a new journey in response to the theme 'In the news'.</p>			<p>Pupils are creating this project to contribute towards their 40% exam mark. Pupils have a thorough understanding of the key skills and will explore their strengths and develop them in order to meet all of the Assessment Objectives. Pupils will create a final piece in response to their chosen exam question and choice of theme.</p>		