

Art Year 7 Curriculum Plan

9 Week course as part of a DT/Art/Food/Textiles set of rotations. 4 hours per cycle.

Themes	Cubism / Still Life	Modern Still Life	Aboriginal Art	Printmaking
Key concepts	<ul style="list-style-type: none"> • Introduction to Cubism and the contemporary changes that triggered the shift to modernism. • Exploring Multiple Viewpoints. • Understanding of what Still Life art is. • Exploration of the work of key artists from the movement. Picasso. Braques etc. 	<ul style="list-style-type: none"> • Experience a range of different types of still life from traditional ideas to modern work. • Look at work by American contemporary artist Sharon Schock. • Understanding of how colour works and the use of a colour wheel. • Harmonious, analogous, complimentary colour and how it works. • Introduction to use of oil pastel. 	<ul style="list-style-type: none"> • Through looking at the history of the Aboriginal people of Australia learning about social injustice. • Recognition of alternative histories and cultures. • Learning to draw accurately by looking at Australian animals and indigenous plants and people. • Develop creativity by design and composition. • Learn about how different histories are recorded. 	<ul style="list-style-type: none"> • An extension of the Aboriginal art theme. • Look at different methods of printmaking • Experiment with ideas developed from the earlier Aboriginal studies. • Create a series of repeat patterns from own designs.
SMSC and British values	<ul style="list-style-type: none"> • Understanding of life at the start of the 20th Century. • Cultural influences • Art history periods and movements • Democracy • Freedom of ideas 	<ul style="list-style-type: none"> • National identity, relationships with the broader world. • Art history periods and movements • Social class • Democracy • Freedom of ideas 	<ul style="list-style-type: none"> • Art history periods and movements • Different styles to art development. • Social, historical and cultural understanding. • Power • Conflice • Religion / alternative belief systems. 	<ul style="list-style-type: none"> • Social class • Justice • Culture • Identity • Individual liberty
Parental support	<ul style="list-style-type: none"> • Visit galleries and discuss art. • Look at art produced locally. • Availability of art materials and encouragement to experiment. 	<ul style="list-style-type: none"> • Talk about colour. • Let children experiment with paint, drawing and using colours to blend. 	<ul style="list-style-type: none"> • Look at Australian artifacts, animals, history. • Watch 'Rabbit Proof Fence' (movie) and discuss social injustice. 	<ul style="list-style-type: none"> • Look at pattern and repeat patterns in daily life. For example, fabrics used at home and on clothing, wrapping paper, wallpaper etc.

Art Year 8 Curriculum Plan

9 Week course as part of a DT/Art/Food/Textiles set of rotations. 4 hours per cycle.

Themes

Portraiture

Pop Art - Linked to portraiture

Architecture- Introduction

Architecture - Design and build a clay house

Key concepts

- Explore ideas around 'What is a portrait?'
- Look at work by a wide variety of artists both historic and modern.
- Explore the history of portraiture.
- Exploration of different types of portraiture - 3D and 2D
- Learn the proportions of a face.
- Develop drawing skills through learning how to draw the features of a face.
- Using the skills learnt to develop a more extended drawing.

- Gain an understanding of war and post war influence on art and modern culture.
- Look at artists involved in the pop art movement.
- Develop skills by creating a pop art influenced self portrait.

- Analysis of architecture around the world
- Explore cultural/social differences affecting design.
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- Develop drawing skills

- Understand looking at an object from different viewpoints
- Be able to create a design for a 3D object
- Turn a design into a finished 3D object
- Learn how to use clay, templates and the ceramic process.
- How to glaze.

SMSC and British values

- Recognising the values and ideas of different cultures through a study of portraiture
- Cultural influences
- Art history periods and movements
- Freedom of ideas

- National identity, relationships with the broader world.
- Art history periods and movements
- Social class
- Democracy
- Freedom of ideas

- Social, historical and cultural understanding.
- Alternative belief systems.

- Social class
- Justice
- Culture
- Identity
- Individual liberty

Parental support

- Look at photographs of the family through different periods of history.
- Discuss the differences between historic family photos and modern ones - how did people look? What did they wear? Poses?

- Visit galleries
- Look at examples of pop art and modern advertising.

- Encourage keeping a sketchbook and drawing from observation.

- Play with 3D modelling materials such as fimo clay, plasticine, play dough.

Art Year 9 Curriculum Plan

	Autumn 1	Autumn 2	Spring	Summer
Theme	Developing skills. The formal elements of art. Line, tone, texture, colour, shape, space and form.	Developing skills What's in a line? Experimental work using line and 3D sculpture.	Developing skills Printmaking. The influence of Japan on Western art.	'Surfaces' Student development of a project based on their own research and ideas.
Key concepts	<ul style="list-style-type: none"> • Introduction to art through still life. • Developing accuracy and use of tone. • Contextual studies and use of artistic vocabulary. • Colour theory related to the work of modern artists. • Exploration of 19th, 20th and 21st century context 	<ul style="list-style-type: none"> • Introduction to line through the work of Picasso, DFT, Calder, Giacometti, Matisse and Van Gogh. • Looking at the influence of other cultures on the development of western art. • Developing 2D and 3D skills. • Exploration of 19th, 20th and 21st century context 	<ul style="list-style-type: none"> • Contextual understanding of the influence of different cultures on western art. • Learning a variety of different painting printmaking skills. • Creating artwork of own design in response to contextual studies. 	<ul style="list-style-type: none"> • Introduction to chosen theme • Exploring a range of art techniques and styles. • Exploring the work of both modern and historic artists. . • Developing ideas from personal research. • Experimenting with different techniques. • Refining ideas and creating a final piece.
SMSC and British values	<ul style="list-style-type: none"> • Time • Identity • Art periods and movements • Social class • Different cultures 	<ul style="list-style-type: none"> • Time • Identity • Art periods and movements • Social class • Different cultures 	<ul style="list-style-type: none"> • Understanding Art periods and movements • The influence of different cultures • Religion and understanding belief systems 	<ul style="list-style-type: none"> • Nature • Art periods and movements • Different cultures • The environment • Freedom of thought
Parental support	<ul style="list-style-type: none"> • Students will be given a bi-weekly homework. Assist them to plan for this and make time for them to do it. 	<ul style="list-style-type: none"> • Look at artwork, visit galleries and discuss what you have seen. • Encourage students to notice public sculpture and look at it's context. 	<ul style="list-style-type: none"> • Look at modern influences of Japanese art, such as film, animation, illustration and design. 	<ul style="list-style-type: none"> • Assist students to be able to develop their own ideas. Look at a wide variety of different surfaces and different surface textures both man made and from nature. • Photograph interesting surfaces to use as reference.