

Oasis Media City Subject Curriculum Plan



Subject: Art

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This document is an overview of the learning that students will experience within their subject area. This is a working document that provides teachers, students and parents with a map of key content that will be delivered during lessons in each year group.

Year Term:	Half	1 (7 weeks)	2 (8 weeks)	3 (6 weeks)	4 (6 weeks)	5 (5 weeks)	6 (7 weeks)
7	Topic(s):	<p><i>Formal Elements, Portraiture: Pupils will draw a self portrait based on the knowledge they have from primary school. This will be a baseline assessment to gauge their drawing skills and understanding of Formal Elements. Pupils will then learn how to create mark making and tonal shading with their pencils as well learning how to draw each facial feature in detail. Pupils will then apply their new knowledge and skilled to a final portrait. Pupils will have to demonstrate all</i></p>	<p><i>Formal Elements Portraiture: pupils will explore 2 different types of artists, one abstract – Pablo Picasso and one realistic – Emma Uber. Pupils will analyse the work in detail talking about colour, facial expressions, backgrounds and shapes. Pupils will then create artist pages based on both artists to show greater understanding of how each artist used the formal elements in different ways as well as learning how to lay out an artist page and what should be contained in it. Pupils will use a</i></p>	<p><i>Formal Elements: Pupils will explore the work of Picasso in more detail and learn how to create abstract facial features using cardboard relief. Pupils will learn how to trace and cut out cardboard, apply media such as collage and paint. Next they will design a portrait based on Picasso’s abstract portraits. Pupils will understand what a design is, why we need a design in art and how to create one. The design will be annotated indicating colours, layers and shapes relating to the style of Picasso’s portraits. Following the design</i></p>	<p><i>Sweets and Cakes: Pupils will be developing Formal elements knowledge of shape and line and colour theory knowledge to understand the warm and cool colours and how these can be used to create emotion and moods within a piece of artwork. Pupils will be create an artist research page on Wayne Thiebaud, and develop observational drawing skills in 15 minutes blocks showing a understanding of</i></p>	<p><i>Sweets and Cakes: Pupils will be developing their cutting and collage skills to understand how to create refined and detailed collages based on the theme sweets and cakes. Pupil will cover the topic of mixed media by adding colour pencil and water colours to the background of their collage to frame the piece.</i></p>	<p><i>Sweets and Cakes: Pupils will develop their blending skills using the paint to develop and final piece on sugar paper. They will create a final Sweets and cakes composition using their observational skills learnt to draw real sweets and cakes in the style of the artist Wayne Thiebaud.</i></p>

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		<i>Formal Elements learned: Line, shape, tone, texture, pattern, composition.</i>	<i>range of media including pen, pencil, colouring pencils. They will continue to build upon Formal Elements line, shape, composition, colour, patterns</i>	<i>pupils will make their Picasso inspired final piece abstract portrait using cardboard relief and mixed media. They will work independently and refer to their design. This will continue to reinforce the Formal Elements.</i>	<i>composition, style, tone and shade.</i>		
<i>Key Words(1 p/wk):</i>	<i>Formal Elements, Tone, line, detail, mark making, texture, proportion, scale, tonal grid, realistic, portraits, measure</i>	<i>Abstract, unusual, colour theory, proportion, scale, 3D, facial features, artist page, Picasso, abstract, realistic</i>	<i>Observe, realistic, composition, design, final piece, tone, detail, refine, cardboard relief, mixed media, blend, tone, media, paint, composition, layout, refine, design, fina piece, relief</i>	<i>Observe, realistic, composition, drawing, tone, detail, refine, artist page, Wayne Thiebaud, sweets and cakes, formal elements of shape and line.</i>	<i>Mixed media, watercolours, papers refine, cutting, collage, mixed media.</i>	<i>Composition, media, refine, mixed media, texture shape, quality, scale, line, final piece</i>	
<i>Link to context/Character/careers:</i>	<i>Listening skills, developing independence and creative skills building</i>	<i>Creative skills, group work, independent learning and listening skills</i>	<i>Listening skills, communication skills, independent learning skills and creative skills.</i>	<i>Creative skills, group work, independent learning and listening skills</i>	<i>Listening skills, communication skills, independent learning skills and creative skills.</i>	<i>Creative skills, group work, independent learning and listening skills</i>	
<i>Assessment Type:</i>	<i>Drawing assessment as a base line assessment when pupils start and</i>	<i>Picasso style drawing and final Picasso style portrait.</i>	<i>painting assessment of a colour wheel showing primary, secondary, and tertiary colours.</i>	<i>Observational 15-minute drawings from two different viewpoints.</i>	<i>Pupils will be assessed on the quality of their refined collages</i>	<i>Final composition of an arrangement of object showing an</i>	

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		<i>another assessment at week 6.</i>				<i>and cutting out skills.</i>	<i>understanding of composition and how to add tone using the oil pastels.</i>
8	<i>Topic(s):</i>	<p><i>Cultural Identity. Pupils will explore a range of different cultures beginning with African Adinkra symbols and Egyptian hieroglyphic symbols, and exploring the stories behind each. Pupils will begin in their sketchbooks by creating a title page based on the cultures that they know and recognise while considering composition, scale and fonts. Pupils will then move to exploring the African culture through Adinkra symbols and the meanings behind them. Pupils will create a collage and</i></p>	<p><i>Cultural Identity. Pupils will explore the Mexican Culture “Day of the Dead”. They will briefly learn the history and stories of the celebrations and meaning of the beliefs, and create a detailed pencil drawing based on the shapes, patterns and symbols. Pupils will also learn how to paint accurately in watercolours practicing consistent and blended paints. They will also consider composition when drawing, scale of each drawing and improving quality of secondary drawing.</i></p>	<p><i>Cultural Identity. Pupils will explore the history, stories and symbols and work of Aboriginal Art. They will create an enlarged drawing based on these shapes and symbols. Pupils will then apply a range of mixed media including cardboard relief, paint and oil pastels. Pupils will use paints and cotton buds/end of a brush to apply dots to the work to create texture, colour and patterns from the Aboriginal images. Pupils will continue to consider composition, line, shape, texture.</i></p>	<p><i>Cultural Identity. Pupils will be learning how to draw and enlarge an image using the grid method. They will select an image from one of the cultures they have already explored. Pupils will be developing their knowledge and understanding of this drawing method as well as developing their painting, oil pastel, and colouring pencil blending skills. They will also build on their colour theory knowledge and develop their paint mixing skills.</i></p>	<p><i>Cultural Identity. Pupils will explore the culture of Manchester and discuss symbols and stories of Manchester. Pupils will create a Manchester information page which will include Architecture, sayings, symbols and colours that represent our city. Pupils will also explore and draw from local Manchester artist Sue Scott, who draws and paints cityscapes of our city. Pupils will recreate their own version of</i></p>	<p><i>Cultural Identity. Pupils will be introduced to decorative letters that tell a story about a culture. They will select a letter of their choice and draw it large in their book as a design. Using different symbols, colours, words or shapes from their books pupils will build their design together. They will then follow the design to create the final piece including a background and different media based on what they have</i></p>

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	<p><i>pen drawing in the style of Adinkra. Pupils will then create drawings based on Egyptian patterns/symbols using blended colouring pencils. These tasks will build upon drawing skills as well as application of media.</i></p>				<p><i>the a Manchester cityscape and apply consistent acrylic paints. Pupils will learn how to effectively apply acrylic paints, mix new colours, consider the colour wheel and use formal elements Colour, line, shape, composition</i></p>	<p><i>studied through the year. They will consider all Formal Elements: Line, shape, tone, pattern, texture, composition.</i></p>
<p><i>Key Words(1 p/wk):</i></p>	<p><i>Culture, Identity, title page, symbols, draw, enlarge scale, measure accurate, realistic, composition</i></p>	<p><i>Scale, measure accurate, realistic, reference, enlarge, detailed, media, research, develop, enlarge, tone, detail, colour theory, watercolour, consistent, blend</i></p>	<p><i>Colour theory, texture, trace, papers, cut, media, tone, composition, layers and line</i></p>	<p><i>Scale, measure accurate, realistic, reference, enlarge, proportion, grid, detailed, media, research, develop, enlarge, tone, detail, colour theory</i></p>	<p><i>Observational, media, mark making, pattern, texture, tone, detail, acrylic, colour wheel, colour mixing, paint, Sue Scott, Architecture</i></p>	<p><i>Design, final piece, annotate, Mix media, tone, detail, secondary colours, tertiary colours, refine</i></p>
<p><i>Link to context/Character:</i></p>	<p><i>Listening skills, communication skills, independent learning skills and creative skills</i></p>	<p><i>Listening skills, communication skills, independent learning skills and creative skills</i></p>	<p><i>Creative skills, group work, independent learning and listening skills</i></p>	<p><i>Listening skills, communication skills, independent learning skills and creative skills</i></p>	<p><i>Creative skills, group work, independent learning and listening skills</i></p>	<p><i>Listening skills, communication skills, independent learning skills and creative skills.</i></p>

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	Assessment Type:	<i>Drawing assessment of their title page and exploration of African patterns and symbols through pen and pencil work.</i>	<i>Drawing assessment of Day of the Dead symbols and painting skills.</i>	<i>Pupils will be assessed on the quality of their tracing, cutting and painting skills.</i>	<i>Drawing assessment of the enlarged drawing using the grid.</i>	<i>Pupils will be assessed on their research presentation and the quality of their drawings and application of media.</i>	<i>Final 3D clay tile focusing on the design and quality of their mark making skills.</i>
9	Topic(s):	<i>Creatures Project- Pupils will explore using a range of media and artists throughout the project. They will develop their drawing and shading skills using pencil, pencil crayon, pen and water colours. They will also create experimental drawings using stick and ink and oil pastels.</i>	<i>Creatures Project- Pupils will create a number of artist research pages working in the style of the artists. They will also work on a range of different surfaces including graph paper, brown paper, book paper. Pupils will be encouraged to draw from primary and secondary resources. Pupils will also recap and practice their colour theory, experimenting with mixing tints and tones of individual colours using paints.</i>	<i>Creatures Project- Pupils will develop a final piece in the style of the three artists. They will create a 3D relief drawing using a range of media and techniques. The final piece will be carefully drawn out in detail in sketchbooks with annotations. Pupils will then write a short bullet point plan to follow and decide on the different media and colours they should apply to their work.</i>	<i>Pupils will be completing a project with the Art Factory artists.</i>	<i>Pupils will begin a new project titled A sense of Place looking at landscapes and local artist. They will look at using different media to create a number of drawings in the style of different artist. They will be encouraged to take their own photography of their local areas to develop into a final piece.</i>	<i>Pupils will spend this period of time creating a final piece based on their design in their book which they will be taking into a print design. They will plan each step carefully and apply all media with skill and care. Pupils will then evaluate their final piece using keywords and formal elements to describe their journey. WWW/EBI</i>

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	<i>Key Words(1 p/wk):</i>	<i>Formal elements, Drawing, media, inspiration, experiment, stick and ink, detail, tone, scale, media</i>	<i>Collage, papers, cutting, tracing, drawing, paint, colour, composition Primary, secondary observation, drawing, tones, tints, shades, colour, colour theory, paint, mixing, experiment</i>	<i>Design, annotation, media, final piece, 3D relief</i>	<i>Artist, page, presentation, composition, media, tone, detail, drawing, ideas, evaluate,</i>	<i>Design, draw, ideas, sketchbook journey, media, annotate, observational drawing, detail, research, presentation, accurate, proportion, colour</i>	<i>Original, composition, design, final piece, detail, refine, tone, texture, pattern, colour, presentation, plan, evaluate</i>
	<i>Link to context/Character:</i>	<i>Listening skills, communication skills, independent learning skills and creative skills</i>	<i>Creative skills, group work, independent learning and listening skills</i>	<i>Listening skills, communication skills, independent learning skills and creative skills</i>	<i>Listening skills, communication skills, independent learning skills and creative skills.</i>	<i>Creative skills, group work, independent learning and listening skills</i>	<i>Listening skills, communication skills, independent learning skills and creative skills.</i>
	<i>Assessment Type:</i>	<i>Drawing assessment of a bug.</i>	<i>Pupils will be assessed on the quality of their research presentation and composition designs.</i>	<i>Pupils will be assessed on their final piece and the quality of their outcome.</i>	<i>Assessment of AO1 researching artists and working in their style. AO3 focusing on the quality of drawing</i>	<i>Pupils will be assessed on their observational drawing skills as well as planning skills</i>	<i>Final A3 mixed media piece based on the local area demonstrating a range of skills and techniques.</i>
10	<i>Topic(s): Animals KMM Contrasts JMC</i>	<i>Animals/Contrasts: pupils are going to research the theme 'Animals/Contrasts to create a personal response. They will have the</i>	<i>Animals/Contrasts: Pupils will develop their own personal and original ideas through their mind maps, collages and the drawings that</i>	<i>Animals/Contrasts: Pupils will develop their own personal and original ideas using design drawings and artists they have researched to inspire</i>	<i>Pupils will begin the half term by reviewing, modifying and refining all work to date. This will include completing their</i>	<i>Pupils will create a title page and series of drawings based on Living Organisms. This will include</i>	<i>Pupils will continue to demonstrate AO2 and AO3 through high quality drawing</i>

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	<p>opportunity to explore different research methods, use a range of media and develop their visual, vocal and written use of art specific language.</p>	<p>they create. They will develop their language and understanding through the use of annotation.</p> <p><i>Animals/Contrasts:</i> Pupils will research three different artists who are from different decades/movements. They will develop their drawing skills by experimenting with a range of different media and learn how to present this information in a creative way.</p>	<p>them. They will develop their language and understanding.</p> <p>Pupils will develop their own final piece using one of their chosen decades/Art Nouveau/Art Deco themes as their main inspiration. They will use a range of media, of their choice, to add tone, texture, and detail to reflect one of their artist's styles.</p>	<p>final piece, annotating work, writing an evaluation, and improving drawings in sketchbook/on board.</p> <p>Pupils will them spend time researching for their new project "Living Organisms" This will include exploring several artists, researching images to draw from based on the theme and printing research ready to begin a new sketchbook.</p>	<p>exploring a wide range of media.</p> <p>Pupils will also create a minimum of 2 artist pages based on the theme. These artists should be a personal choice selected by pupils.</p>	<p>and media application.</p> <p>They should begin development work by merging ideas from their research and their artist inspiration together to create new and personal ideas.</p>
Key Words(1 p/wk):	Research, mix media, original, colour theory, proportion, detail	Research, style, development, annotation,	Present, develop, refine, improve, reflect, annotate	Quality, refine, detail, mix media, reflect, personal, response, journey	Journey, develop presentation, mix media, original, personal, creative	Annotation, reflection, evaluation, refine, detail, mix media
Link to context/Character:	Listening skills, communication	Listening skills, communication	Creative skills, group work, independent	Listening skills, communication	Creative skills, group work,	Listening skills, communication

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		<i>skills, independent learning skills and creative skills</i>	<i>skills, independent learning skills and creative skills.</i>	<i>learning and listening skills</i>	<i>skills, independent learning skills, research skills, use of art specific vocabulary and creative skills.</i>	<i>independent learning and listening skills</i>	<i>skills, independent learning skills and creative skills.</i>
	<i>Assessment Type:</i>	<i>Assessment of AO1 and AO2 in pupil's sketchbooks. Drawing assessments of research</i>	<i>Assessment of AO2 and AO3 how media is used and experimented with as well as the application</i>	<i>Assessment of AO3 and AO4: Ideas generated through drawing and research. Creating a final outcome based on work to date</i>	<i>Assessment of work from their year 10 coursework.</i>	<i>Assessment of AO1, and AO2 in pupils sketchbooks.</i>	<i>Assessment of AO2 and AO3 in pupil's application of media and drawing skills.</i>
11	<i>Topic(s):</i>	<i>PPE Exam</i>	<i>PPE Exam</i>	<i>PPE</i>		<i>N/A</i>	<i>N/A</i>
	<i>Key Words(1 p/wk):</i>	<i>Original, innovative, creative, design, mix media, experiment, assessment</i>	<i>Research, style, development, annotation, final piece</i>	<i>Purpose, development, creative, original, media, influence, annotation, assessment</i>			
	<i>Link to context/Character:</i>	<i>Listening skills, communication skills, independent learning skills, research skills, use of art specific vocabulary and creative skills.</i>	<i>Listening skills, communication skills, independent learning skills and creative skills.</i>	<i>Listening skills, communication skills, independent learning skills, research skills, use of art specific vocabulary and creative skills.</i>			
	<i>Assessment Type:</i>	<i>Assessment of AO1 and AO2 in pupil's sketchbooks. Each assessment objective is marked</i>	<i>Assessment of AO3 in pupil's sketchbooks. AO3 focuses on the recording and</i>	<i>Assessment of AO3 and AO4 in pupil's sketchbooks and their final piece. Pupils will have 5</i>			

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		<i>out of 24. This will focus on the development of ideas for their theme and the quality of their drawings</i>	<i>development of their own ideas a</i>	<i>hours to complete their final piece in a controlled assessment.</i>			
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Key Questions:

1. *What is the overarching intent for your curriculum?*
To develop pupils confidence and skills throughout the art curriculum to build their creativity and enthusiasm for the arts. Pupils will have the opportunity to explore a range of artists, media, and techniques throughout the course. This will be developed and built upon year on year with the core foundations and principals running throughout each project to ensure a deeper level of understanding and the development of skill. During year 11 pupils will have the opportunity to develop their own personal project to become independent learners.

2. *How does this curriculum build student’s knowledge of the world around them both locally and nationally?*
Pupils research a range of artists from different cultures, eras and areas including artists who are local. Topics at KS4 enable pupils to look at current affairs and news from around the world to draw inspiration for a personal response. Gallery visits are organised to give pupils the experience of visiting an art gallery and to inform their own ideas.

3. *How is this curriculum designed to engage students and develop a passion for the subject? Pupils are able to explore a variety of techniques and media’s throughout the curriculum with engaging and challenging projects that are designed to give a wide variety of experiences. They are able to be creative and encouraged to develop their own style and work through experimentation of media and processes. Pupils work is celebrated with praise postcards, group assessments and is used for displays and examples, which motivates and inspires them.*

4. *How does this curriculum cater for the needs of our students?*

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The curriculum has a wide variety of art styles and activities, which all pupils are able to access and engage with. Within the schemes of learning individual lessons are structured and scaffolded so every pupil can access the curriculum. Each project follows the same structure so pupils are aware of the work they need to produce. This is developed from KS3 to KS4 to enable pupils to reach the 4 assessment objectives.

- 5. How is assessment used to improve learning? Base line assessments and drawing assessments are used to level pupils artwork and show the progress they have made. Pupils will always create a final piece for an assessment demonstrating the knowledge, skills and techniques they have learnt during the project. Growth tasks and self/peer assessment are planned into each project with an extended piece of feedback which is given at the end of each assessment for the pupils to improve further.*

- 6. What skills will students develop that can be used in other subject areas and beyond their school life? Pupils will develop their listening skills, communication skills, teamwork skills, self-reflection skills and creativity skills throughout the curriculum. This is embedded into each project and each year group throughout the curriculum. Pupils are encouraged to express themselves and to be creative when producing their own individual pieces of artwork and are taught to use art specific language when describing the work of others. Cross curricular links in KS3 include subjects such as Textiles, Product Design, Spanish and Maths where pupils can further develop their skills. GCSE topics enable pupils to look at current affairs and issues from around the world to inspire their personal response.*

- 7. How is learning planned to progressively develop pupil's knowledge and understanding over time? All tasks are used to develop the pupils knowledge and understanding and build on from each other to reach the end of the project for their assessment. Pupils work independently to complete their final piece showing their development of practical and theoretical skills within their design and application of colour using a range of media.*

- 8. How is learning sequenced over time to ensure students retain knowledge and are more successful at recalling? Each project from year 7 to 11 follows the same pattern and sequence of work so this is embedded by the time the pupils reach GCSE. Key topics such as colour theory and observational drawing are repeated and developed with further depth throughout the curriculum to embed the core knowledge. In KS3 pupils are shown a wide variety of skills and media which is repeated into KS4 to develop and refine their drawing and painting skills.*

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9. *How is this curriculum adapted to cater for the needs of students with different starting points? Each piece of work has a levelled outcome to cater for the less able and to challenge the more able. Extra resources and visual aids are available for the less able pupils and the curriculum is designed to engage all pupils by covering a range of topics and projects.*

10. *How will you ensure teachers have the relevant knowledge, expertise and practical skills to deliver your curriculum effectively? The majority of staff teaching the subject have an art based background. The PPT's and resources have all be planned together and JPPA time is used to quality assure the work produced and also to show none specialists the PPT and previous examples.*