

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	Half Term:	1 (7 weeks)	2 (8 weeks)	3 (6 weeks)	4 (6 weeks)	5 (5 weeks)	6 (7 weeks)
7	<i>Topic(s):</i>	<i>Formal Elements: Portraiture: pupils will be learning the basic drawing techniques to draw a portrait in a realistic way. They will learn how to use mark-making skills to add texture and detail to a drawing and they will have the opportunity to draw using different media including pen.</i>	<i>Portraiture: pupils will be looking at different styles of portraits in particular Pablo Picassos work looking at abstract portraits. They will develop their own portrait in the style of Picasso and will use paint to add colour and tone.</i>	<i>Still Life: pupils will be developing their observational drawing skills 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.</i>	<i>Still Life: Pupils will develop their blending skills using the oil pastels to create a final still life composition using their own objects to draw.</i>	<i>Pop art portrait- Andy Warhol style: Pupils will be researching the artist Andy Warhol to create their own pop art style portraits. They will learn how to edit their photograph to create a stencil design ready to paint.</i>	<i>Pop art portrait- Andy Warhol style pupils will develop a design idea using photoshop filters. Once the stencil has been edited they will be able to paint their design using different colourways.</i>
	<i>Key Words(1 p/wk):</i>	<i>Formal Elements, Tone, line, detail, mark making, texture, proportion, scale, tonal grid, realistic, portraits.</i>	<i>Abstract, unusual, colour theory, proportion, scale, 3D, facial features.</i>	<i>Observe, realistic, composition, 3D, tone, detail, refine</i>	<i>Blend, tone, media, oil pastel composition, layout, refine</i>	<i>Pop art, contemporary, design, CAD, original,</i>	<i>Print, composition, media, refine, repetition, pattern, colourways, quality, scale.</i>

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	<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 another assessment at week 6.</i>	<i>Picasso style drawing and final Picasso style portrait.</i>	<i>Drawing assessment of a bottle looking at the shape, tone and detail included</i>	<i>Final composition of an arrangement of object showing an understanding of composition and how to add tone using the oil pastels.</i>	<i>Pupils will be assessed on the quality of their research and their artist drawing.</i>	<i>Final pop art portrait using paint to add colour.</i>
8	<i>Topic(s):</i>	<i>Cultural Identity. Pupils will explore a range of different cultures e.g. British, African, Spanish. They will create a title page based on the cultures they know and recognise. Pupils will explore African symbols and the meanings behind them as well as patterns from various cultures. They will also practice</i>	<i>Pupils will be learning how to draw and enlarge images using the grid method. Pupils will be developing their knowledge and understanding of this drawing method as well as developing their shading and painting skills. They will also develop their colour theory knowledge and</i>	<i>Music and Colour project: pupils will be looking at the artists Wassily Kandinsky and Sonia Delaunay to create an oil pastel design developing their knowledge and understanding of colour theory and shape. Pupils will have the opportunity to listen to music whilst making expressive marks and learn how to change 2D shapes into 3D forms.</i>	<i>Music and colour continued. Pupils will develop an oil pastel drawing using Delaunay and Kandinsky as inspiration. They will reinforce their colour theory knowledge.</i>	<i>Natural forms: pupils will research 2 different artists who use natural forms as inspiration. They will create a number of observational drawings using different media and different natural forms. They will look at their mark making skill by drawing the different patterns and textures.</i>	<i>Natural forms- Pupils will create a clay tile design using their observational drawing as inspiration to recreate the textures ad patterns they can see to make a tactile piece.</i>

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		<i>drawing in Pencil, pen and blend oil pastels.</i>	<i>develop their paint mixing skills.</i>				
	<i>Key Words(1 p/wk):</i>	<i>Culture, Identity, title page, symbols, draw, enlarge scale, measure accurate, realistic</i>	<i>Scale, measure accurate, realistic, reference, enlarge, proportion, grid, detailed, media, research, develop, enlarge, tone, detail, colour theory</i>	<i>Abstract, colour theory, media, geometric shapes, tone, composition and line</i>	<i>Media, tone, detail, design, composition, style refine</i>	<i>Observational, media, mark making, pattern, texture, tone, detail.</i>	<i>Mix media, tone, detail, secondary colours, tertiary colours, refine</i>
	<i>Link to context/Character:</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>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 their title page</i>	<i>Drawing assessment of the enlarged drawing.</i>	<i>Pupils will be assessed on the quality of their research presentation and the creativity of their presentation.</i>	<i>Final A3 composition created using oil pastels and acrylic paint in the style of the artists.</i>	<i>Pupils will be assessed on their research presentation and the quality of their drawings</i>	<i>Final 3D clay tile focusing on the design and quality of their mark making skills.</i>
9	<i>Topic(s):</i>	<i>Who am I? Pupils will explore the 4 assessment objectives of the GCSE criteria AO4 will focus on contextual references and</i>	<i>Pupils will explore a wide range of media including collage, paint, pen, pencil and printing through Who am I.</i>	<i>Sweets and Cakes Pop art project: pupils will be learning how to research and analyse the work of two pop art artists. Pupils will use their grid</i>	<i>Sweets and Cakes Pop Art project: pupils will develop a final piece from their observational drawings using oil pastels and acrylic paint.</i>	<i>Me, Myself and I: pupils will develop a project around themselves showing their interests and hobbies. They will look at the artist</i>	<i>Me, Myself and I: pupils will be introduced to using the acrylic paints to create smooth, detailed, high quality</i>

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	<p><i>research. Pupils will begin by exploring who they are, their likes, hobbies and interests. They will create a title page to introduce the project and draw objects relating to their personality. Pupils will consider composition, line, shape and colour. Pupils will also research objects and artists relating to their interests and create artist pages working in the style of the artists.</i></p>	<p><i>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.</i></p>	<p><i>drawing skills to create artist research drawings and they will develop their observational drawing skills.</i></p>		<p><i>Michael Craig Martin to develop their own composition in his style.</i></p>	<p><i>paintings for their final piece.</i></p>
<p><i>Key Words(1 p/wk):</i></p>	<p><i>One point perspective, two point perspective, horizon line, vanishing point, 3D drawing, accurate, realistic</i></p>	<p><i>Grid drawing, scale, measure accurate, realistic, reference, enlarge, proportion, grid, detailed, media</i></p>	<p><i>Composition, Pop Art, research, original, creative, media, develop, observational, present</i></p>	<p><i>Acrylics, media, oil pastel, print, quality, detail, refine, composition,</i></p>	<p><i>Observational drawing, tone, detail, research, presentation, accurate, proportion</i></p>	<p><i>Original, composition, design, acrylics, detail, refine, tone,</i></p>
<p><i>Link to context/Character:</i></p>	<p><i>Listening skills, communication skills, independent</i></p>	<p><i>Creative skills, group work, independent</i></p>	<p><i>Listening skills, communication skills, independent</i></p>	<p><i>Creative skills, group work, independent</i></p>	<p><i>Creative skills, group work, independent</i></p>	<p><i>Listening skills, communication skills, independent</i></p>

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		<i>learning skills and creative skills</i>	<i>learning and listening skills</i>	<i>learning skills and creative skills</i>	<i>learning and listening skills</i>	<i>learning and listening skills</i>	<i>learning skills and creative skills.</i>
	Assessment Type:	<i>Drawing assessment of their names.</i>	<i>Drawing assessment of the enlarged drawing.</i>	<i>Pupils will be assessed on the quality of their research presentation and composition designs.</i>	<i>Final 3D piece.</i>	<i>Pupils will be assessed on their observational drawing.</i>	<i>Final A3 painting in the style of Michael Craig Martin</i>
10	Topic(s):	<i>Decades: pupils are going to research the theme 'decade's to create a personal response. They will have the opportunity to explore different research methods, use a range of media and develop their visual, vocal and written use of art specific language.</i>	<i>Decades Project: Pupils will develop their own personal and original ideas through their mind maps, collages and the drawings that they create. They will develop their language and understanding through the use of annotation.</i>	<i>Decades Project: 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.</i>	<i>Decades Project. Pupils will create a number of observational drawings and will learn how to use a range of media including the acrylic paints to create realistic and detailed paintings.</i>	<i>Decades Project: Pupils will develop their own personal and original ideas using the collages and artists they have researched to inspire them. They will develop their language and understanding</i>	<i>Decades: Pupils will develop their own A2 painting using one of their chosen decades 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.</i>
	Key Words(1 p/wk):	<i>Decades, mix media, original, colour theory, proportion, detail</i>	<i>Research, style, development, annotation,</i>	<i>Present, develop, refine, improve, reflect, annotate</i>	<i>Media, tone, detail, evaluate,</i>	<i>Journey, develop presentation, mix media, original, personal, creative</i>	<i>Annotation, reflection, evaluation, refine, detail, mix media</i>
	Link to context/Character:	<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>Creative skills, group work, independent learning and listening skills</i>	<i>Listening skills, communication skills, independent learning skills and creative skills.</i>

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	<i>Assessment Type:</i>	<i>Assessment of AO1 and AO2 in pupil's sketchbooks. Drawing assessments of portraits.</i>	<i>Assessment of AO3 and AO4 in pupil's sketchbooks and their final piece.</i>	<i>Assessment of AO1, AO2 and AO3 in pupils sketchbooks and their A3 charcoal drawing, oil pastel drawing and A2 acrylic painting.</i>	<i>Assessment of AO4 focusing on the quality of the final sculpture.</i>	<i>Assessment of AO1, and AO2 in pupils sketchbooks</i>	<i>Assessment of AO3 and AO4 in pupil's sketchbooks and their final piece.</i>
11	<i>Topic(s):</i>	<i>PPE Exam</i>	<i>PPE Exam</i>	<i>PPE</i>	<i>Coursework</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>Quality, refine, detail, mix media, reflect, personal, response, journey</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>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 out of 24. This will focus on the development of ideas for their theme and the</i>	<i>Assessment of AO3 in pupil's sketchbooks. AO3 focuses on the recording and development of their own ideas a</i>	<i>Assessment of AO3 and AO4 in pupil's sketchbooks and their final piece. Pupils will have 5 hours to complete their final piece in a controlled assessment.</i>	<i>Assessment of work from their year 10 coursework.</i>		

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		quality of their drawings					
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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?
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.*

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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.*

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.*

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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.*