

Curriculum Overview – Art

Year	Overview	Autumn (Weeks 1 – 14) 7 Lessons	Spring (Weeks 15 - 25) 5 lessons	Summer 1 (Weeks 26 - 38) 6 lessons	Student Resources
7	<p>Introduction to the formal elements in art and artist's work.</p> <p>By the end of the year students will understand tonal and colour theory and demonstrate tonal values with a wide range of media, create basic mark making techniques to show texture, blend and mix acrylic and watercolour. They will learn how to draw from observation. They will understand the fundamentals of art, the formal elements and demonstrate this in an individual final response(s). Students are introduced to art movements and artists from a wide range of cultures. Students will understand the Key Concepts of Structure and Pattern in art and design and will have been introduced to Key Concept Meaning.</p>	<p>Line Students explore line and alternative drawing practices through continuous line, creating observations of insects. Artists Picasso & Paul Klee</p> <p>Shape Students explore drawing with scissors in order to create mixed media observations in the form of collage. Artists Matisse</p> <p>Tone & Form Students investigate tonal theory and experiment with different methods of applying shading. Students render 3D shapes using graphite and charcoal. Students are introduced to the grid method. Artists Kathe Kollwitz & William Kentridge</p>	<p>Colour Theory Students are introduced to the colour wheel and its purpose. They begin to develop an understanding of complementary and harmonious colours. Students experiment with colour mixing and blending. Artists Johannes Itten & Beatriz Milhazes</p> <p>Texture Students look at creating realistic texture using coloured pencil. They then explore gestural marks and experiment with non-conventional mark-making using ink. Artists Cecile Baird & Van Gogh</p>	<p>Pattern Students are introduced to pattern, focusing on exploring zentangles.</p> <p>Artists The Doodle Man</p> <p>Creating a Final Piece Students design a polyprint incorporating the formal elements. This draws the threads of their learning to a conclusion as well as retrieving knowledge gained from primary school (Caister Junior School)</p>	<ul style="list-style-type: none"> ➤ A guide to the formal elements https://onlineartlessons.com/tutorial/7-elements-of-art/ ➤ Guides on shading https://www.creativeblog.com/features/shading-theory-guide ➤ Information about colour theory https://www.bbc.co.uk/bitesize/topics/zhjmk7/articles/zygkqyc ➤ https://theartteacher.net/category/art-lessons-and-activities/ks3-art-design-activities/ ➤ The Sainsbury Centre https://www.sainsburycentre.ac.uk/ ➤ Local exhibitions https://www.artinnorwich.org.uk/ ➤ Local Gallery https://www.yare.org.uk/whats-on ➤ Local creative space https://originalprojects.co.uk/about/
	Sainsburys Centre Trip	Key Stage 3 Formal Assessments – A paper with both theory and practical elements assessing knowledge retained over the first term	Key Stage 3 Formal Assessments – A paper with both theory and practical elements assessing knowledge retained over the first and second term	Key Stage 3 Formal Assessments – A paper with both theory and practical elements assessing knowledge retained over the academic year.	
8	<p>Developing the formal elements, exploration of materials and media from 2D into 3D and the exploration of art from different cultures.</p> <p>By the end of the year students will have developed a broader range of drawing skills that stretch and challenge their creativity and developed a body of work to produce a final piece. They will begin to forge cultural and contemporary connections in Art and Design to their own work and use these to shape their work. They will understand the process of developing a design using primary and secondary sources and be able to hone their designs by refining their initial idea. Students will begin to experiment with media and techniques, understanding to select the appropriate processes and materials for their final piece. Students will have a solid understanding of the Key Concepts of Structure, Pattern, Meaning and Performance in art and design.</p>	<p>Surrealism Students are introduced to surrealism. They begin to develop an understanding of art movements and the diverse nature of what is considered 'art'. Research skills from year 7 are built upon and expanded to provoke deeper understanding of the context in which art exists.</p> <p>Still Life Students experiment with still life and first-hand observations.</p> <p>Photography Students are introduced to photography and create their own still life compositions. Students create their first photoshopped images. Artists Méret Oppenheim, Dali & René Magritte</p>	<p>Frida Kahlo Students explore Kahlo's work, focusing on her connection to her culture and expression of her personal struggles.</p> <p>Mexican Art Students design a clay calavera that has a personal and meaningful connection. Students explore symbolism as well as expanding on previous knowledge of coloured pencil rendering. Artists Frida Kahlo & Day of the Dead</p>	<p>Clay Calavera Students realise their design by using air drying clay to create a 3D skull. Students are introduced to clay properties, application of paint and finishes.</p> <p>Artists Jim Skull</p>	<ul style="list-style-type: none"> ➤ The Sainsbury Centre https://www.sainsburycentre.ac.uk/ ➤ Local exhibitions https://www.artinnorwich.org.uk/ ➤ Local Gallery https://www.yare.org.uk/whats-on ➤ Local creative space https://originalprojects.co.uk/about/ ➤ https://www.tate.org.uk/visit/tate-modern ➤ https://www.moma.org/calendar/exhibitions/5368
	Tate Modern Trip	Key Stage 3 Formal Assessments – A paper with both theory and practical elements assessing knowledge retained over the first term	Key Stage 3 Formal Assessments – A paper with both theory and practical elements assessing knowledge retained over the first and second term	Key Stage 3 Formal Assessments – A paper with both theory and practical elements assessing knowledge retained over the academic year.	

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9	<p>Embedding the formal elements, exploration of portraiture across different time periods and movements and developing their own artistic voice through an investigation of art as activism.</p> <p>By the end of the year students will consolidate their skills and knowledge acquired in year 7 and 8, being able to show fluency with drawing, painting and mark making. Students will be able to make independent choices when developing their work, experimenting, and refining the final piece. Student will be able to independently select relevant information when researching and produce a visual analysis of a chosen artist or art form from a wide range of cultures that will then influence their work. Students will have a strong understanding of the Key Concepts of Structure, Pattern, Meaning and Performance in art and design and will be able to discuss their work and the work of others with reference to them.</p>	<p>Classic vs Modern Portraiture Students extend their knowledge of portraiture by exploring the old masters. They will then compare their work to modern artists, identifying their influence. Students will build skills in first hand observation, charcoal, graphite, ink and mark-making. Students will also explore coloured pencil on black paper.</p> <p>Artists Rembrandt vs Swoon Caravaggio vs Smug (Sam Bates)</p>	<p>Street Art Portraits In this unit, students explore the history of portraiture and its significance. They experiment with portraiture photography and study street art and activism. Students create their own propaganda portrait, using acrylic paint to convey a specific message or highlight social issues. They also explore typography as a method of conveying a message.</p> <p>Artists Shepard Fairey & Bob and Roberta Smith</p>	<p>Portraiture - Identity In this unit, Yr9 students will explore linocut and monoprinting techniques to delve into the concept of identity. Through a process that includes planning a photoshoot, they will create a final piece that expresses their unique identity and how they wish to be perceived by the world.</p> <p>Artists Elizabeth Catlett Melissa Wilcox Kehinde Wiley Mickalene Thomas</p>	<ul style="list-style-type: none"> ➤ The Sainsbury Centre https://www.sainsburycentre.ac.uk/ ➤ Local exhibitions https://www.artinnorwich.org.uk/ ➤ Local Gallery https://www.yare.org.uk/whats-on ➤ Local creative space https://originalprojects.co.uk/about/ ➤ https://www.npg.org.uk/ ➤ https://swoonstudio.org/ ➤ https://beyondwalls.org/artists/smug/ ➤ https://obeygiant.com/ ➤ https://www.moma.org/artists/1037 ➤ https://www.misswilcox.com/ ➤ https://kehindewiley.com/ ➤ Mickalene Thomas
	<p>Trip to the National Portrait Gallery</p> <p>Visiting workshop from ECC</p>	Key Stage 3 Formal Assessments – A paper with both theory and practical elements assessing knowledge retained over the first term	Key Stage 3 Formal Assessments – A paper with both theory and practical elements assessing knowledge retained over the first and second term	Key Stage 3 Formal Assessments – A paper with both theory and practical elements assessing knowledge retained over the academic year.	

Curriculum Overview – Art

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10	<p>Portfolio and coursework creation.</p> <p>Investigating and responding to the theme ‘Natural Forms’</p> <p>By the end of the year students will be able to confidently select relevant secondary sources to produce sensitive, articulate, and detailed observational work that demonstrates an embedded knowledge of the formal elements. They will be able to critically analyse artists’ work and produce a thought-provoking visual analysis in a refined way. Students will be able to exploit the qualities of materials independently and skilfully through experimentation and be able to critically evaluate and articulate the outcomes.</p>	<p>Coursework portfolio point – AO3 - Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>Continual assessment of all observational studies using a wide range of media and techniques to support the grading process, in line with OCR’s grading criteria.</p>	<p>Coursework portfolio point – AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>Continual assessment of all observational studies using a wide range of media and techniques to support the grading process, in line with OCR’s grading criteria.</p> <p>Additional assessment of artist research pages and responses to the artist’s work.</p>	<p>Coursework portfolio point – AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Continual assessment to include all work produced for all four assessment objectives of the coursework project to support the grading process, in line with OCR’s grading criteria and to provide a final grade for a completed project.</p>	<ul style="list-style-type: none">➤ The Sainsbury Centre https://www.sainsburycentre.ac.uk/➤ Local exhibitions https://www.artinnorwich.org.uk/➤ Local Gallery https://www.yare.org.uk/whats-on➤ Local creative space https://originalprojects.co.uk/about/➤ https://www.npg.org.uk/➤ https://www.tate.org.uk/visit/tate-modern➤ https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf➤ http://www.juliastubbs.co.uk/➤ https://artuk.org/➤ https://www.muddycolors.com/			
	<p>Visiting workshop from ECC</p> <p>Trip to ECC</p> <p>Gallery Trip</p>	<p>Assessment Portfolio</p> <p>Holistic grading against OCR marking grid encompassing AO3.</p>	<p>Assessment Portfolio</p> <p>Holistic grading against OCR marking grid encompassing AO1 & AO3.</p>	<p>Assessment – Five-hour mock Portfolio</p> <p>Holistic grading against OCR marking grid encompassing AO1, AO2, AO3 & AO4.</p>				
		<p>Key Stage 4 Formal Assessments – Holistic grading against OCR marking grid encompassing AO3.</p>	<p>Key Stage 4 Formal Assessments – Holistic grading against OCR marking grid encompassing AO1 & AO3.</p>	<p>Five-hour mock – Holistic grading against OCR marking grid encompassing all AOs.</p>				

11	<p>Completion of portfolio.</p> <p>OCR set task.</p> <p>By the end of the year students will be able to demonstrate mastery in recording from observation, developing ideas and exploring media and techniques. They will be able to confidently and independently realise this body of work and research in an original and sophisticated final piece. They will be able to critically evaluate and comment on their work both visually and verbally.</p>	<p>Coursework portfolio point –</p> <p>AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Continual assessment to include all work produced for all four assessment objectives of the coursework project to support the grading process, in line with OCR's grading criteria and to provide a final grade for a completed project.</p>	<p>OCR Set task –</p> <p>AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Continual assessment to include all work produced for all four assessment objectives of the coursework project to support the grading process, in line with OCR's grading criteria and to provide a final grade for a completed project.</p>	<p>Course completed</p>	<ul style="list-style-type: none"> ➤ The Sainsbury Centre https://www.sainsburycentre.ac.uk/ ➤ Local exhibitions https://www.artinnorwich.org.uk/ ➤ Local Gallery https://www.yare.org.uk/whats-on ➤ Local creative space https://originalprojects.co.uk/about/ ➤ https://www.npg.org.uk/ ➤ https://www.tate.org.uk/visit/tate-modern ➤ https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf ➤ http://www.juliastubbs.co.uk/ ➤ https://artuk.org/ ➤ https://www.muddycolors.com/
	Visiting workshop from ECC	<p>Assessment – Five-hour mock Portfolio</p> <p>Holistic grading against OCR marking grid encompassing AO1, AO2, AO3 & AO4.</p>	<p>Assessment - Portfolio</p> <p>Holistic grading against OCR marking grid encompassing AO1, AO2, AO3 & AO4.</p>		
		Year 11 Mock Examinations A – 5-hour mock	Year 11 Controlled Examination – 10-hours		

Curriculum Overview – Photography

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10	<p>Portfolio and coursework creation.</p> <p>Investigating and responding to the theme ‘My Environment’</p> <p>By the end of the year students will be able to confidently select relevant secondary sources to produce sensitive, articulate, and detailed observational work that demonstrates an embedded knowledge of the formal elements of photography. They will be able to critically analyse photographers’ work and produce a thought-provoking visual analysis in a refined way. Students will be able to exploit the qualities of materials independently and skilfully, through experimentation, and be able to critically evaluate and articulate the outcomes.</p>	<p>Coursework portfolio point – AO3 - Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>Continual assessment of all observational studies using a wide range of media and photographic techniques to support the grading process, in line with OCR’s grading criteria.</p>	<p>Coursework portfolio point – AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>Continual assessment of all observational studies using a wide range of media and photographic techniques to support the grading process, in line with OCR’s grading criteria.</p> <p>Additional assessment of artist research pages and responses to the artist’s work.</p>	<p>Coursework portfolio point – AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3- Record ideas, observations, and insights relevant to their intentions in visual and/or other forms.</p> <p>AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Continual assessment to include all work produced for all four assessment objectives of the coursework project to support the grading process, in line with OCR’s grading criteria and to provide a final grade for a completed project.</p>	<ul style="list-style-type: none">➤ The Sainsbury Centre https://www.sainsburycentre.ac.uk/➤ Local exhibitions https://www.artinnorwich.org.uk/➤ Local Gallery https://www.yare.org.uk/whats-on➤ Local creative space https://originalprojects.co.uk/about/➤ https://www.npg.org.uk/➤ https://www.tate.org.uk/visit/tate-modern➤ https://www.gosford-hill.oxon.sch.uk/page-content/documents/1434012949-ArtHowToImproveGCSE.pdf➤ http://www.juliastubbs.co.uk/➤ Photography tips➤ https://www.bobbbooks.co.uk/blog-post/20-essential-photography-tips-for-beginners-1➤ https://www.npg.org.uk/whatson/exhibitions/2023/taylor-wessing-photo-portrait-prize-2023➤ https://thephotographersgallery.org.uk/			
	<p>Visiting workshop from ECC</p> <p>Trip to ECC</p> <p>Gallery Trip</p>	<p>Assessment Portfolio</p> <p>Holistic grading against OCR marking grid encompassing AO3.</p>	<p>Assessment Portfolio</p> <p>Holistic grading against OCR marking grid encompassing AO1 & AO3.</p>	<p>Assessment – Five-hour mock Portfolio</p> <p>Holistic grading against OCR marking grid encompassing AO1, AO2, AO3 & AO4.</p>				
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