



King Harold Academy

Art Curriculum Overview



YEAR 7

YEAR 8

YEAR 9

	Autumn Term	Spring Term	Summer Term	Rationale
Composites	Observational drawing	Portraiture	Fantastic creatures	<p>Art, craft and design embody some of the highest forms of human creativity. The programme of study seeks to challenge students knowledge of artists, genres and cultures and skills in experimenting, creating and designing. Students are inspired to think critically and engage with art that reflects and shapes our history, contributes to our culture and creates the wealth of our nation.</p> <p>Art education equips students with the ability to obtain skill sets that will allow for the development of imaginative ideas. Likewise pupils discover ways to comprehend and discourse qualities of art they see. Art education supports students to understand historical and cultural context in which art is created leading students to learn to debate and substantiate their judgements about a particular art works nature, assets and importance.</p> <p>Students are challenged to create artwork inspired by classic themes throughout art such as portraiture and mythological creatures whilst maintaining an ability to create individual and personal response .</p>
Key Components	Line, Shade, Tone, Accuracy, Light, Dark, Highlight Shadow, Mark Making Cone, Cube, Pyramid,	Colour, Pattern, Brush Strokes, Blending, Proportion, Fauvism, Cubism, Renaissance, Profile	Gargoyle, Greek mythology, The Grid Method, Relief, Colour Theory, Primary Colours, Secondary Colours	
Tier 3 language	Chiaroscuro, Hexagonal Prism, Decagon, Triangular based pyramid,	Sfumato, Expression, Silhouette, Painterly, Gestural, Instinctive, Fluid,	High Relief, Bas Relief, Sunk Relief, Intaglio, Grotesque	
Assessment	Tonal Study of Three Dimensional forms on a two dimensional surface	Painting skills: Tint, Tone and Shade. Application of skill onto Cubist Portrait	Bas Relief and evaluation.	
The best that has been thought and said	Théodore Géricault, Caravaggio	Leonardo da Vinci, Julian Opie, Luke Dixon, Pablo Picasso, Henri Matisse	Tim Burton, Alex Pardee, Marc Chagall	
Composites	Visual Recording	Architecture	Pop Art	<p>Students are challenged to increase their proficiency and execution of skills such as Observational Drawing across year 7 through Visual Recording as a means to develop more conscious and meaningful outcomes. Students further develop critical understanding of artists, architects and designers through expressing reasoned judgments that inform their own work. Students are supported to use a range of methods to record insights and observations. Students are challenged to develop their skills in perspective drawing in preparation for KS4. Students delve deep into their knowledge of painting, to explain, justify and apply their skills . Students are taught to increase their handling of different materials. The ability to analyse and evaluate their work and the work of others is used to improve the visual impact of their artwork.</p> <p>Students are supported in their ability to develop skills in Bas relief in anticipation of KS4 final outcomes. Students should master the ability to both draw and create three dimensional outcomes.</p>
Key Components	Mark making, Stippling, Cross Hatching, Hatching, Directional Hatching, Shadow, Highlight, Light source, line, Tone, Proportion, Scale, Accuracy	Perspective, One point perspective, Two point perspective, Birds eye view, Worms eye view, Horizontal, Vertical, Diagonal, Construction Lines	Relief, Colour Theory, Primary Colours, Secondary Colours, Tertiary Colours, Complementary Colours, Harmonious Colours, The Grid Method, Enlarging, Scale.	
Tier 3 language	Organic, Geometric, Construction	Doric, Ionic, Corinthian, Gothic Architecture, Brutalist Architecture	Analogous colours, Triadic Colour Scheme, Colour context, Saturation, Value, Tint, Shade, Monochrome	
Assessment	Tonal Study of Three Dimensional forms on a two dimensional surface	Painting skills: Tint, Tone and Shade. Application of skill onto Two Point Perspective drawing	Bas Relief and evaluation	
The best that has been thought and said	Edvard Munch, Pablo Picasso, Georgia O'Keefe, Vincent Van Gogh, Gustav Klimpt	David Hockney, Ian Murphy	Andy Warhol, Keith Haring, Roy Lichtenstein. Ron Mag-nes	
Composites	Still Life	Aboriginal Art	Surrealism	<p>Art education develops skills useful not just in the art world but across the curriculum and skills that are advantageous throughout life.</p> <p>Students are challenged to develop their creativity and ideas through classroom discussions about the history of art, and look at a variety of major movements from prehistoric art, ancient art through to the present day.</p> <p>Art education (as any subject) will produce transformed individuals capable of contributing to social values. The artistic products resulting in this view cannot be considered autonomous but are to be judged regarding their utility cultural or otherwise, this product having more value as a social and educational instrument than for itself.</p> <p>Students should leave their KS3 art education with a knowledge of both artists but of how art has helped humans develop throughout history. Studying Prehistoric art and is journey through to contemporary Aboriginal artwork will allow students to understand their own place in history and humanities struggles and conquests.</p>
Key Components	Scale, Tone, Light Source, Mark Making, Stippling, Directional Hatching, Still Life, Composition	Hue, Tint, Tone, Shade, Circle, Diameter, Radius, Chord	Modern Art, The Grid Method, Dreaming, Imagination, The Exquisite Corpse	
Tier 3 language	Vanitas Paintings, Memento Mori, Hyper realistic	Concentric circles, Coplanar circles, Intersection, Internally Tangent Circles, Externally Tangent Circles, Congruent Circles	Metamorphosis, Unconscious, Free Association, Paranoid Critical Method, Juxtaposition, Visual Automatism, Illusionistic Surrealism	
Assessment	Tonal Study of Three Dimensional forms on a two dimensional surface	Painting skills: Tint, Tone and Shade. Application of skill onto an Aboriginal Final Piece	Bas Relief and evaluation	
The best that has been thought and said	Pieter Claesz, Paul Cezanne	Charlene Carrington, Naata Nunurrayi, Tarris King	Sigmund Freud, Karl Marx, Andre Breton, Salvador Dali, Frida Kahlo, René Magritte	



King Harold Academy

Art Curriculum Overview



YEAR 10

	Autumn Term	Spring Term	Summer Term	Rationale
Composites	Architecture	People and Faces	Sculpture	<p>Studying art and design encourages students to focus on invention, foster analytic abilities needed to figure out what will work, and develop skills in the use of machines as tools. In essence the study of art generates individuals who can intuitively develop ideas of products within constraints of their environment whilst considering varying factors. Art education is the need for creative self-expression and the normal human urge to express creative impulses. Art education encourages perceptive thoughts which are complex and subtle forms of thinking.</p> <p>Students will be supported to develop their knowledge of selecting and critically analysing sources appropriate to their theme. Students are challenged to refine their work as it progresses through experimentation with artistic media, materials, techniques and processes. Students will use visual language to critically engage their creative intentions through their study of two dimensional and three dimensional artwork.</p>
Key Components	One point perspective, Two point perspective, Roman, Greek, Gothic, Brutalist, Accuracy, Grid, Depth,	Portraiture, Proportion, Scale, Skeleton, Tone, Colour overlay, Acrylic paint, Mark Making,	Construction, Two dimensional, Three dimensional, Card-board, Attachments, Flange, Slot, Tabs, Brass fasteners, L-Brace, In the round, Relief	
Tier 3 language	Ionic, Doric, Corinthian, The flying buttress, The pointed Arch, Ornate, Retrospective, Problem solving, Conceptualise, Meaningful response	Clavicle, Sternum, Mandible, Scapula, Humerus, Refine, Progress, Creative Intentions	Additive, Subtractive, Figurative, Abstract, Bas Relief, High Relief, Critically engage, Visual culture,	
Assessment	5 hour exam, Low stakes testing	Edexcel GCSE Marking Matrix used to assess students sketchbook pages and final outcome	Edexcel GCSE Marking Matrix used to assess students sketchbook pages and final outcome	
The best that has been thought and	David Hockney, Ian Murphy, Elwira Pawlikowska, David Morris	M.C Escher, Dean Russo, Françoise Nielly, Anette Tjærby Manege	Antony Gormley, Hans Haacke, Elmgreen and Dragset, Bill Woodrow, Katerina Fritsch	

YEAR 11

	Mock Exam	Exam	Revision	Rationale
Composites	Mock Exam	Exam	Revision	<p>Students are inspired to produce creative work, exploring their own ideas and recording their experiences.</p> <p>The final exam title is released in January and students will respond to it in a meaningful and exciting way. They will have learnt how to do this in their mock exam and will replicate the structure taught. Students will have 12 weeks to prepare a range of responses and settle on a finalised piece.</p> <p>Learning how to decode visual culture is an integral rationale, which supports the government prescribed aim of students evaluating and analysing creative works of art, it is the implementation of this aim that will encourage students to think perceptively and read between the lines.</p> <p>Creative problem solving denotes that the study of art and design instils within its students the ability to conceptualise and analyse well which in turn translates into the ability to challenge traditional expectations when a better way to solve a problem could be found.</p> <p>Students will develop ideas through investigations which demonstrate critical understanding of sources.</p> <p>Students are inspired to produce a personal and meaningful response which realises intentions and demonstrates and understanding of visual language.</p>
Key Components	Research, Personal Brief, Artist, Experimentation, Artistic mediums, Exploration	Research, Personal Brief, Artist, Experimentation, Artistic mediums, Exploration	One point perspective, Two point perspective, Portraiture, Proportion, Scale, Tone, Tint, Hue, Shade, Construction, Three dimensional	
Tier 3 language	Critically engage, Visual culture, Problem solving, Conceptualise, Analyse, Meaningful response	Refine, Progress, Experiment, Creative intentions, Creative self expression, Perceptive thoughts	Abstract, Retrospective, Ornate, Refine,	
Assessment	10 hour mock exam	10 hour exam	Edexcel GCSE Marking Matrix used to assess students sketchbook pages and final outcome	
The best that has been thought and said	Students to select artist, genres, cultures and themes independently and respond meaningfully.	Students to select artist, genres, cultures and themes independently and respond meaningfully.	Students to select artist, genres, cultures and themes independently and respond meaningfully.	