

Curriculum Aims and Purpose

Paragraph 1 – An overview of the purpose of your subject:

The main aim of studying art is to develop students' visual language skills and to build a comprehensive portfolio of work to progress to further courses or employment. Studying art gives students broad understanding of the world and the place of creativity within it. Studying art also gives an understanding of different cultures through their processes.

Paragraph 2 – A summary of how you have designed and constructed your curriculum:

The curriculum is designed to give students a strong understanding of the core skills needed to create visual art. The beginning of each year circles back around to these fundamental skills through the core skills projects and each other project has been designed to reinforce knowledge and skills learned from the previous projects. Each project is broad and ambitious ensuring each aspect of the national curriculum is included and each project has an emphasis on artists from diverse backgrounds.

Paragraph 3 – A summary of how the curriculum goes beyond the NC/GCSE Spec etc to teach the best of what is known and thought:

At OIEA we strive to ensure all students receive a and ambitious visual arts education through regular updates to projects and a holistic approach which equips students with the skills needed to realise their intentions and allows students to gradually take the lead with their learning and expand their creativity.

How our Curriculum inducts students into the discipline of the subject:

In art students are given the fundamental skills, language and knowledge to ensure they are able to create personal and meaningful creative responses. Students are given many opportunities to develop their own ideas and explore the work of others. By learning this creative process students are well equipped for their next stages in education or employment within the visual arts.

Year 7 Overview

Students in year 7 will receive knowledge and skills they will require to be successful in art. We build skills and knowledge through practice and assessment, guiding students through 3 main topics which are 'core skills', 'architecture' and 'exotic fish'.

In their first project students will be introduced to core skills based around the formal elements of line, shape, colour pattern and tone. Students will be introduced to a broad range of materials and practices as well as inspiring artists from range of expertise and backgrounds.

After their core skills project students are introduced to architecture and the artists El Pez and Antoni Gaudi. In this project students learn skills such as the use of construction lines printing and 3D design.

In their final project students will move onto their 'exotic fish' project where they will learn how different artists gain their inspiration from the natural world yet choose to present it in a more imaginative and abstract way. They will research and respond to the work of J. Vincent Scarpace to help develop and extend their knowledge of the formal elements of colour theory and pattern.

Throughout each project students are taught how to speak like an artist by using academic language confidently. Through this they gain a deeper understanding of the theories behind the art they are studying and are able to become more articulate when discussing theirs and others artwork.

Half Term	Focus
1	The first term of pupils' secondary art education will focus on developing a secure skills base on the formal elements (Line, Shape, Form, Tone, Colour). Pupils will build core skills which will help them to gain confidence in each area of art.
2	Continue core skills project.
3	The second term of year 7 students will build on the skills and knowledge from the core skills project in their architecture project. In this project students will be introduced to new artists such as Gaudi and El Pez and skills such as poly block printing.
4	Continue architecture project and create a final outcome by creating a 3D window frame inspired by El Pez and by Gaudi to extend and develop their handling of tone and paint.
5	The 3 rd project 'exotic fish' allows students to extend their knowledge of the formal elements of colour theory and pattern. Students will then look at the work by Leonid Kim, handmade base-reliefs for interior and exterior decor, they will learn how to design and evolve their ideas into a clay tile inspired by the work of Leonid. They will develop their 3D skills working in this way whilst also introducing the students to another profession within the creative industries.

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Students will continue of 'exotic' fish project culminating in a clay outcome.

Homework

1. Draw household item using construction lines
2. Finish off mirror version of sea creature using marks.
3. Complete Damien Hirst colour way for butterfly print
4. Complete Spot the differences between the two artists.
5. Create own tessellation pattern using shapes inspired by either artist.
6. Quiz on Artists so far
7. Create own J Vincent Scarpace inspired sea creature.
8. Create research page on Leonid Kim.
9. Complete quiz on clay techniques.

Useful resources:

<https://www.masterclass.com/articles/antoni-gaudi-life-and-architecture>

https://leokim.art/projects?utm_source=pint

<https://www.saatchiart.com/scarpace>

Assessment

1. Baseline test drawing shoe
2. How to apply tone and shape to 3D object
3. What are harmonious colours and how to use them to create a cold or warm insect? Using watercolours
4. How was El Pez inspired by pop art?
5. What is tessellation?
6. How to cut out and assemble window safely and evaluate final piece?
7. How to emphasize patterns using monochrome colour palette?.
8. How to work in the style of J Vincent style combining abstract colours and bold outlines.
9. Clay tile inspired by the relief pieces by Leonid Kim.

Year 8 Overview

Students in year 8 start their year returning to the fundamentals of their art practice through their first project, the core skills project. This ensures students have the ability to build on skills learned in year 7. We then explore 2 more projects in terms 2 and 3 which are Pop art and day of the dead.

After the core skills project students are introduced to the pop art project which builds on the skills of colour and line and introduces them to collage, comic books and mixed media and the artists Roy Lichtenstein and Andy Warhol.

After the pop art projects, students are introduced to the day of the dead project. In this project students learn about

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Half Term	Focus
1	Core skills project focusing on improving students' basic skills in line, shape, colour, texture pattern and tone.
2	Continue core skills project
3	Pop art project where students learn about Pop Art, comic books and are introduced to the artists Andy Warhol and Roy Lichtenstein.
4	Continuing on from Pop art project and moving towards creating a final outcome. This will be a pop art inspired show design.
5	Students are introduced to 'day of the dead project'. In this project students are introduced to the artists José Guadalupe and McArdle as well as techniques such as illustration and typography.
6	Students continue the 'day of the dead' project and moving on to final outcome which is a clay design.

Homework

1. Draw item of food using pen and marks.
2. Finish off one of Hockney's panel landscape paintings
3. Create a fact file sheet on British Pop artists using info and images provided.
4. Quiz on Pop art key features
5. Create an alter inspired by the DOTD for family member or famous celebrity.
6. Quiz on DOFTD theme
7. Quiz on Clay techniques.

Useful resources:

- <https://www.tate.org.uk/art/art-terms/p/pop-art>
- <https://www.britishmuseum.org/collection/term/BIOG42450>
- <https://kids.nationalgeographic.com/celebrations/article/day-of-the-dead>

Assessment

- Assessment of baseline test
- Experimenting: Assessment of dip pen and ink tree.
- Researching: Assessment of Hundertwasser.
- *How to refine onomatopoeia word using Ben-Day dots?*
- How to complete the design of a show incorporating inspiration from pop art?
- How to begin applying poly block colour and bold outlines to background?
- Researching: Assessment of Posada artwork.
- Experimentation: Assessment of McArdle design
- Responding: Assessment of Clay Candy Skull

Year 9 Overview

Students in year 9 start their year returning to the fundamentals of their art practice through their first project, the 'core skills' project. This ensures students have the ability to build on skills learned in year 7 and 8. We then explore 2 more projects in terms 2 and 3 which are 'Portraits' and 'beauty of the sea'.

After the core skills project students begin the 'Portraits' project which teaches them the fundamentals of portraits and are introduced to the portrait artists Giacometti, Van Gogh, Picasso, and Barбора Walker. Students learn how to work in these artists styles and are then able to create a final outcome based on their chosen artist.

After the 'portraits' project students then move on to 'beauty of the sea' project. In this project students learn drawing and printing skills related to the sea and are introduced to the artists Ernst Haeckel, Yellena James, and Courtney Mattison.

Throughout each project students are taught how to speak like an artist by using academic language confidently. Through this they gain a deeper understanding of the theories behind the art they are studying and are able to become more articulate when discussing theirs and others artwork.

Half Term	Focus
1	Core skills project focusing on improving students' basic skills in line, shape, colour, texture pattern and tone.
2	Continue core skills project
3	Portraits project begins where students are introduced to a range of different portrait styles and artists including Giacometti, Van Gogh, Picasso, and Barбора Walker.
4	Students continue 'portraits' project and move on to developing a final piece inspired by their preferred artist's style.
5	Students begin 'beauty of the sea' project in which they explore a range of materials and processes linked to the sea and work in the style of the artists Ernst Haeckel, Yellena James, and Courtney Mattison.
6	Students continue 'beauty of the sea' project and move on to creating a 3D final piece in clay based on the sea.

Homework

1. Create a photomontage using images of people, old and animals
2. Explore recreating a section of mouth using mark making
3. Explore recreating a section of animal's eye using coloured materials.
4. Create a photomontage using images of people, old and animals
5. Create a timeline showcasing how portraiture has changed through the ages.
6. Quiz on portrait artists and key features
7. Collect image of chosen background and any other items that relate to them to be used in background.
8. Complete Quiz about Ernst Haeckel and Conservation of Sea.
9. Create own coral reef celebrating divert using mark making and colour.
10. Complete quiz on Clay techniques and Courtney's work.

Useful resources:

- <https://www.tate.org.uk/art/artists/alberto-giacometti-1159>
- <https://www.npg.org.uk/whatson/exhibitions/2016/picasso-portraits>
- <https://www.royalacademy.org.uk/art-artists/name/barbara-walker-ra>
- <https://www.vangoghmuseum.nl/en/art-and-stories/stories/all-stories/5-things-you-need-to-know-about-van-goghs-self-portraits>

Assessment

1. Baseline test, draw a section of eye
2. How to add tone to illustrate the contours?
3. How to add texture to face, hand or animal portrait using marks Mark Powel/Luican Freud
4. How are marks used to create an expressive portrait?
5. How can your background help to influence your artwork?
6. How to refine final outcome?
7. Researching: Assessment of Yellena James Response.
8. Experimentation: Assessment on clay pinch pot design
9. Responding: Assessment of final coral clay pinch pot

Year 10 Overview

Year 10 are continuing to work on the first project based around the theme of 'natural forms' aimed at developing their understanding of the formal elements in art; line, tone, texture, shape, colour and pattern. In Oct/Nov of Year 10 undergo a trip to the Yorkshire Sculpture Park to aid their investigation of sculpture. After February half term they will begin working on a new projects titled 'identity' aimed at providing an insight into how the final exam will be through, working and developing ideas from a given theme towards a final outcome which will be completed at the end of the year.

Half Term	Focus
1	Introduction to GCSE art and natural forms project. Students are introduced to a range of artists and techniques relating to the theme 'natural forms. Students will move through the project starting with initial ideas, then moving through artist research, drawing, experimenting with techniques and finally developing a personal response. The project does not always follow the same order, but each project will include these elements.
2	Introduction to GCSE art and natural forms project. Students are introduced to a range of artists and techniques relating to the theme 'natural forms. Students will move through the project starting with initial ideas, then moving through artist research, drawing, experimenting with techniques and finally developing a personal response. The project does not always follow the same order, but each project will include these elements.
3	Introduction to GCSE art and natural forms project. Students are introduced to a range of artists and techniques relating to the theme 'natural forms. Students will move through the project starting with initial ideas, then moving through artist research, drawing, experimenting with techniques and finally developing a personal response. The project does not always follow the same order, but each project will include these elements.
4	Students will then move onto the theme of identity. This project will draw on learning from the previous project and allow students to incorporate elements of their own identity into their work. The project follows the same structure as before starting with initial ideas, then artist research, experimenting with materials, developing ideas and then creating a personal response.
5	Students will then move onto the theme of identity. This project will draw on learning from the previous project and allow students to incorporate elements of their own identity into their work. The project follows the same structure as before starting with initial ideas, then artist research, experimenting with materials, developing ideas and then creating a personal response.
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Homework

- *Students will be set homework holistically based on which assessment criteria they are not meeting. This will be discussed with students on an individual basis. Students in KS4 are expected to take their sketchbooks home regularly and complete at least 1 extra hour a week in order to keep up with the demands of the course.*

Useful resources:

- Pinterest is a useful resource for students looking for ideas.
- Students are expected to take photographs so a camera or smartphone and opportunities to take photographs is very useful
- Pens, pencils, sketchbooks, crayons pastels, and paints are useful to have at home
- To help locate artists:
- <https://www.tate.org.uk/art/artists/a-z>
- <https://www.saatchiart.com/>

Assessment

- *Students in KS4 are marked 60% of their grade based on coursework and 40% on their exam. Coursework runs until December of year 11 and the exam preparation time begins January of year 11 until early May.*
- *For both the exam and coursework students are marked on 4 assessment criteria: AO1; Developing ideas from artists and artwork, AO2: Experimenting and exploring media, AO3: Recoding their ideas and developments and AO4: Creating a personal/imaginative outcome(s). Each project gives the students opportunity to meet each assessment criteria within it and homework are based on any gaps.*

Year 11 Overview

Students start their year with continuing their 'identity' project from year 10 before completing a mock style exam in 10 hours in which they will complete a final outcome for the project without teacher support. (They will be supported beforehand to prepare for this)

In January students receive their exam paper from OCR with 5 possible themes, this year's themes being Space, Garden, Celebrity, Shopping and Kings and Queens. To aid students identifying possible artists to explore they will attend a trip to London to view several galleries and locations to gather inspiration. Students have 13 weeks to trial, develop and plan their ideas towards a final piece that will be completed under a two-day exam lasting 10hrs. Upon entering the exam students are not permitted to work on their preparatory work any further and is to be given in after the last day. Prep work along with the final outcome accounts for 40% of their overall marks.

Half Term	Focus
1	Students will continue the theme of identity. This project will draw on learning from the previous project and allow students to incorporate elements of their own identity into their work. The project follows the same structure as before starting with initial ideas, then artist research, experimenting with materials, developing ideas and then creating a personal response.
2	Students will create a final outcome in exam style conditions in preparation for the final exam which they will sit in May. This will be 10 hours in school time.
3	Exam project begins with initial ideas, artist research, exploring and experimenting with materials, developing ideas and creating a personal response. (not always in this order) Students undergo a trip to London to help gather sources of inspiration for their chosen theme.
4	Exam project continues with initial ideas, artist research, exploring and experimenting with materials, developing ideas and creating a personal response. (not always in this order) At the beginning of May students will complete 10-hour exam will take place in art classroom and students will have had time to practice and discuss their idea with their teacher. Students will create a personal response to their exam question. (A final piece/s or several without any guidance)
5	
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Homework

- *Students will be set homework holistically based on which assessment criteria they are not meeting. This will be discussed with students on an individual basis. Students in KS4 are expected to take their sketchbooks home regularly and complete at least 1 extra hour a week in order to keep up with the demands of the course.*

Useful resources:

- Pinterest is a useful resource for students looking for ideas.
- Students are expected to take photographs so a camera or smartphone and opportunities to take photographs is very useful
- Pens, pencils, sketchbooks, crayons pastels, and paints are useful to have at home
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