

Art and Design

Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving through to the optimum knowledge sequence for building secure schema

Knowledge, skills and understanding to be gained at each stage*

| | | Cycle 1 | Cycle 2 | Cycle 3 |
|--------|--------------------------------------|---------|---------|---------|
| EYFS | Know and remember | | | |
| | Do | | | |
| YEAR 1 | | | | |
| | Know | | | |
| | Experiment | | | |
| | Observe | | | |
| | Make | | | |
| | Evaluate | | | |
| | Vertical and horizontal interleaving | | | |
| YEAR 2 | | | | |
| | Know | | | |
| | Experiment | | | |
| | Observe | | | |
| | Make | | | |
| | Evaluate | | | |
| | Vertical and horizontal interleaving | | | |
| YEAR 3 | | | | |
| | Know | | | |
| | Experiment | | | |
| | Observe | | | |
| | Make | | | |

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|--------|--------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| | Evaluate | | | |
| | Vertical and horizontal interleaving | | | |
| YEAR 4 | | | | |
| | Know | | | |
| | Experiment | | | |
| | Observe | | | |
| | Make | | | |
| | Evaluate | | | |
| | Vertical and horizontal interleaving | | | |
| YEAR 5 | | | | |
| | Know | | | |
| | Experiment | | | |
| | Observe | | | |
| | Make | | | |
| | Evaluate | | | |
| | Vertical and horizontal interleaving | | | |
| YEAR 6 | | | | |
| | Know | | | |
| | Experiment | | | |
| | Observe | | | |
| | Make | | | |
| | Evaluate | | | |
| | Vertical and horizontal interleaving | | | |
| YEAR 7 | | What does it mean to be human? Identity – Portraiture & Baseline project sweets | What determines the direction we take? Tim Burton Characters | Why are relationships important? Colour |
| | Know | Jon – Paul Bail – Graffiti Artist who made posters in response to Oscar Grant’s killing – | Tim Burton - Artist/Film maker, chose to become an animator based on the work influence of | Kandinsky – Historical artist link. A pioneer of abstract art, uses colour relationships |

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| | | exploring BLM which is being covered in English Historical artist link - Thomas Becket, St. David's Cathedral stained glass window. Colours represent personality Vocab – Identity, scale, self-portrait, 2D, line, shape, tone, form, proportion, composition, lino, collage, print | Ray Harryhausen Designer/ animator – Historical artist link. Pioneer in stop motion animation. Colours represent mood Vocab - Design, model, character, develop, 3D, illustration, perspective, animation, armature, clay, line, tone, form. | (theory) to explore sight, sound and emotion. Colour theory and colours represent emotion. Vocab – Beatriz Milhazes – Brazillian contemporary artist with Kandinsky influence. Morag Myerscough - contemporary artist who uses colour to explore relationships, in particular to place. |
| | Experiment | 2D, Inks, lino prints, tonal pencil technique, composition, text and text position. Stencils and stencil position. | 2D & 3D, Chalk pastels, fine liner, pencil illustrative style, water colour, ink. Character design and perspectives. Armature positioning, clay manipulation, glue and tissue paper placement and selection | 2D, colour pencil, watercolour, acrylic paint, colour theory, oil pastel, composition of shape and pattern, abstraction. |
| | Observe | Photograph of Self. The similarities and differences of Jon Paul Bail's work and Thomas Becket, St. David's Cathedral stained glass window. | Character drawing style, similarities and difference to tonal drawing style. Similarities and difference of Tim Burton & Ray Harryhausen's work. How to capture facial expression in clay. | Colour use - similarities and difference between artists studied. How colour and mark is used to show emotion & other senses. Awareness of scholars' own senses. |
| | Make | Self Portrait using grid method. Artist research study. 3 final piece ideas with collage text. Quick Print self- portrait tile. Series of prints – 2 layers with self-portrait and text stencilling | Artist research study. Drawing of characters in different materials. Own design for a character. Own character drawn from 3 perspectives. 3D character with wire armature, clay head and tissue paper body. | Artist research study. Exploration of colour theory in different materials. Painting exploring emotions and music. A landscape painting of the school area linking Geography study of the school. |
| | Evaluate | Visual literacy - Visual elements in Portraiture. Text to create a message. Does the work answer the bigger question – how? | Visual literacy - Visual elements in animation/design drawings. Colours to create mood. | Visual/emotional literacy – How do artists use colour to represent relationship? Does the scholar final piece use colour to symbolize their relationship with the school? |
| YEAR 8 | | How do we face challenge? Climate change -Coral Reef | Why does responsibility matter? Wildlife – Chellow Dean | Should the world Celebrate? Tea party |
| | Know | Matt Miller – British Contemporary illustration artist. The work being used is in response to the effect of climate change on the coral reef. Mlle Hippolyte – French artist who creates relief paper sculpture in response to the coral reef. | Sue Flask - Artist who paints and illustrates focussing on animals and wildlife. Abby Diamond – Watercolour painter who uses expressive colour to illustrate animal Art. Owen Davey - Illustrator who creates digital simplified illustration of animals and wildlife. | Claes Oldenburg – Sculpture of everyday objects oversized. Megan Coyle – artist who creates art from recycled material. Colours represent mood/atmosphere, fun of celebrating. |

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| | | <p>Colours represent the life/atmosphere of the coral reef.</p> <p>Vocab - Challenge, texture, illustration, Line, Tone, Colour, Pattern, Composition. Contemporary Art, Collage, Climate change, biodiversity, Greenhouse gases, Collagraph printing</p> | <p>Colour's represent realism and mood.</p> <p>Vocab - Tone, Texture, Line, Complimentary & Harmonious colours, Form, Proportion, Illustration, Composition, Design, Space, Typography, Water sustainability.</p> | <p>Vocab - Design, Form, Line, Proportion, Texture, Shape, Tone, Composition, Space, 3-Dimensional, Sculpture, Collage, Mark Making.</p> |
| | Experiment | 2D & 3D relief. Tonal pencil technique, continuous line technique, watercolour, fine liner pen, collagraph print, relief paper sculpture, Composition of shape, texture, colour and line. | 2D Tonal pencil technique, colour pencil, watercolour, acrylic paint, colour theory, Typography, script writing, illustration composition of shape, pattern, colour and line. | 2D Tonal pencil technique, fineliner, watercolour, newspaper manipulation, clay forming, collaging, acrylic paint. |
| | Observe | Observe colour, texture, shape and pattern found in the coral reef through source imagery. The similarities and differences of Matt Miller & Mlle Hipolyte's work. | Graphics – font types and the differences between them. Layout of posters – what makes an effective composition with imagery and text. | Scale – how do sculptures use scale to make visually impactful work. How a drawing for sculpture design is different to drawing fine art. Observe form in sculpture. |
| | Make | Continuous line drawings from observation of the coral reef, tonal study of a sea creature, watercolour mixed media coral reef study, collagraph plate and prints, relief paper sculpture. Final piece coral reef mixed media piece in a box. | Tonal drawing of wildlife, watercolour painting of animal, illustration of wildlife, script writing, Poster designs, Chellow dene poster. | Tonal drawing of cake. Series of timed drawings in mixed media. Designs for a sculpture Sculpture of a cake/donut using newspaper, clay and collage. |
| | Evaluate | Visual literacy – What does Colour and composition in the artist's work tell us about the coral reef? Has this transferred into your own design? How do artist's face challenge? | Visual literacy - Visual elements in Poster designs and final Poster. Is it eye catching? Does it fit the design brief? Why have you chosen those animals? | Visual literacy – How does the work reflect celebration? How do the artists use scale and form to bring their art to life. Have you succeeded in doing the same in your work? |
| YEAR 9 CORE (6-week rotation) | | Graffiti - Identity | Graffiti - Identity | Graffiti - Identity |
| | Know | <p>Identity – The theme of the project will be based around Graffiti and creating their own Name Tag</p> <p>Graffiti – Understand its origins, purpose, styles and techniques.</p> <p>Clay – Understand and recap the clay process and clay properties.</p> <p>Vocab – Design, tag, graffiti, slab, relief, clay, font, typeface, colour, line, score, texture, engrave.</p> <p>Technique</p> | <p>Identity – The theme of the project will be based around Graffiti and creating their own Name Tag</p> <p>Graffiti – Understand its origins, purpose, styles and techniques.</p> <p>Clay – Understand and recap the clay process and clay properties.</p> <p>Vocab – Design, tag, graffiti, slab, relief, clay, font, typeface, colour, line, score, texture, engrave.</p> <p>Technique</p> | <p>Identity – The theme of the project will be based around Graffiti and creating their own Name Tag</p> <p>Graffiti – Understand its origins, purpose, styles and techniques.</p> <p>Clay – Understand and recap the clay process and clay properties.</p> <p>Vocab – Design, tag, graffiti, slab, relief, clay, font, typeface, colour, line, score, texture, engrave.</p> <p>Technique</p> |

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| | Experiment | Design drawing, Graffiti Generator on PC, Colour shading technique, fineliner, Clay process, Use of clay tools, Painting clay tile. | Design drawing, Graffiti Generator on PC, Colour shading technique, fineliner, Clay process, Use of clay tools, Painting clay tile. | Design drawing, Graffiti Generator on PC, Colour shading technique, fineliner, Clay process, Use of clay tools, Painting clay tile. |
| | Observe | Images of Graffiti style and clay process | Images of Graffiti style and clay process | Images of Graffiti style and clay process |
| | Make | Name tag design, Coloured pencil design, Graffiti Generator tag on PC, Clay tile. | Name tag design, Coloured pencil design, Graffiti Generator tag on PC, Clay tile. | Name tag design, Coloured pencil design, Graffiti Generator tag on PC, Clay tile. |
| | Evaluate | Visual literacy - Visual elements in Name tags and clay tiles. Does the name tags have any meanings behind them? | Visual literacy - Visual elements in Name tags and clay tiles. Does the name tags have any meanings behind them? | Visual literacy - Visual elements in Name tags and clay tiles. Does the name tags have any meanings behind them? |
| YEAR 9 GCSE ART & DESIGN: FINE ART | | Basic Skills - Consolidation of KS3 skills | Artist A Week - exploration of different artist styles and what it means to use an artist in own work. | Close Up Natural Form - GCSE portfolio style project. |
| | A01 | Outline composition drawing of objects/possessions | Artists including Abby Diamond, Jim Dine, Derek Gores, Carolee Clark. | Georgia O'Keefe and Amiria Gale. |
| | A02 | Range of drawings using different media. | Range of 2D and 3D outcomes using different media. | Range of paintings, drawings in different media of natural forms. |
| | A03 | Visual literacy - colour theory. | Visual literacy - artist studies, content, form, process, mood. | Visual Literacy - artist studies, content, form, process, mood. |
| | A04 | Colour theory, mark making, range of outline drawing techniques. | Range of 2D and 3D outcomes. | Outline natural form final piece using the grid method to scale up. |
| YEAR 10 GCSE ART & DESIGN: FINE ART | | Component 1: Portfolio (sustained project.) Portraiture | Component 1: Portfolio (sustained project.) Portraiture | Component 1:Portfolio (sustained project.) Cakes, Sweets, desserts. MOCK EXAM |
| | A01 | Chuck Close | Stella Vine and Students' choice of artists. | Sarah Graham & Wayne Theibauld |
| | A02 | Photography and Drawing techniques | Drawing techniques with different media | Photography and drawing techniques with different media |
| | A03 | Photography drawing and written annotation | Photography drawing and written annotation | Photography drawing and written annotation |
| | A04 | 2D outcomes - Portrait | 2D outcomes - Portraiture in different media | Photography sweets/cakes, Photoshop manipulation. Oil pastel/painted outcome. |

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| YEAR 11 GCSE ART & DESIGN: FINE ART | | Component 1: Portfolio (sustained project.) Cakes, Sweets, desserts. | Component 2: Externally Set Assignment with seven starting points. Scholars select one. Prep from 2nd Jan. Supervised exam - 10 hours | |
| | A01 | Zentangle pattern and students' choice of artists. | | |
| | A02 | Drawing techniques with different media | | |
| | A03 | Drawing and written annotation | | |
| | A04 | 2D outcomes - small studies | | |

*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued eg knowledge of the past) and disciplinary knowledge (how the knowledge is accrued eg historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.