

# Art

*“Before a child speaks it sings. As soon as they stand they dance.  
Before they write they paint. Art is the basis of human expression” Phylcia*

## Summerhill students will be **valuable members of society**

Through our curriculum, we aim to provide students with an experience that is exciting and to ensure that our students combine practical skills with creative thinking, developing highly valuable and transferrable skills for future careers and life.

We will actively promote curiosity at the work of others, celebrating art, artists and cultures from around the world. Thus encouraging diversity in both thinking and making.

Our students will be encouraged to express themselves through risk taking and by creating outcomes with endless possibilities. They will be able to discuss art forms that they do and do not like.

## Summerhill students will be **skilled communicators**

We support students in learning to cooperate and negotiate and be able to share good practice and learn from others.

Students will be able to communicate via any number of methods in both the creation of individual pieces and interpretation of art from their peers and around the world.

Our students will both analyse and evaluate the work of others. They will be confident in using terminology used to describe artistic works and their creation, applying this to their own work and that of others.

## Summerhill students will be **knowledgeable**

Our curriculum will be rich in skills as students explore techniques and methods which will develop their knowledge through the work they create. Students will be taught how to use formal elements within their artwork such as line, tone, colour, space, texture etc. Students will analyse the work of artists which will influence their own practice.

Students will experience a variety of media, techniques and processes over their studies. In KS3 students will develop their skills and understanding with progressive complexity and sophistication, so that they are able to make informed choices and work with increasing independence into KS4.

Students will discover a range of artist movements, material, techniques and will learn to analyse contextual sources.

## **Our curriculum is underpinned by four key values:**

**Courage** – doing what is right; being truthful; trying new experiences; taking risks in the pursuit of personal development

**Ambition** – having the highest aspirations and expectations of ourselves / others; being brilliant in all we do; having belief that challenges can be overcome with the right attitude and hard work

**Respect** – thinking about the way we interact with others; being considerate to ourselves, others and the environment; responding to expectations and working together in teams

**Effort** – investing time and energy to achieve success; always giving our best in everything we do; demonstrating resilience

# Art Curriculum Overview

Year	Key Features	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>All students</p> <p>Mixed ability groups</p> <p>1 single period per week.</p>	<p><b>Introduction to Art:</b></p> <p><b>Key knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>• Formal elements</li> <li>• Observational Drawing</li> <li>• Art careers and pathways. Students will question Why Art Matters?</li> <li>• Colour Wheel</li> <li>• Painting Techniques</li> <li>• Paint blending</li> <li>• Textured Tiles</li> <li>• Art styles and research</li> </ul>		<p><b>Portraits:</b></p> <p><b>Key knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>• Observational Drawing</li> <li>• Proportions of the face</li> <li>• Experimentation with mixed media</li> <li>• Mixed media and collage</li> </ul> <p><b>Artist studies:</b></p> <ul style="list-style-type: none"> <li>• David Hockney</li> <li>• Teesha Moore</li> </ul>		<p><b>Landscapes and Cityscapes:</b></p> <p><b>Key knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• How to create depth and distance</li> <li>• Perspective</li> <li>• Mixed media painting techniques</li> <li>• Mark-making techniques</li> <li>• Printing techniques</li> </ul> <p><b>Artist studies:</b></p> <ul style="list-style-type: none"> <li>• Stephen Wiltshire</li> <li>• Barbara Gilhooly</li> </ul>	
8	<p>All students</p> <p>Mixed ability groups</p> <p>1 single period per week.</p>	<p><b>Endangered Species:</b></p> <p><b>Key knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>• Watercolour techniques</li> <li>• Sgraffito</li> <li>• Endangered species fact file</li> <li>• Explore Ralph Steadman techniques</li> <li>• Watercolour and ink study</li> </ul> <p><b>Artist study:</b></p> <ul style="list-style-type: none"> <li>• Ralph Steadman</li> </ul>		<p><b>Food:</b></p> <p><b>Key knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>• Observational drawing</li> <li>• Representing tone</li> <li>• Colour theory</li> <li>• Documenting form</li> </ul> <p><b>Artist studies:</b></p> <ul style="list-style-type: none"> <li>• Mr Doodle</li> <li>• Claes Oldenburg</li> </ul>		<p><b>Natural forms:</b></p> <p><b>Key knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>• Drawing from imagination</li> <li>• Mark-making</li> <li>• Tone and form</li> <li>• Mixed media, print and textured surfaces</li> </ul> <p><b>Artist studies:</b></p> <ul style="list-style-type: none"> <li>• Gary Hume</li> <li>• Crystal Wagner</li> </ul>	

Year	Key Features	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	<p>Optional</p> <p>Mixed ability groups</p> <p>1 double period per week.</p>	<p><b>Illustrated words:</b></p> <p><b>Key knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>• Illustration techniques and processes</li> <li>• Exploring working on different surfaces.</li> <li>• Working from books and narratives.</li> <li>• The process of creating an original graffiti tag.</li> <li>• Graphical design skills through the creation of a music album cover.</li> </ul> <p><b>Artist studies:</b></p> <ul style="list-style-type: none"> <li>• Ekaterina Panikanova</li> <li>• Banksy</li> <li>• Burgerman</li> </ul>		<p><b>Sea Creatures:</b></p> <p><b>Key knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>• Expressive drawing with emphasis on creating original and personal artwork, through experimenting with media</li> <li>• Introduction to wax, inks and brusho.</li> <li>• Expressive painting techniques.</li> <li>• Designing 2D ideas in 3D Clay, concluding with a final 3D clay piece</li> </ul> <p><b>Artist studies:</b></p> <ul style="list-style-type: none"> <li>• Scarpace</li> <li>• James De Rosso</li> </ul>		<p><b>Expressive sketchbook practice:</b></p> <p><b>Key knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>• Recording ideas through observation and drawing</li> <li>• Develop skills in: <ul style="list-style-type: none"> <li>• Watercolours</li> <li>• Acrylic paint</li> <li>• Acrylic pens</li> <li>• Brusho and ink</li> <li>• Mark making</li> <li>• Collage</li> </ul> </li> <li>• Concluding unit with a final mixed media piece</li> </ul> <p><b>Artist study:</b></p> <ul style="list-style-type: none"> <li>• Helen Wells</li> </ul>	

Year	Key Features	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10  GCSE Art & Design (OCR J171)	Optional  Mixed ability groups  1 double and 1 single period per week	<b>GCSE Portfolio:</b> <ul style="list-style-type: none"> <li>• Introduction of the Controlled assessment unit on chosen theme.</li> <li>• Introduction to all Assessment objectives. Revisiting and enhancing drawing skills/making skills – focus on formal elements (line, colour, tone, texture, pattern, space, form) Experimental drawings and mixed media based</li> </ul>	<b>GCSE Portfolio:</b> <ul style="list-style-type: none"> <li>• Continuation of the Controlled assessment unit on chosen theme.</li> <li>• Introduction to all Assessment objectives.</li> <li>• Revisiting drawing and making skills– focus on formal elements (line, colour, tone, texture, pattern, space, form) Experimental drawings and mixed media based</li> </ul>	<b>GCSE Portfolio:</b> <ul style="list-style-type: none"> <li>• Introduce AO1 in detail.</li> <li>• Learn how to research for artists/makers who will inspire their project</li> <li>• Explore the differences between inspiration and copying.</li> <li>• Students will begin to work in the style of their chosen artist(s) and in art materials that best suit them.</li> <li>• Students will show their ability to analysis artists and show their influences in ideas. Creative design and planning skills.</li> <li>• Research/Investigation of individual themes chosen by students. The ability to analyse a range of artists, designers and craftspeople through discussion with class teacher. To be able to visually respond to chosen theme through creating their own responses to artist(S) work.</li> </ul>		<b>GCSE Portfolio:</b> Continued research/Investigation of individual themes chosen by students. Show their ability to analyse a range of artists, designers and craftspeople through discussion with class teacher. To be able to visually respond to chosen theme through creating copies of artists work or own versions. Design and planning skills that show clear links to chosen theme and artists influences.	
11  GCSE Art & Design (OCR J171)	Optional  Mixed ability groups  1 double and 1 single period per week	<b>GCSE Portfolio:</b> <ul style="list-style-type: none"> <li>• Begin development of ideas through experimentation, referencing all assessment objectives.</li> <li>• Begin work on final outcomes for GCSE Controlled Assessment</li> </ul>	<b>GCSE Portfolio:</b> Creating final outcome based on own theme that shows a clear journey. Ability to manipulate materials and process, show artists influences in order to reach a personal outcome.	<b>GCSE Externally Set Task:</b> <ul style="list-style-type: none"> <li>• GCSE Examination preparation</li> <li>• Research using previously-developed skills and knowledge</li> <li>• Research/Investigation of individual themes chosen by students from OCR exam board topics.</li> <li>• The ability to analyse a range of artists, designers and craftspeople through discussion with class teacher.</li> <li>• To be able to visually respond to chosen theme through creating their responses to artists work.</li> <li>• Design and planning skills that show clear links to chosen exam theme and artists influences. The ability to analysis theme and show a range of experiments in order to move towards creating final personal outcome.</li> <li>• Controlled Assessment Final 10 hr exam where final exam outcome will be created.</li> </ul>			

