




Art Curriculum 2022/2023



STOKE HIGH SCHOOL
- Ormiston Academy

OAT
Ormiston Academies Trust
An OAT Academy

| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Colour Theory | | Line, Composition, Shape and Form | | Pattern, Texture and Mark-making | |
| 7 | <ul style="list-style-type: none"> Studying the techniques and processes of David Hockney, Wassily Kandinsky, Vincent Van Gogh and Paul Klee. Students will experiment with mixing paints with a focus of learning colour theory. Students will be introduced to creating perspective and accurate compositions through landscape paintings. Environmental issues such as deforestation and how artists explore this concept in art will be discussed. | | <ul style="list-style-type: none"> Studying the work of artists and textile designers who use natural forms Practices and disciplines, making links to their own work. Discuss career paths and job opportunities in the creative industries. Discover different techniques involved in drawing with a focus on shading, details, observational skills and producing an accurate shape and form. Students will learn how to work from primary source Students will be encouraged to be constructive critics by reflecting on outcomes appropriately A variety of medias will be explored to enhance student experiences of using a variety of different medias. | | <ul style="list-style-type: none"> Study a range of different artists through history, analysing how they have influenced each other through their processes and concepts. Local artist Maggi Hambling will be introduced, and students will be encouraged to compare to traditional Japanese wave paintings. Topics such as OCEAN CONSERVATION and depression will be addressed. Students will experiment with patterns and textures. Opportunities to make textured collagraphs and a range of 3D outcomes including clay work. | |
| Assessment Analysis Application of media Drawing Final Piece | Landscape Art, Abstract Art, David Hockney, Wassily Kandinsky, Vincent Van Gogh, John Constable, J.M.W Turner, Paul Klee | | William Morris, Georgia O'Keeffe, Jane Tomlinson | | Maggi Hambling, Katsushija Hokusai, Claude Monet, Van Gogh, | |
| | Poster paint, charcoal, colour pencil, felt tip pens. | | Press printing, blending/layering, colour pencil, wax crayon rubbings, watercolour, collage, ink and water. | | Oil pastel, colour pencil, watercolour, collage, mono printing, textured collagraphs, clay, paper modelling. | |
| | landscape drawing, perspective, tonal drawings of flowers. | | Artist copies, line drawings, tonal drawings of a leaf. | | Artist copies, mark-making, tonal drawings of shells. | |
| | To produce a landscape painting | | To produce a mixed media flip book | | To produce a 3D response using clay | |
| | | <ul style="list-style-type: none"> Students will study appropriate chapters from the book 'Think Like an Artist' by BBC Arts editor Will Gompertz <i>Use of Knowledge organisers</i> Writing self-assessments of work E.g. WWW and EBI Expressing own opinions through oracy workshops and written tasks | Reading about artists studied, presenting core information, and completing <i>Comprehension tasks</i> . <i>key words explored through word searches, written analysis and DO NOW tasks</i> | | | |
| | Still Life and Food | | Macro, textures, and Process. | | Man-made and Conceptual Art | |
| 8 | <ul style="list-style-type: none"> Explore a range of different contemporary and key influences from the art world including Pop art. Students will cultivate painting and colour theory skills learnt in year 7. Explore new ways of making effect through tone, texture, light and shadow. Topics such as 'eat well guide' will be discussed Students will reflect on mistakes and build resilience | | <ul style="list-style-type: none"> Introduced to photographers and macro art. Careers in photography will be discussed. Refine details from observational drawings. Experiment with creating textures and will create a variety of papers from their discoveries of exploring new processes. Students will produce a final piece using the papers they have created. | | <ul style="list-style-type: none"> How are ideas and concepts developed? A variety of conceptual artists will be studied and questioned. Students will be encouraged to offer opinion and compare contrasting artists to examine how artists approach the same subjects differently. Explore & create new art with recycled materials. Use clay for sculpting and experiment with structure. Express opinion and challenge the relationships between artwork presented and the concepts behind them. Topics: animal cruelty, young careers and recycling will be discussed. | |

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| Assessment Analysis Application of media Drawing Final Piece | Joel Penkman, Sarah Graham , Wayne Theibaud , Andy Warhol , Pop Art , Roy Lechtenstein | | | Pater Clark ,Deborah Shapiro, Nancy Standlee, Karl Blossfeldti, | | Conceptual art, Sculpture, Marcel Duchamp, Damien Hirst, Joseph Cornell, Theaster Gates, | |
| | Watercolour, colour pencil, felt tip, poster paint, mono printing, poly block printing, paper modeling. | | | Colour Pencil, oil Pastel, tonal Pencil, photography, wax resist, batik, ink, watercolour, collage | | Collage, felt tip, biro pen, chalk, charcoal, clay, working onto a variety of papers. | |
| | Primary source drawings of sweets, biscuits and cakes, tonal drawings. Artist copies | | | Macro drawings, drawings of fish scales, tonal drawings of a pineapple. | | Primary source drawings of man-made objects. | |
| | A Pop Art painting of POPULAR food | | | To produce a mixed media collage | | To create a 3D clay sculpture of a man-made object | |
|  | | Students will study appropriate chapters from the book 'Think Like an Artist' by BBC Arts editor Will Gompertz <i>Use of Knowledge organisers</i> Writing self-assessments of work E.g. WWW and EBI Expressing own opinions through oracy workshops and written tasks | | Reading about artists studied, presenting core information, and completing <i>Comprehension tasks</i> . <i>key words explored through word searches, written analysis and DO NOW tasks</i> | | | |
| | | Art movements, concepts, and portraits | | | Pattern | | |
| 9 | <ul style="list-style-type: none"> | <ul style="list-style-type: none">To critically analyse the work of key and influential artists within the history of artTo study art movements and how it impacted the art world<ul style="list-style-type: none">Knowledge of the formal elements will be developed through key language and analysis.Discussions around concepts behind the art with a focus around our school core values, Respect, Inspire and AchieveLessons will be taught by offering skills progression, by recapping and developing previous skills learnt at KS3.To explore creating mixed media pieces with a focus on refining application of media and paying attention to details.<ul style="list-style-type: none">Observational and drawing skills will be developed building on student confidence when using a range of media. | | | <ul style="list-style-type: none">Students will be given opportunities for independent choice on creative outcomes.Research will be based on the theme ‘Patterns’.Students will be encouraged to ask questions and critically analyse the work of Michael Craig-Martin as the lead example artist.The formal elements of art will play a key role in our lessons to develop key language and analysis.We will have discussions around concepts behind art and how our own experiences can be channeled through creative outcomes.Lessons will be taught by offering skills progression, by recapping and developing previous skills learnt at KS3. | | |
| Assessment Analysis | | Fauvism, Henri Matisse, Pointillism, George Seurat, Cubism, Pablo Picasso, Contemporary Art, | | | Michael Craig Martin, Bridget Riley, Possible options for independent research: Josh Bryan, Anthony Breslin, Jason Ratliff, Caroline Achaintre, Olivia Kemp, Claire Brewster, Bridget Davies, Bridget Riley, Dick Martin, Michelle Louis, Elaine Kehew, Eugene Seguy, Angie Lewin . | | |
| Application of media | | Watercolour, colour pencil, acrylic, fine liners, graphite pencils. | | | | | |
| Drawing | | Composition Primary source drawing Portrait drawing | | | | | |
| Final Piece | | To produce a portrait | | | To produce an A3 painting | | |
|  | <ul style="list-style-type: none"> | <ul style="list-style-type: none">Students will study appropriate chapters from the book 'Think Like an Artist' by BBC Arts editor Will Gompertz<i>Use of Knowledge organisers</i>Writing self-assessments of work E.g. WWW and EBIExpressing own opinions through oracy workshops and written tasks | | Reading about artists studied, presenting core information, and completing <i>Comprehension tasks</i> <i>key words explored through word searches, written and DO NOW tasks</i> | | | |
| 10 | Places and Spaces | | | Fragments | | | |
| | | Component 1 Personal Portfolio 60% - Students will develop their interest and curiosity about art and design independently to produce personal portfolios for component 1. | | | | | |
| | | Assessment | AO1 - Develop - 25% | AO2 - Refine - 25% | AO3 - Record - 25% | AO4 - Present - 25% | |
| | |  Students will study appropriate chapters from the book 'Think Like an Artist' by BBC Arts editor Will Gompertz. <i>Use of Knowledge organisers</i> . Writing self-assessments of work E.g. WWW and EBI. <i>key words explored through written and DO NOW tasks</i> Expressing own opinions through oracy workshops and written tasks. Reading about artists studied, presenting core information, and completing <i>Comprehension tasks</i> | | | | | |



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| | | Students will experience an introduction into GCSE Art and design which will consist of exploring the theme Places and Space. Students will develop analysis into critical thinking and be inspired to question. We will study artists to help develop our investigation process to develop outcomes. Students will be taught how to use sources to inform their own independent outcomes with a trip to our local church, documented through photography . We will encourage students to refine outcomes and develop a desire to review and drive their own project. | Lessons will offer the chance for students to develop their individual expression through art to further enhance their personal portfolio. Students will be offered the opportunity to ask questions and demonstrate their skills in a variety of ways with different medias, processes, and techniques. Opportunities will be offered for students to explore and experiment further through workshops and will be encouraged to take and celebrate risks. Students will have the opportunity to visit art galleries and local exhibitions to develop independent choices as well as record their own ideas through photography, drawing and annotation . |
| 11 | <p>Fragments</p> <p>Students will continue to develop their interests and curiosities about art and design to produce a personal portfolio for component 1. Within this project students will experience a variety of ways to create alongside painting, printing, and drawing. We have selected the word Fragments for our project to encourage our students to think outside the box when presenting outcomes. Workshops will include weaving, batik, acrylic transfers, and processes to distort and manipulate outcomes. Students will record their own ideas through photography, drawing and annotation.</p> | <p>Component 2 Externally Set Assignment 40% - From January until the remainder of Year 11 students will complete the externally set assignment (exam) – 40%</p> <p>Students are required to investigate and explore individual interests.</p> <p>AO1 - Develop - 25% AO2 - Refine - 25% AO3 - Record - 25% AO4 - Present - 25%</p> | <p>Component 2 Personal Portfolio 40%</p> <p>Students will complete the personally set assignment (exam) – 40%</p> <p>Students are required to investigate and explore individual interests.</p> <p>AO1 - Develop - 25% AO2 - Refine - 25% AO3 - Record - 25% AO4 - Present - 25%</p> |