



BLACKMINSTER MIDDLE SCHOOL

Community – Aspiration – Respect – Excellence

Art Curriculum Overview

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Elements in Art Drawing</u> Line, shape, tone, form, texture and pattern. Positive and negative space, relief art.	<u>Elements in Art Painting</u> Colour theory	<u>The Natural World Printing</u> Observational drawing and exploring colour media.	<u>The Natural World</u> Explore, analyse and evaluate natural form and landscape artists.	<u>Mythical Creatures Clay Sculptural Techniques</u> Research mythical creatures and develop own designs.	<u>Mythical creatures Graphic design</u> Designing an information booklet.
Key Substantive Knowledge: What will students learn?						
Year 6	Students will learn about the Formal Elements of Art; line, shape, tone, form, texture and pattern. Students will investigate how artists use the formal elements in their artwork. Using a variety of media, techniques and mark making students will develop their drawing and fine motor skills. Students will explore low relief sculptural forms.	Students will learn about colour theory and apply their skills and knowledge in their own abstract Artwork influenced by Kandinsky . Students will know: - Basic colour wheel is made up of six colours/ Full colour wheel, 12 colours - Primary and secondary/tertiary colours and how to make them. - Colour can be associated with mood/imply meaning - Harmonious, warm and cold and complementary colours. - Kandinsky was a Russian Painter who was inspired by music - The meaning of abstract expressionism.	Students will further develop their use of the formal elements through observational studies of natural forms in a variety of media. They will explore simple mono printing techniques and produce own prints.	Students will explore, analyse and evaluate the work of Georgia O'Keeffe , contemporary artist Amiria Gale and Van Gogh . Students will produce creative work in response.	Students will explore how mythical creatures are represented in Art and Literature. Using their creativity and imagination they will develop designs for their own original mythical creature. Students will be introduced to simple clay construction techniques and experiment and explore working in 3D.	Students will learn how to produce an information booklet documenting all about their mythical creature and bringing it to life through facts, poems, story boards and illustrations.

Disciplinary Knowledge (Key skills)						
Year 6	Understanding pencil codes. Drawing skills. Fine motor skills. Know the Elements in Art and how to apply them. Understand 3D form's through experimenting with low relief.	Students will experiment and practice creating and blending colours. Students will develop their painting skills and application of colour theory, using different brushes, painting skills and application of colour theory. Students will explore, analyse and evaluate the work Kandinsky then produce a painting in an abstract style.	How to draw from observation using still life objects. Drawing correct proportions and understanding scale. Making media choices according to desired effect. Mono printing skills.	Recognising and understanding the art of artists: Georgia O'keeffe, Amiria Gale and Van Gogh. Ability to recognise mood through the use of colour. Know what a landscape is.	Recognise and understand the use of mythical creatures in Art and literature. Know how to develop a design by evaluating and modifying as it progresses. Be able to use 3D sculptural techniques to able to manipulate and construct in clay.	Understand Graphic Design, focusing on layout, presentation, selecting information and Illustration.
National Curriculum links to topic						
National Curriculum Links to topic Aims: <u>Key stage 2</u> Pupils should be taught: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Be taught about great artists, architects and designers in history. <u>Key stage 3</u> Pupils should be taught: To develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media, including painting. To increase their proficiency in the handling of different materials. To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. Be taught about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.						
Key vocabulary	Line, shape, form, tone, pattern, texture, scale, proportion, tonal shading, Mark making Positive and negative space 2D and 3D Media	Colour Primary colours Secondary colours Tertiary colours Complementary colours Harmonious colours Tint and shade Abstract Art Composition	Observational Still life Proportions Scale Mono printing	Mood Landscape	Mythical creatures Design process Sculpture Construction Coil Pinch pot Score Slip Smooth	Graphic design Layout. Presentation. Information. Illustration.
Assessment checkpoint and evidence of learning Baseline assessments completed at the start of Year 6. 1.Observational drawing skills 2. Imagination and Creativity.	Sketch book is well presented and neat. Can use media with control. Can apply tonal shading to shapes and give the illusion of 3D. Has experimented and demonstrated a range of mark making techniques. Can apply texture and pattern with control.	Sketch book is well presented and neat. Know the primary, secondary and tertiary colours. Know complementary colour pairs and how to identify them. Is able to mix a range of colours and tones, including Tint and Shade. Can control a paintbrush to fill a wide range of shapes with accuracy.	Sketch book is well presented and neat. Can draw with good accuracy from observation and apply effective tonal shading. Has experimented with a range of colour media with good control, application and mark making techniques.	Sketch book is well presented and neat. Has demonstrated a good understanding of the work of other artists and the connection to their own work. Can apply an artists' style to their work own.	Sketch book is well presented and neat. Has demonstrated a good understanding of Mythical creatures in context. Has understood a design process that evaluates and modifies work as it progresses. Demonstrated a range of 3D sculptural techniques.	Sketch book is well presented and neat. Understands Graphic Design in context. Demonstrates skills in - Layout. Presentation. Selecting information. Illustration.

Key Substantive Knowledge: What will students learn?						
Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Everyday objects Drawing</u> Technical drawing skills.	<u>Cubism Mixed Media</u> Exploring, analysing and evaluating Cubism and developing own mixed media work in a Cubist style.	<u>Fantasy Buildings and architecture</u> Explore, analyse and evaluate architects and artists.	<u>Fantasy Buildings and architecture Clay</u> Explore clay construction techniques.	<u>Narrative Art Printing</u> Explore, analyse and evaluate how Art has been used to tell stories. Design and print an Aboriginal inspired image.	<u>Narrative Art Sculpture and painting.</u> Design an Aboriginal inspired boomerang and decorate with dreamtime symbols.
Year 7	<u>Everyday Objects</u> With a focus on accurate observational drawing, students will develop their technical drawing skills for observing one-point, two-point and three-point perspective, along with accurately drawing ellipses and objects from direct observation.	<u>Everyday objects Cubism</u> Exploring, analysing and evaluate the Cubist Art movement. Students will apply Cubist theory to their own work and produce a creative mixed media still life outcome in a Cubist style.	<u>Fantasy Buildings</u> Students will explore, analyse and evaluate the architecture of Antoni Gaudi and paintings and architecture by Friedensreich Hundertwasser.	<u>Fantasy Buildings</u> Students will construct clay tiles / 3D forms and decorate with patterns and textures inspired by the shapes, forms and structures observed in their investigations.	<u>Narrative Art</u> Students will explore how art has been used to tell stories from cave painting through to contemporary Art. Aboriginal Art will be the primary focus, researching the use of symbols and Dreamtime imagery. Students will design their own Aboriginal inspired images and develop these into prints. Using a foam board print technique, students will learn how to print a layered 2 colour print.	<u>Narrative Art.</u> Students will design their own dreamtime symbols and apply these to a Modroc constructed boomerang.
Disciplinary Knowledge (Key skills)						
Year 7	Be able to draw in perspective. One-point perspective, two-point perspective. Use a vanishing point, horizon line, background and foreground. Understand how to draw from a still life, drawing accurately ellipses and symmetry. Apply correct tonal shading to objects.	Know how to work in mixed media and collage. Understand Cubism as an artistic style, create abstracted Art and demonstrate multiple viewpoints and angles in a drawing.	Recognise and identify influences and key features in Antoni Gaudi and Friedensreich Hundertwasser’s architecture. Understanding natural forms, organic shapes and mosaics.	Be able to construct and model in clay using a variety of techniques including mosaic.	Understand narrative Art, Aboriginal Art and Dream time symbols, Use print making techniques.	Has understood a design process that evaluates and modifies work as it progresses. Understand sculptural techniques for 3D construction. Able to apply a design and colour theory to own work.
National Curriculum links to topic						
National Curriculum links to topic Aims: <u>Key stage 2</u> Pupils should be taught: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Be taught about great artists, architects and designers in history. <u>Key stage 3</u> Pupils should be taught: To develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To use a range of techniques and media, including painting. To increase their proficiency in the handling of different materials.						

To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
 Be taught about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Key vocabulary	Perspective One-point perspective Two- point perspective Vanishing point Horizon line Background and Foreground Still life Ellipse Tone Symmetry Mixed media and collage	Cubism Cubist Pablo Picasso George Braque Still life Shapes Form Colour Abstracted Multiple viewpoints and angles	Antoni Gaudi Friedensreich Hundertwasser Architect Architecture Mosaic Sagrada Familia Natural forms Organic forms	Mosaic Clay and ceramic Construction techniques Slab and tile building SSS	Narrative Art Aboriginal Art Dream time Symbols Printing Poly block	Sculptural techniques 3D Modroc Boomerang
Assessment checkpoint and evidence of learning	Sketch book is well presented and neat. Can use a range of media demonstrating good control. Can draw objects in perspective and give the illusion of 3D.	Sketch book is well presented and neat. Has demonstrated a good understanding of Cubist Art and applied it to own work.	Sketch book is well presented and neat. Clearly articulated knowledge and understanding of Gaudi and Hundertwasser’s architecture. Produced good quality studies.	Sketch book is well presented and neat. Clay work demonstrates good understanding of construction skills. Has added creative decorative features to a clay.	Sketch book is well presented and neat. Has demonstrated a good understanding of Aboriginal Art and applied it to own work. Has produced a good quality print board Has successfully produced a 2 colour print.	Sketch book is well presented and neat. Has created own meaningful dreamtime symbols. Has successfully constructed a 3D boomerang using sculptural techniques. Can apply a design with control.

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Portraits Drawing</u>	<u>Festival masks Clay</u> Construct a ceramic mask	<u>Figures and faces Painting</u> Explore, analyse and evaluate Pop Art and apply to own work	<u>Matisse paper cuts Printing</u> Produce a 2/3 colour lino print	<u>Movement Collaborative design</u> Draw figures in motion	<u>Movement Sculpture</u> Construct sculptural figures in movement

Key Substantive Knowledge: What will students learn?						
Year 8	<u>Portraits</u> Students will investigate and analyse Sir Stanley Spencer’s portraits. They will be shown how to draw and structure an accurate portrait with the correct proportions and facial features, apply tonal shading to achieve a sense of 3D to their own self portrait drawing.	<u>Festival masks</u> Students will explore, analyse and evaluate masks from different cultures. Design a mask using own self portrait as a template. The masks will be constructed from clay and students will learn how to apply a variety of decorative and textural details to their design.	<u>Faces and figures</u> Students will explore and analyse a range of artistic styles for producing portraits. This will include Pop Art and Surrealism and they will develop their own creative responses to these styles, working in a variety of media including paint and collaging techniques. Artists studied: Andy Warhol Roy Lichtenstein Julian Opie Salvador Dali Rene Magritte.	<u>Matisse paper cuts</u> Students will be introduced to Matisse’s paper cuts and experiment with producing their own design that will be developed into a simple lino print design. Students will be taught how to safely carve a lino printing block and print a layered print of 2/3 colours.	<u>Movement</u> Students will learn how to draw the human figure with correct proportions. Students will explore how artists represent the human figure in motion, for example playing sport or dancing. Students will experiment with sculptural construction techniques using wire and Modroc.	<u>Movement</u> Students will work collaboratively in small groups to design a sculptural tableau representing figures in motion.

Disciplinary Knowledge (Key skills)						
Year 8	Understanding portraiture in context. Producing a	Recognise masks from a variety of cultures and	How to scale up using the grid method.	Recognise Matisse’s Art work.	How to draw the human form with	Working collaboratively on an Art work.

