

## Curriculum Overview: Year 7 Art

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b> The Elements <i>Observational drawing, Line and Colour</i>	<b>Topic</b> The Elements <i>Exploring Tone, Pattern, Texture and Form</i>	<b>Topic</b> Aboriginal Art	<b>Topic</b> Aboriginal Art	<b>Topic</b> Abstract Art	<b>Topic</b> Perspective
<b>Links to prior learning</b>	<b>Links to prior learning</b> Developing observational drawing using texture and tone.	<b>Links to prior learning</b> Using mark making to create pattern.	<b>Links to prior learning</b> Visualising a story and planning compositions.	<b>Links to prior learning</b> Using the elements to create an abstract response.	<b>Links to prior learning</b> Creating form now using perspective.
<b>Stretch and Challenge Enquiry</b> Where do you see harmonious and complementary colours in the world of design?	<b>Stretch and Challenge Enquiry</b> What textures do you see in the world around you and how would you record these with marks?	<b>Stretch and Challenge Enquiry</b> What have been the major impacts on Aboriginal culture since Australia was colonised?	<b>Stretch and Challenge Enquiry</b> What is balance in a composition? Can you find examples of how aboriginal and art from around the world use balance?	<b>Stretch and Challenge Enquiry</b> What is Synesthesia and how did this condition lead to the way in which Kandinsky created his work?	<b>Stretch and Challenge Enquiry</b> What other developments were made during the renaissance period?
<b>Equipment Needed</b> Paper Pens Crayons Pencils Paints Access to the internet Notepad		<b>Wider Reading</b> <a href="http://www.jthreeconcepts.com/">http://www.jthreeconcepts.com/</a> <a href="https://www.pinterest.co.uk/">https://www.pinterest.co.uk/</a> <a href="http://www.tate.org.uk/whats-on/tate-modern/exhibition/henri-matisse-cut-outs">http://www.tate.org.uk/whats-on/tate-modern/exhibition/henri-matisse-cut-outs</a> <a href="https://www.kateowengallery.com/page/10-Facts-About-Aboriginal-Art.aspx">https://www.kateowengallery.com/page/10-Facts-About-Aboriginal-Art.aspx</a> <a href="https://japingkaaboriginalart.com/articles/facts-about-aboriginal-art/">https://japingkaaboriginalart.com/articles/facts-about-aboriginal-art/</a> <a href="http://bradshawfoundation.com/hands/index.php">http://bradshawfoundation.com/hands/index.php</a> <a href="http://www.wassilykandinsky.net/">http://www.wassilykandinsky.net/</a>		<b>Family activities</b> <ul style="list-style-type: none"> <li>A visit to a gallery is a fantastic way to increase your child's understanding and appreciation of art. Whilst there discuss with them how artists have used line, tone, texture, pattern, shape and form within their work.</li> <li>Discuss with your child, what makes an affective composition, by looking at a range of images and asking them to describe the layout.</li> <li>Discuss with your child the emotions that are felt when listening to various pieces of music. Then ask them to explain which of the art elements they would use to describe this (colours, shapes, patterns etc)</li> </ul>	

<https://www.guggenheim.org/artwork/artist/vasily-kandinsky>

## Curriculum Overview: Year 8 Art

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Topic</b> Pop Art</p> <p><i>Looking at the Pop Art movement.</i></p>	<p><b>Topic</b> Pop Art</p> <p><i>Developing a Pop Art style piece of work.</i></p>	<p><b>Topic</b> Surrealism</p> <p><i>Looking at the Surrealist art movement, with a focus on Joan Miro, working in 3D.</i></p>	<p><b>Topic</b> Surrealism</p> <p><i>Looking at the Surrealist art movement, with a focus on Salvador Dali.</i></p>	<p><b>Topic</b> Cubism</p> <p><i>Learning about the Cubist art movement.</i></p>	<p><b>Topic</b> Facial Features</p> <p><i>Continuing to develop observational skills whilst drawing facial features</i></p>
<p><b>Links to prior learning</b> Perspective Elements of Art</p> <p><b>Stretch and Challenge Enquiry</b> How has Pop Art capitalised on popular culture?</p>	<p><b>Links to prior learning</b> Pop Art movement Photoshop Elements of Art</p> <p><b>Stretch and Challenge Enquiry</b> How did the Pop Art movement pave the way for a new style of art?</p>	<p><b>Links to prior learning</b> Surrealism</p> <p><b>Stretch and Challenge Enquiry</b> What are the similarities and differences between the Surrealist art movement and the Dada art movement?</p>	<p><b>Links to prior learning</b> Observational drawing skills Responding to a specific art style. Elements of Art</p> <p><b>Stretch and Challenge Enquiry</b> How did the Surrealist artists use the elements of art to communicate their ideas?</p>	<p><b>Links to prior learning</b> Observational drawing skills Compositional skills</p> <p><b>Stretch and Challenge Enquiry</b> How did Cubism inspire other movements in literature, music and architecture?</p>	<p><b>Links to prior learning</b> Observational drawing skills</p> <p><b>Stretch and Challenge Enquiry</b> How can we apply the principles of the art elements to help our drawings look realistic?</p>
<b>Equipment Needed</b>		<b>Wider Reading</b>		<b>Family activities</b>	
<p>Paper Pens Crayons Pencils Paints Access to the internet Notepad</p>		<p><a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a> - Pop Art <a href="https://www.dalipaintings.com/">https://www.dalipaintings.com/</a> - Surrealism <a href="http://www.joan-miro.net/">http://www.joan-miro.net/</a> - Surrealism</p>		<p>Create a comic strip in a Pop Art style. Explore the work of Roy Lichtenstein and create a piece of art that uses an onomatopoeia. Create a dream journal, recording any dreams you have. Create a piece of art responding to your dream.</p>	

Practice your observational drawing skills of facial features, looking in the mirror for guidance.

## Curriculum Overview: Year 9 Art

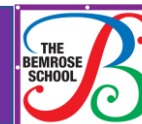
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p><b>Topic</b> Facial Proportions</p> <p><i>Understanding the proportions within the face.</i></p>	<p><b>Topic</b> Portraiture</p> <p><i>Learning about a range of portrait artists and creating a personal response.</i></p>	<p><b>Topic</b> My Story</p> <p><i>Responding to the work of artist Greyson Perry, looking at celebrity stories as a source.</i></p>	<p><b>Topic</b> My Story</p> <p><i>Developing a composition, based upon student's own story.</i></p>	<p><b>Topic</b> My Story</p> <p><i>Realising intentions, creating a final piece that combines portraiture and illustrative drawings.</i></p>
<p><b>Links to prior learning</b> Facial features Proportions Observational drawing skills</p> <p><b>Stretch and Challenge Enquiry</b> How can we apply the principles of proportions when drawing a face?</p>	<p><b>Links to prior learning</b> Facial features Proportions Art Elements</p> <p><b>Stretch and Challenge Enquiry</b> What can a portrait show about an individual?</p>	<p><b>Links to prior learning</b> Portraiture Observational drawing skills Composition</p> <p><b>Stretch and Challenge Enquiry</b> How do Teesha Moore and Paula Rego communicate a story through their illustrative work?</p>	<p><b>Links to prior learning</b> Composition Developing an idea</p> <p><b>Stretch and Challenge Enquiry</b> Can you research another artist who also tells their life story through their work? (e.g. Frida Kahlo, Faith Ringgold, Jacob Lawrence)</p>	<p><b>Links to prior learning</b> Realising intentions Composition Drawing from observation</p> <p><b>Stretch and Challenge Enquiry</b> Read through the AQA Art and Design GCSE specification to gain an understanding of the course structure.</p>
<b>Equipment Needed</b>		<b>Wider Reading</b>		<b>Family activities</b>
Paper Pens Crayons Pencils Paints		<a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a> - National Portrait Gallery <a href="https://www.nationalgalleries.org/art-and-artists/glossary-terms/cubism">https://www.nationalgalleries.org/art-and-artists/glossary-terms/cubism</a> - Cubism <a href="https://www.derbyquad.co.uk/">https://www.derbyquad.co.uk/</a> - QUAD Art Gallery		Sit opposite a member of your family and have a go at drawing their portrait, thinking carefully about facial proportions. Visit the Derby Museum and Art Gallery. Visit Déda Art Gallery.

Access to the internet Notepad	<a href="https://www.derbymuseums.org/">https://www.derbymuseums.org/</a> - Derby Museum and Art Gallery. <a href="https://www.deda.uk.com/whats-on">https://www.deda.uk.com/whats-on</a> - Visit Déda Art Gallery.	Visit QUAD Art Gallery. Go for a walk and take a look at Graffiti in Derby. Discuss whether it is art or vandalism.
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## Curriculum Overview: Year 10 Art

Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<b>Topic</b> Decay  <i>Exploring a starting point, recording ideas, and experimenting with a range of materials.</i>	<b>Topic</b> Decay  <i>Exploring ideas, responding to the work of others.</i>	<b>Topic</b> Decay  <i>Developing ideas and experimentation.</i>	<b>Topic</b> Decay  <i>Refining ideas and realising intentions.</i>	<b>Topic</b> Decay  <i>Refining ideas and realising intentions.</i>	<b>Topic</b> Contained and Confined  <i>Exploring a starting point, recording ideas, and use photography as a compositional tool.</i>
<b>Links to prior learning</b> Exploring new ideas Observational drawings  <b>Stretch and Challenge Enquiry</b> How do different cultures respond to concepts of death?	<b>Links to prior learning</b> Responding to the work of others whilst developing your ideas.  <b>Stretch and Challenge Enquiry</b> How have ideas inspired by Mexican culture been adopted by western design?	<b>Links to prior learning</b> Developing a meaningful and personal idea and experimenting with materials.  <b>Stretch and Challenge Enquiry</b> How have other artists, such as Damien Hirst, responded to these themes?	<b>Links to prior learning</b> Refining ideas and creating an outcome.  <b>Stretch and Challenge Enquiry</b> How do different cultures respond to concepts of death?	<b>Links to prior learning</b> Refining ideas and creating an outcome.  <b>Stretch and Challenge Enquiry</b> How have other artists explored a theme within their work?	<b>Links to prior learning</b> Exploring new ideas Observational drawings  <b>Stretch and Challenge Enquiry</b> What similarities can you find between Henry Moore's shelter drawings and his sculptural work?
<b>Equipment Needed</b>		<b>Wider Reading</b>		<b>Family activities</b>	
Paper Pens		<a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a> <a href="https://www.pinterest.co.uk/">https://www.pinterest.co.uk/</a>		Go for a walk and photograph as many natural forms as possible.	

# The Bemrose School Curriculum

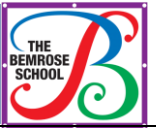


<p>Crayons Pencils Paints Access to the internet Notepad</p>	<p><a href="http://marcquinn.com/">http://marcquinn.com/</a> <a href="https://www.pinterest.co.uk/">https://www.pinterest.co.uk/</a> <a href="http://dayofthedead.com/">http://dayofthedead.com/</a> <a href="http://www.damienhirst.com/">http://www.damienhirst.com/</a> <a href="https://www.lacasadifrida.com/">https://www.lacasadifrida.com/</a></p>	<p>Visit Derby Art Gallery and Museum and create a range of observational drawings based on natural forms.</p>
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## Curriculum Overview: Year 11 Art

Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<p><b>Topic</b> Contained and Confined</p> <p><i>Responding to the work of an artist and realising intentions.</i></p>	<p><b>Topic</b> Mock Exam</p> <p><i>Exploring a range of sources and responding to the work of others.</i></p>	<p><b>Topic</b> Mock Exam</p> <p><i>Developing and refining ideas, experimenting with materials, and realising intentions.</i></p>	<p><b>Topic</b> Final Exam</p> <p><i>Exploring a range of sources and responding to the work of others.</i></p>	<p><b>Topic</b> Final Exam</p> <p><i>Developing and refining ideas, experimenting with materials.</i></p>	<p><b>Topic</b> Final Exam</p> <p><i>Refining skills, techniques, design ideas and realising intentions.</i></p>
<p><b>Links to prior learning</b> Using analytical skills to explore the work of others.</p> <p><b>Stretch and Challenge Enquiry</b> What other artists have tackled similar themes to yours, how do they communicate their ideas?</p>	<p><b>Links to prior learning</b> Exploring and responding to the work of others.</p> <p><b>Stretch and Challenge Enquiry</b> What other sources could you use to develop your ideas?</p>	<p><b>Links to prior learning</b> Deepening understanding and improving skills.</p> <p><b>Stretch and Challenge Enquiry</b> Create an independent piece using new materials.</p>	<p><b>Links to prior learning</b> Using analytical skills to explore the work of others.</p> <p><b>Stretch and Challenge Enquiry</b> What are the similarities and differences between contrasting art movements?</p>	<p><b>Links to prior learning</b> Deepening understanding and improving skills.</p> <p><b>Stretch and Challenge Enquiry</b> Create a 3 dimensional response to a 2 dimensional piece of work.</p>	<p><b>Links to prior learning</b> Creating an outcome based on your journey.</p> <p><b>Stretch and Challenge Enquiry</b> What elements of your work could lend themselves to a career within the creative industries?</p>
<p><b>Equipment Needed</b></p>		<p><b>Wider Reading</b></p>		<p><b>Family activities</b></p>	

# The Bemrose School Curriculum



<p>Paper Pens Crayons Pencils Paints Access to the internet Notepad</p>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/z6hs34j">https://www.bbc.co.uk/bitesize/subjects/z6hs34j</a> <a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a> <a href="https://www.pinterest.co.uk/">https://www.pinterest.co.uk/</a> <a href="https://www.moma.org/">https://www.moma.org/</a></p>	<p>Explore current exhibitions at QUAD. Read newspapers and discuss how current themes can be incorporated in to your work. Create a Pintrest page Take photographs to support your ideas.</p>
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