



CURRICULUM PLAN

ART

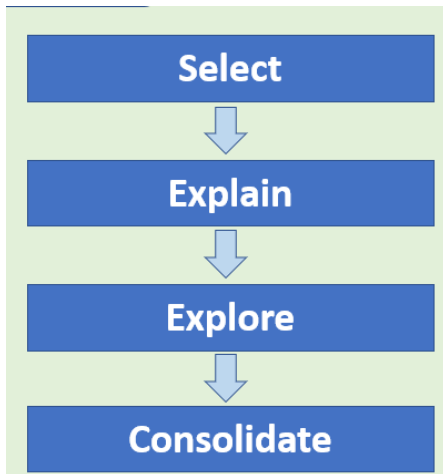
BRAMHALL HIGH SCHOOL

Curriculum Intent

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Disciplinary Literacy - is literacy within our discipline (Art subject area). How we think, speak, read and write as an artist.

We sometimes use elements of the SEEC model.



Research and record. With targeted research, we can guide students to finding out more about words –and complex meaning – whilst developing the capacity to learn more words independently. Lots of the art work studied is inclusive of independent student research. Whether it be looking into art concepts such as Cubism, or researching artists or cultures such as Japanese art or artwork by artist Andy Goldsworthy, students are set work to reinforce

Disciplinary vocabulary is vocabulary in our discipline - every subject has its own 'language'.

Lesson Introductions and some plenaries are where students are introduced to a lot of the vocabulary used.

Using the word in the world. Use the academic word in their talk and during practical activities helps to reinforce student's knowledge of new subject specific vocabulary. For example: Students would need to collect their rollers and printing inks to produce their lino prints onto paper.

Examples of some of the resources we use to support literacy during KS3-4 are attached over the next few pages.

Use these questions to help you study and describe a piece of artwork or design in depth...

Analyse it!

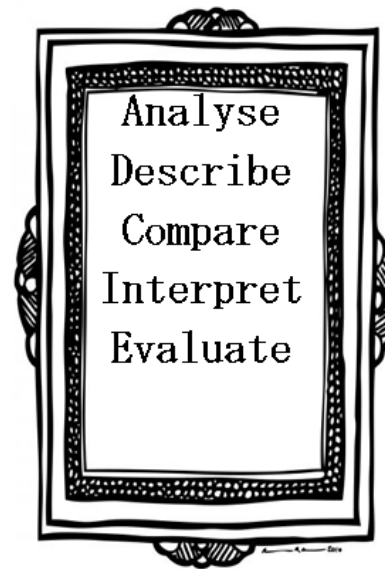
What colour is used most in this piece of work?
 What do you think is the most important part of this picture?
 How do you think the artist made this piece of work?
 What formal elements are used the most in this piece?

Compare it!

What things do you recognise in this piece of work?
 What interests you most about this work?
 What does this piece of work remind you of?
 What connections can you make between your own work and this?

Interpret it!

What do you think is happening in this piece of work?
 What sounds would this picture make if it could?
 Pretend you are inside the picture what does it feel like?
 What do you think this piece of work is really about?
 Why do you think the artist made this piece of work?
 What title would you give this piece of work and why?

**Describe it!**

What kinds of things do you see in this piece of work?
 How would you describe this piece of work to a person who could not see it?
 What words would you describe the lines, shapes and colours in this piece of work?
 What kind of mood or feeling does the piece have?

Compare and talk about ideas and methods used by other artists and look at the context of their work
 Consider and discuss methods used by other artists and look at the context/ purpose of their
 Explain and understand how different Artists put their ideas forward and recognise their characteristic
 Have a deeper understanding of how and why the work of others can effect your ideas.

Evaluate it!

What do you think is good about this piece of work?
 What do you think is not good about this piece of work?
 What do you think is worth remembering about this piece of work?
 Do you think the person who made this piece of work did a good job and why do you think this?
 Why do you think other people should see this piece of work?
 What do you think that other people would say about this piece of work?

VISUAL LITTERACY RESOURCE SHEET

Visual Literacy

Subject
What

Describe it...
What is happening in the work?
What is the work about?

Is it based on observation or imagination?
Does it have any hidden meanings?

Elements
How

Colour, tone, line, space, shape, form, pattern, texture
How is the work arranged?

Describe the composition...
How is line or space used to direct your eye?

Media
How

How has the work been made?
How have materials, techniques and tools been used?

Does this type of technique have a name? (crosshatch, impasto, sgraffito, etc)
Is this typical of the artist?

Intent
Why

What is the purpose or meaning of the work?
Is the meaning clear or unclear?

Is the message personal, political, emotional, social?
How does the work affect you?

Title & Date

Name of the Photographer (dates)

Where were they born & where do they work now?

Any other interesting information?

What are they famous for?

Are there any key themes?

Context: what's happening in art and society

What is the first thing you notice about the work?

List 5 words that describe the work

analysing the work of others

ART SENTENCE STARTERS

Speaking and Listening
Sentence starters

The similarities between... and... are apparent because...

We are learning this because...

I think the way in which the artist has used... within their work is interesting because...

The skill/ technique which worked really well was... this added to my work because...

I like/ dislike the way in which the artist has used... because...

I think this would be successful because...

The skill/ technique which I found most difficult was... because...

The main theme which inspired me was... because...

I think the colour scheme used is effective because...

Today we are learning to...

The technique I have used is...

I think that the artist has been inspired by... because...


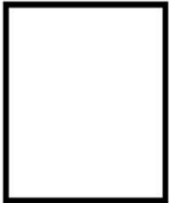
Connectives
For example,
On the other hand,
This was useful because,
Such as, Therefore
I combined

Learning to think like an artist means:

- looking at things more closely than most people do.
- finding beauty in everyday things and situations.
- making connections between different things and ideas.
- going beyond ordinary ways of thinking and doing things.
- looking at things in different ways in order to generate new perspectives.
- taking risks and exposing yourself to possible failure.
- arranging things in new and interesting ways.
- working hard and at the edge of your potential.
- persisting where others may give up.
- concentrating your effort and attention for long periods of time.
- dreaming and fantasizing about things.
- using old ideas to create new ideas and ways of seeing things.
- doing something simply because it's interesting and personally challenging to do.

STUDENT NAME:	
GROUP:	
NAME OF MUSEUM OR GALLERY VISITED:	

GALLERY RESPONSE	
The artwork I have the most questions about is _____	
Name two things you wonder about this work of art.	

The artwork that I love the most is _____	
Draw a picture of it in the box to the right.	
	This artwork makes me feel very _____
	What did the artist do to give you those feelings?

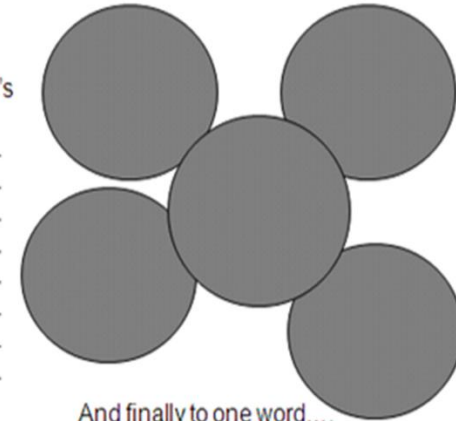
KITCHENTABLECLASSROOM.COM

5-5-1 Deluxe!

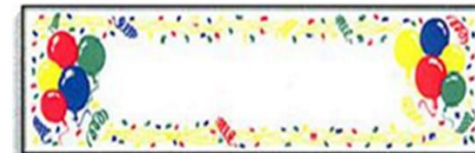
Write 5 sentences summarising today's topic...

Use shapes and pictures to deluxe-ify 5-5-1

Now reduce that to 5 key words...



And finally to one word....





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[Plenaries](#)

ART REFLECTION

NAME _____

CLASS: _____

REMEMBERING What did I do?	Describe what you did: _____ _____ _____ _____
UNDERSTANDING What was important about what I did?	Describe what was important about what you did: _____ _____ Did you meet your goals? YES <input type="radio"/> NO <input type="radio"/> -- why not? _____
APPLYING Could I use this again?	When have you used this skill before, in any subject matter, wherever in life? _____ _____ How and where could you use this skill again? _____ _____
ANALYZING Do I see any patterns in what I did?	Did you follow a routine with this project? Do you find that you usually make the same mistakes? Are there patterns in what you did and how you worked? _____ _____ _____
EVALUATING How well did I do?	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> 2 stars (things that you're proud of)  </div> <div style="width: 45%;"> 1 wish (something you would have changed)  </div> </div>
CREATING What should I do next?	If you had all the time, money, and resources in the world what would you do next? _____ _____ _____

ASSESSMENT FOR LEARNING – PEER ASSESSMENT

2★'S AND A WISH

PROJECT:

TERM:

WHICH PIECE OF WORK ARE YOU ASSESSING?	IS IT CLASSWORK OR HOMEWORK?	2★'S (two positive comments)	1 wish (one way it could be improved)
		1.	
		2.	

Disciplinary Literacy – Y8 Japanese Art Project



Definition and example

The activity or occupation of making pictures or designs by printing them from specially prepared plates or blocks.

“Traditional Japanese woodblock printmaking”

Morphology

c. 1300, *prente*, "impression, mark made by impression upon a surface" (as by a stamp or seal), from Old French *preinte* "impression," noun use of fem.

Image

Block Printing

Related words

- Engraving.
- Reproduction of an image
- Print.
- Block Print
- Etching.
- Monoprint



All Art lesson power points contain Key Word slides linking to the Freya model. Students will be encouraged to develop their reading skills with these key word slides. At the end of each project students will complete a keywords sheet matching word to its meaning to show understanding of the topic.

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YEAR 7					
Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	WEEKS 1-4- BASELINE TEST – Shoe project design, research, develop ideas and create 4 ideas are explored and tested. WEEKS 5-7 NATURAL V MANMADE PROJECT	A1 A2 A3, SC1 SC2 SC4 A1, A2, A3, SC1, SC2, SC3, SC4,	EXAMINATION ASSESSMENT		Disciplinary vocabulary <i>Drawing Shading form shape 2D 3D Observational drawing Design</i>
Term 1b	Continuation of NATURAL V MAN MADE PROJECT from previous term.	A1, A2, A3, SC1, SC2, SC3, SC4,	Natural V Man made project Shell Drawing task	Assemble whole school Andy Goldsworthy Land Art competition Task	Disciplinary vocabulary <i>Observational Drawing natural/ Manmade Painting tints/ tones Sculpture</i> Art critique their own and other students work. Artist research Andy Goldsworthy

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Term 2a	Natural V manmade	A1, A2, A3, A4, SC2, Sc3, Sc5,	Natural V Manmade project Final Piece		
Term 2b	ART HISTORY PROJECT ANCIENT GREECE	A1, A2, A3, A4, SC2, Sc3, Sc5,	Ancient Greeks sculpture research task		Disciplinary vocabulary Ancient artefacts sculptures research coin design Greek pattern pinch pots plasticine Greek Gods, myths, legends Ancient Greek Sculpture research Virtual Gallery visit research
Term 3a	MYTHICAL CREATURES PROJECT	A1, A3, SC1, SC2, SC3, SC4,	Mythical Creatures Project Artist Research		Disciplinary vocabulary Observational drawing Design Create 2D 3D Illustration Mythical Creatures

Term 3b	MYTHICAL CREATURES PROJECT	A1, A3, SC1, SC2, SC3, SC4,	Mythical Creatures Project Final Piece		<i>Disciplinary vocabulary</i> <i>Loch Ness Monster, Medusa, Trolls. Myth Creative design</i> Artist research Sara Fanelli, Thomas Danbo, Dianne Hoffman
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YEAR 8

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
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Term 1a	STILL LIFE ART HISTORY IMPRESSIONISM/CUBISM	A2, A3, A4, SC1, SC3, SC4, SC5	Still life Vanitas work		Disciplinary vocabulary <i>Art history</i> <i>Still life</i> <i>painting</i> <i>Observational drawing</i> <i>Vanitas</i> <i>Realistic/ Abstract</i> <i>Composition</i> <i>Overlapping</i> <i>Shape/ Form</i> Completed research tasks in art history booklets
Term 1b	STILL LIFE ART HISTORY IMPRESSIONISM/CUBISM	A2, A3, A4, SC1, SC3, SC4, SC5	Still life Cubism Research and final piece		Disciplinary vocabulary <i>Cubism</i> <i>Post Impressionism</i> <i>Mixed media</i> <i>Experimenting</i> <i>Collage</i> Artist research Picasso Cubism Still Life
Term 2a	Y8 EXAM JEWELLERY PROJECT (4 WEEKS)	A1, A3, SC1, SC4, SC5	EXAMINATION ASSESSMENT		Disciplinary vocabulary <i>Research</i> <i>Observational drawing</i> <i>Design</i> <i>Create</i> <i>assess</i>

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Term 2b	ART HISTORY ANCIENT EGYPT AND JEWELLERY MAKING	A1, A2, A3, A4, SC2, SC3, SC5	EGYPTIAN ART Research Tasks and paper quilling		Disciplinary vocabulary Ancient Egypt Hieroglyphics Sarcophagus Design Famous Egyptian artefacts Egyptian Jewellery Paper bead making Quilling technique
Term 3a	JAPANESE ART PROJECT	A1, A2, A3, A4, SC1, SC2, SC3, SC4	Japanese Art Project Artist Research		Disciplinary vocabulary Printmaking Origami Figure drawing grid enlargement painting Kokeshi dolls Japanese Culture Japanese artist Research Hokusai/ Utagawa kuniyoshi/ Akira Yoshizawa

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Term 3b	JAPANESE ART PROJECT	A1, A2, A3, A4, SC1, SC2, SC3, SC4	Japanese Art final piece		Disciplinary vocabulary <i>Printmaking Printmaking resources and tools/equipment/ Process</i>
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YEAR 9

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	Sweets project ARTIST RESEARCH SARAH GRAHAM, NIGEL HUMPHRIES, WAYNE THIEABAUD & NICOLA FREEMAN OWN IDEAS AND RESEARCH Presenting Primary and Secondary source images and development of ideas from them.	A3 A1 SC4 SC1	1. Sweets Project Mind map 2. Artist Research 3. Sweets Project Primary source research photographs		Artist research: Sarah Graham, Nigel Humphries Wayne Thieabaud Disciplinary vocabulary <i>Observational drawing sweets colour mixed media research</i>
Term 1b	SKILLS, MATERIALS & TECHNIQUES – Experimenting with the development of ideas with a variety of the above recording process and progress evaluating and adapting ideas Planning for a final piece/personal response to the exam theme. Creating rough drafts and the actual final	A2 SC2 SC3 SC4	1. Sweet jar studies 2. Sweet shop window design task 3. Gingerbread sweet house task. 4. Ideas plans for the final piece evidence of planning sweets 5. Sweets final piece and evaluation		Disciplinary vocabulary <i>Mixed media design 2D 3D Skills materials techniques experimentation Creative final piece Sweet jar</i>

	piece and evaluating the project.				
Term 2a	<p>Year 9: Celtic Art Project</p> <p>Artist Research – Ancient Celtic Art and Motifs, Michael Carroll Celtic designs. Own ideas and research: Finding and presenting images related to Celtic Art. Developing Ideas in own style inspired by the research.</p>	<p>, A4 A1 A3 SC1 SC5</p>	<p>Artist research</p> <p>Own ideas and independent research</p>		<p><i>Disciplinary vocabulary</i></p> <p><i>Celts Celtic art/ artefacts Book Of Kells Figurative drawing Illuminated Manuscripts Celtic Knotwork design</i></p> <p>To research and show understanding of the meaning of 2 types of Celtic Art Symbols.</p>

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Term 2b	Skills and materials: Applying variety of materials and techniques to images developed from research, experimenting to see what effects can be made and how these could be used in Final Piece, Creation of final piece based on design developments showing a personal response to the project theme plus evaluation of final piece. Final Piece.	A2 A3 SC2 SC3 SC4	Skills and materials Design developments Final Piece		Disciplinary vocabulary Design create evaluate Mixed media trace reproduce pattern detail
Term 3a	Year 9 African Art Exam	A1 A3 A4 SC1 SC4	Teacher Assessed and graded as the year 9 exam project 4 lessons of tested work covering skills in research, recording ideas, knowledge, design and creation of a final piece.		1X Piece of Artist research and presentation of the facts/ description of students views of their artwork: chosen from 1 of the African artists listed below: Gherdai Hassell, Corey Barksdale, or Leroy Clarke Disciplinary vocabulary Compare Culture pattern design Artist research Traditional African Artwork and crafts

					Masks Ethnic group
Term 3b	Portraiture y9 mini project	A1 A2 A3 SC1 SC2 SC4 SC5	Final piece assessed student portraiture skills assessed oral comments throughout the lessons.		Disciplinary vocabulary Figure drawing portraiture/portrait proportions, facial features observational drawing line drawing famous portraits

YEAR 10

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy/ vocabulary
Term 1a	AO3 ARTIST RESEARCH Choice of artists 3 out of 6 listed L. S Lowry, Michael Gutteridge, Ingrid Siliakus, Lucinda Rogers, Fredrich Hunderwasser, Antonio Gaudi	Art Trip GCSE specifications in art and design must require students to know and understand how sources inspire the development of ideas. For example, drawing on: • the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures • contemporary and/or historical environments, situations or issues	1. Architecture Project Summer homework task Artist research facts 2. AO3 Architecture booklet drawing tasks 3. AO1 Artist research description of artwork	GCSE ART TRIP y10 BRAMHALL HALL • develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures • develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries	Disciplinary vocabulary <i>Architecture Architect Buildings styles of Architecture Classical/ Gothic/Modern Realistic/ Artists Artwork inspiration research Architectural details</i> Written research and annotation into the work of other styles of architecture and relevant artist/ architects work.

Term 1b	AO1 OWN IDEAS AND RESEARCH Presenting Primary and Secondary source images and development of ideas from them	A1,A2, SC4, KU1c, KU1d, S1, S4, S6,	<ol style="list-style-type: none"> 1. AO1 Primary source research photograph 2. AO1 Secondary source research. 3. AO1 Developments from research in the style of relevant artists. 	<p>We would like to take students out for an afternoon into the local area- maybe Bramhall Hall or around the local town or city to allow them to take some of their own photos (Primary sources) of different examples of Architecture which can be used to develop and enhance this unit of coursework.</p>	<p>Disciplinary vocabulary <i>Research explain describe ideas create primary/ secondary sources annotation</i></p> <p>Annotation of sources and how students have developed their own ideas from them.</p>
Term 2a	AO2 SKILLS, MATERIALS & TECHNIQUES – Experimenting with the development of ideas with a variety of the above recording process and progress evaluating and adapting ideas	A3 A4 A6 A10, SC2, KU2, Ku3, KU4	<ol style="list-style-type: none"> 1. AO2 skills and materials 2. AO2 gothic/ classical architecture pages 		<p>Disciplinary vocabulary <i>Experiment, media, process, techniques, skills, adapt, improve, evaluate, refine, evidence</i></p> <p>Student self critique of ideas/ experimentation if different media through annotation In the sketchbook- What worked well? What could be developed improved further and how?</p>

Term 2b	AO4 Planning for a final piece/personal response to the exam theme. Creating rough drafts and the actual final piece and evaluating the project.	A5, SC1, SC3, SC4, KU3, KU4	AO4 Design Ideas for final piece Year 10 Fine art mock exam Architecture project 1.AO4 Final piece 2. AO4 Evaluation and overall coursework marking		Disciplinary vocabulary <i>Ideas create combine develop evidence explain annotate final piece experiment improve evaluate realise Intentions</i> Student annotation of final piece planning and project evaluation
Term 3a & 3b	AO3 ARTIST RESEARCH HUMAN FORM PROJECT Leonardo Da Vinci, Alice Kettle, Tim Marrs, Franco Clunn, Lucy Jones AO1 OWN IDEAS AND RESEARCH Presenting Primary and Secondary source images and development of ideas from them	A7, A8-Looking at the roles of different artists,A9, SC4, KU1a, S1, S2, S4,S6,	AO3 Artist research and Ao1 students own ideas and collected source work developments and annotations marked when completed against GCSE AQA exam board criteria. Students receive regular CPR marking feedback on the progress of their artwork.		Disciplinary vocabulary <i>Human Form Figure drawing portraiture realistic abstract facial features artists styles drawing painting photography Photograph composition drawing development</i> Sketchbook annotation by students of their independent research into the work of relevant artists craftspeople and designers. Gathering research ideas and inspiration from this artwork. Explanation of development of

					students own independent ideas for the project. descriptions of source work gathered/ developed by students.
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YEAR 11

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a	AO2 SKILLS, MATERIALS & TECHNIQUES- Experimenting with the development of ideas with a variety of the above recording process and progress evaluating and adapting ideas	A5, A6, A10, SC1, SC2, SC3, SC4, KU1d, KU2, KU3, S3, S4, S5,	<ol style="list-style-type: none"> 1. AO1 summer homework drawing tasks human form project 2. AO1 mind map 3. AO3 artist research 		<p><i>Disciplinary vocabulary</i> Experiment media process techniques skills adapt improve evaluate</p> <p>Student self-critique of ideas/ experimentation if different media through annotation In the sketchbook- What worked well? What could be developed improved further and how?</p>

Term 1b	<p>AO4 Planning for a final piece/ personal response to the exam them. Creating rough drafts and the actual final piece and evaluating the project.</p> <p>DEADLINE FOR ALL COURSEWORK BEFORE XMAS HOLIDAYS</p>	A5, SC1, SC3, SC4, KU3, KU4	<p>1. AO2 skills and materials</p> <p>Year 11 Mock Art exam Final piece human form 5hour exam</p> <p>Overall Marking of 3 units of GCSE coursework- Component 1</p>		<p>Disciplinary vocabulary</p> <p>Ideas create combine develop evidence explain annotate final piece experiment improve evaluate realise Intentions</p> <p>Student annotation of final piece planning and project evaluation</p>
Term 2a	COMPONENT 2 EXAM PROJECT AO1 and AO3 to complete	AO1= A7, A8- Looking at the roles of different artists, S1, S4, S6, AO3= A9, SC4, KU1a, A1,A2, SC4, KU1c, KU1d, A3, A4, SC3, SC4,S1, S2, S4,	<p>1. FINE ART GCSE EXAM AO1 own ideas and research</p> <p>2. FINE ART EXAM Final piece planning</p>		<p>Disciplinary vocabulary Project, organisation, evidence ideas, research, independent study, artist links, critical study, images,</p>
			3.		

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Term 2b	COMONENT 2 EXAM PROJECT AO2 and AO4 to complete and Practical Examination at GCSE	AO2= A5, A6, A10, SC1, SC2, SC3, SC4, KU1d, S3, S4, S5, KU2, KU3 AO4 = A5, SC1, SC3, SC4, KU3, KU4	1.y11 Art Examination Moderation of ART EXAM and all Coursework		<i>Disciplinary Vocabulary</i> Skills materials techniques experiment annotate evidence final piece realise intentions drafts refinement planning exam organisation evaluation
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