



Hartland High school Curriculum Overview - Art

Every student will climb their own personal mountains to the very best universities in the country or careers of their choosing. We achieve this through the following curriculum, filled with powerful knowledge and expertly delivered.

Art Intent

We are committed to exposing all students to a broad and ambitious curriculum. We will equip students with the skills and knowledge they need to be successful and confident artists.

Students will gain an understanding in the importance of Art and Design and how this contributes to their confidence and learning, whatever their goals and ambitions for the future.

Students will leave us with a strong understanding of Art and Design and why we learn it, as well as the confidence and bravery to experiment, create and invent their own artwork.

	<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>
Year 7	<p><u>Colour, Pattern and Line with Romero Britto</u></p> <p>What are the formal elements of art, specifically colour, pattern and line, and what role do they play in art?</p> <p><i>Exploring how colour, pattern and line are used in art, in collaboration with each other, including the relationship between different colours. Students develop painting skills and experimentation in mixing paints. Students are introduced to artist Romero Britto, analysing his work and use of the formal elements. Students use paint and develop their own ideas to create their own versions of his work.</i></p>	<p><u>Insects: Tone, Space, Shape and Texture</u></p> <p>What is the significance of tone, space, shape and texture in artwork, and how can we demonstrate this?</p> <p><i>Developing skills how to use tone and mark making. Students will learn how to draw accurately from observation and be introduced to new artists as well as new media. Students will develop skills in using pencil, pen, soft pastels, and mixed media and working towards a final piece inspired by the different artists.</i></p>	<p><u>The Formal elements of Art with Street Art</u></p> <p>How do the seven formal elements of art work together to create impactful artwork?</p> <p><i>Student's revisit all of the seven formal elements of art and develop skills in different media looking at artists work and comparing them to each other. Students expand their knowledge in the meaning behind artwork by looking at The Lennon Wall in Prague and working to create their own personal response to this.</i></p>
Year 8	<p><u>Pop Art</u></p> <p>What was the Pop Art movement and what makes it so significant?</p> <p><i>Considering the work of artists such as Michael Craig Martin and Burton Morris, and the influence of popular culture in artwork, students will use various objects to</i></p>	<p><u>Urban Landscapes</u></p> <p>How has architecture impacted landscapes, and how has this influenced art?</p> <p><i>Considering the contrast between nature and architecture and how artists have represented this. Developing understanding of</i></p>	<p><u>Leaves</u></p> <p>How can leaves be meaningfully and effectively represented in artwork?</p> <p><i>Developing skills by learning various techniques, building confidence in experimentation and refinement. We will revisit</i></p>



WORK HARD, BE KIND



	<p>demonstrate the key aspects of Pop Art, including creating work based on their favourite sweets. Students will develop skills in media such as collage, painting and print making.</p>	<p>different media such as collage, painting, and looking at actual architecture. Students will look at work by Hundertwasser and Tracey English and develop ideas linking to both artists, comparing their work.</p>	<p>drawing skills, as well as experimenting with wax resist, watercolour, drawing ink, oil pastels and texture work. Students will take control of their artwork, choosing how to refine their own work.</p>
Year 9	<p><u>Abstract Art</u></p> <p>What is abstract art and why is this a significant art form?</p> <p><i>Students will be introduced to works by Damien Hirst and Yayoi Kusama and the similarities and differences between their work on dots. We will explore how abstract art can represent an emotion, feeling, memory or dream, and how this is possible. Students will create both 2D and 3D work based on these artists and work towards a final piece, developing their own ideas and insights in to abstract art.</i></p>	<p><u>Identity</u></p> <p>Can we interpret the identity of an artist through their artwork, and can we portray ourselves through art?</p> <p><i>Students will look at ways of representing themselves through artwork. They will consider how personality can be portrayed through artwork and links to mental health. They will be introduced to Grayson Perry's Map of Days and students will spend time creating their own version of this, creating a map to represent their own identity, in any media they wish.</i></p>	<p><u>Marine Life</u></p> <p>How has marine life influenced artists and how could we represent this in our own work?</p> <p><i>Understanding different artists who have created work based on marine life and creating their own work based on this. We will develop skills such as oil pastel blending, wax resist, pen and ink drawing. Students will be given the freedom to look more closely at one of these artists and develop their work however they are inspired to do so.</i></p>
Year 10	<p><u>Natural Forms</u></p> <p>What is considered a natural form and how can we create interesting and impactful artwork influenced by this?</p> <p><i>Understanding what a natural form is, including revisiting various relating topics from key stage three. Students will further develop skills in media such as charcoal, ink, printing, mixed media and collage. We will build confidence in working bigger and how to refine and develop from pre-existing work.</i></p>	<p><u>Natural Forms 2</u></p> <p>What is considered a natural form and how can we create interesting and impactful artwork influenced by this?</p> <p><i>Continuing, students will have the opportunity to develop their own ideas around natural forms and explore this topic how they wish. This will include researching artists and inspiration and using this to establish their own ideas. Students will concentrate on refining their skills and being expressive in their work.</i></p>	<p><u>Coursework Unit</u></p> <p>How can you respond to the externally set topic and create a personal response which realises intentions and meets the assessment criteria?</p> <p><i>Students will research artists based on a given theme and work independently to experiment with appropriate media, refine their work and create a journey, building a portfolio which realises intentions and presents a personal response, leading to a final piece.</i></p>



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Year 11	<p><u>Coursework Unit</u></p> <p>How can you respond to the externally set topic and create a personal response which realises intentions and meets the assessment criteria?</p> <p><i>Students will research artists based on a given theme and work independently to experiment with appropriate media, refine their work and create a journey, building a portfolio which realises intentions and presents a personal response, leading to a final piece.</i></p>	<p><u>Externally Set Exam Unit</u></p> <p>How can you respond to the externally set topic and create a personal response which realises intentions and meets the assessment criteria?</p> <p><i>Students will research artists based on a given theme and work independently to experiment with appropriate media, refine their work and create a journey, building a portfolio which realises intentions and presents a personal response, leading to a final piece.</i></p>
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