

**Year 7 Art & Design Curriculum Information.****Year Theme: Animals.**

Topic One Term 1a	Topic Two Term 1b	Topic Three Term 2a	Topic Four Term 2b	Topic Five Term 3a	Topic Six Term 3b
The Formal Elements Part 1.	The Formal Elements Part 2.	Tim Jeffs i Shaded Sea Turtles.	Lesley Martin Pencil Crayon Cows.	Mark Powell Ink Birds.	Katsushika Hokusai Painted Phoenix.
How to observe and draw with accuracy. Understanding how to break an object down into simple shapes. How to shade with a pencil and create a range of tones.	Understanding of colour wheel and its use within art and design. How different materials have different mark making qualities e.g. texture.	How to observe and draw what you see with accuracy. How to compose an artist research page. Students will be able to identify the style and characteristics of the artist Tim Jeffs and form opinions about his work, style and learn from his techniques and processes for making art.	How to observe and draw what you see with accuracy using trace and transferring methods. How to use pencil crayons. Students will be able to identify the style and characteristics of the artist Lesley Martin form opinions about her work, style and learn from her techniques and processes for making art.	Using a variety of mark making techniques and approaches. Students will be able to identify the style and characteristics of the artist Mark Powel and form opinions about his work, style and learn from his techniques and processes for making art.	Colour theory and its application within art and design. Pupils will develop their painting skills and gain knowledge on how different painting tools and techniques effect application and the appearance of a mark. Students will be able to identify the style and characteristics of the artist Katsushika Hokusai and form opinions about his work, style and learn from his techniques and processes of making art.

**Catholic Social Teachings:**

Art significantly contributes to Catholic Social Teaching by serving as a powerful tool for expression, education, and inspiration, fostering understanding and action on principles like human dignity, care for creation, solidarity, and the common good. It offers a creative avenue for individuals to explore and engage with these teachings, promoting empathy and a sense of shared responsibility for the world.

#### How Art Supports Catholic Social Teaching:

Art reveals the possibilities of human creativity and that is necessary for the human spirit to flourish.

Art brings thoughtful contemplation, an appreciation of the skills of others, a sense of awe about the world around us and a desire to help protect and share the beauty we see in all of God's creation.

#### Expression of Faith and Social Mission:

Art provides a visual and emotional language to convey Church teachings and inspire engagement with social issues. Sacred art, in particular, reminds the faithful of their devotion and the lives of saints, fostering a deeper connection to their faith and encouraging them to live out CST in their daily lives.

#### Promoting Human Dignity and the Common Good:

Art can challenge viewers to recognize the inherent dignity of every person, regardless of background, and to advocate for a just society where all individuals have their basic needs met.

#### Encouraging Care for Creation:

Artistic projects can raise awareness about the fragility of the environment and the importance of sustainable practices, encouraging stewardship of God's creation.

#### Fostering Solidarity and Peace:

Through art, individuals can learn about and embody solidarity, understanding that we are all interconnected and called to work for peace and justice.

#### Developing Social Skills:

Collaborative art projects provide opportunities for children and adults to practice crucial social skills like communication, teamwork, and respect for diverse perspectives.

#### Inspiring Reflection and Action:

Art's capacity for thoughtful contemplation and awe can inspire individuals to reflect on their place in the world and to take action in support of CST principles.

**Year 8 Art & Design Curriculum Information.****Year Theme: Portraiture.**

Topic One Term 1a	Topic Two Term 1b	Topic Three Term 2a	Topic Four Term 2b	Topic Five Term 3a	Topic Six Term 3b
The Formal Elements Part 3 – Embedding skills.	The Formal Elements Part 4 – Embedding skills.	Paul Cadden Jack Sparrow.	Marco Mazzoni Bellatrix Lestrangle.	Ed Fairburn Old Age.	Vincent Van Gogh Eminem.
How to observe and draw with accuracy. Understanding how to break an object down into simple shapes. How to shade with a pencil and create a range of tones.	Understanding of colour wheel and its use within art and design. Pupils will develop their painting skills. The importance of composition and arrangement within art and design. The importance of pattern within art and design.	Demonstrate the ability to produce a sustained and focussed piece of work using monochromatic multimedia techniques to effectively to add tone to show three dimensionality, texture and detail. How to compose an artist research page. Students will be able to identify the style and characteristics of the artist Paul Cadden and form opinions about his work, style and learn from his techniques and processes for making art.	How to observe and draw what you see with accuracy using trace and transferring methods. How to use pencil crayons. Students will be able to identify the style and characteristics of the artist Marco Mazzoni and form opinions about his work, style and learn from his techniques and processes for making art.	Demonstrate the ability to produce a sustained and focussed piece of work which shows knowledge, understanding and the practical application in using a variety of ink-based materials to add tone to show three dimensionality, texture and detail. Demonstrate the ability to make informed judgements and connections to Ed Fairburn by taking inspiration from his work, style and mark making techniques used.	Pupils will develop their proficiency and confidence in using a variety of painting mediums and techniques. Students will be able to identify the style and characteristics of the artist Vincent Van Gogh and form opinions about his work, style and learn from his techniques and processes for making art.
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**Year 9 GCSE Art & Design Curriculum Information.****Year Theme: Morph**

Topic One Term 1a	Topic Two Term 1b	Topic Three Term 2a	Topic Four Term 2b	Topic Five Term 3a	Topic Six Term 3b
Stephanie Ledoux Collaged Animals.	Paul Jackson Ink Animals.	Patricia Ariel Fantasy Portraits.	Morph.	Morph Final piece & mock exam.	Mixed Media Observational drawings.
How to produce an artist research page. How to produce a focussed piece of research in her work and style. Pupils will produce a piece of practical work which emulates her style and approach thus developing their own practical skills. Students will embed their knowledge and application of the formal elements of art and design. How to annotate their own work in detail using key terminology correctly.	Pupils will produce a focussed piece of practical work which emulates that artists style and approach thus developing their own practical skills, knowledge and application of the formal elements. How to use a variety of inks to show tone, layering, mark making, detail and texture.	Pupils will produce a piece of practical work which emulates Patricia Ariel's style and approach in order to develop their own practical skills. Pupils will develop their self-portraiture drawing skills coupled together with composition and application of pattern work.	Pupils will develop a body of work in response to the theme morph. Exploring the theme. Mapping and planning initial ideas. Development of ideas through a series of workshops looking at the use of: -Focal point -Contrast -Colour -Repetition -Boards and Framing	During this term pupils will resolve and consolidate their ideas into an outcome for this project. Pupils will take part in a mock exam to produce a final piece under exam conditions.	Demonstrate the ability to produce a series of observational drawings in a variety of materials to effectively add tone to show three dimensionality, texture and detail.
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**Year 10 GCSE Art & Design Curriculum Information.****Year Theme: Under The Sea Ceramics**

Topic One Term 1a	Topic Two Term 1b	Topic Three Term 2a	Topic Four Term 2b	Topic Five Term 3a	Topic Six Term 3b
Mary O'Malley Research & Idea development.	Kate Malone Research & Idea development.	Courtney Mattison Research & Idea development.	Clay Maquette Making.	Clay Final Piece Making & Mock exam.	Mixed Media Observational drawings.
How to produce an artist research page. How to produce a focussed piece of research on her and her work and style. Produce a design for a vassal demonstrating influences from O'Malley's series of work "Bottom feeders". How to annotate their own work in detail using key terminology correctly. During the first term students will be given the opportunity to visit Yorkshire Sculpture Park.	How to recognise the characteristics of Kate Malone's work and style. Use it as a starting point to develop their own fully resolved idea for a ceramic piece which is themed around the sea. This artist helps students understand the formal element of form and shape in more detail and its importance in three- dimensional art.	How to recognise the characteristics of Courtney Mattison's work and style. Use it as a starting point to develop their own fully resolved idea for a ceramic piece which is themed around coral formations. This artist helps students refine their mark making drawing and recording skills with a particular focus on surface texture and pattern.	How to make a pinch Pot and coil pot. Slab building techniques. Students develop their knowledge of the specific tools and techniques needed when working in clay. Effectively documenting work through photography and annotation.	Presenting a personal, informed and meaningful response, from initial research through to the final piece. Under examination conditions. Pupils need to demonstrate analytical and critical understanding as they respond to the "Under the sea" theme. They will also need to demonstrate and apply their practical knowledge of working in clay to produce a final three- dimensional sculpture.	Demonstrate the ability to produce a series of observational drawings in a variety of materials to effectively add tone to show three dimensionality, texture and detail.

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**Year 11 GCSE Art & Design Curriculum Information.****Year Theme: The Deep**

Topic One Term 1a	Topic Two Term 1b	Topic Three Term 2a	Topic Four Term 2b	Topic Five Term 3a	Topic Six Term 3b
“The Deep” Graphics Project.	Coursework Completion.	Exam Unit (Topic to be set by Exam Board in January).		Study Leave.	Study Leave.
How to produce a body of work to meet a design brief. How to ensure they are meeting all the exam boards assessment objective criteria. During the first term students will be given the opportunity to visit The Deep, Hull.	Pupils will need to apply all their subject skills and knowledge to ensure they action teacher feedback and complete their coursework unit (60% of final grade).	Once the exam theme is released pupils must produce a body of work to meet the four assessment objective criteria. Pupils will need to apply all their subject skills and knowledge to ensure they action teacher feedback and complete their exam unit. (40% of final grade).			

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<b>Year 12 A Level Art &amp; Design Curriculum Information.</b> <b>Year Theme: Pupil Led.</b>					
Topic One Term 1a	Topic Two Term 1b	Topic Three Term 2a	Topic Four Term 2b	Topic Five Term 3a	Topic Six Term 3b
2D Workshops.	2D Final Outcome.	3D Workshops.	3D Final Outcome.	Essay.	Coursework Completion.
Pupils produce a body of work in response to a series of themed workshops that are designed to develop and show case pupils ability to generate work using an artist stimulus, a selected material and technique to master: -Chalk & Charcoal -Ink -Collage -Drawing with wire	Consolidating all the work produced in term 1a pupils develop a series of ideas for a final fully resolved 2D outcome. Pupils will complete this during a mock examination.	Pupils produce a body of work in response to a series of themed workshops that are designed to develop and show case pupils ability to generate work using an artist stimulus, a selected material and technique to master: -Clay -Plaster -Card -Wire	Consolidating all the work produced in term 1a pupils develop a series of ideas for a final fully resolved 3D outcome. Pupils will complete this during a mock examination.	As part of the qualification pupils are required to write a 3500-word essay. During this half term pupils draft and build up sections of this essay.	Pupils will need to apply all their subject skills and knowledge to ensure they action teacher feedback and complete their coursework unit (60% of final grade).
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**Year 13 A Level Art & Design Curriculum Information.****Year Theme: Pupil Led.**

Topic One Term 1a	Topic Two Term 1b	Topic Three Term 2a	Topic Four Term 2b	Topic Five Term 3a	Topic Six Term 3b
Show Stopper.	Coursework Completion.	Exam Unit (Topic to be set by Exam Board in January).		Study Leave.	Study Leave.
How to produce a body of work to meet a design brief. How to ensure they are meeting all the exam boards assessment objective criteria.	Pupils will need to apply all their subject skills and knowledge to ensure they action teacher feedback and complete their coursework unit (60% of final grade).	Once the exam theme is released pupils must produce a body of work to meet the four assessment objective criteria. Pupils will need to apply all their subject skills and knowledge to ensure they action teacher feedback and complete their exam unit. (40% of final grade).			

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