

## Our Aims

The Gillford Centre offers an inclusive, modern, and innovative learning environment that grants every student the opportunity to promote creativity, self-expression, resilience, and build self-confidence through the visual arts. The Art department at the Gillford encourages each student through an exploration of materials, tools and techniques, we offer students a varied Art curriculum that prepares them for further studies and provides them with transferable research and analysing skills that can be used in other subject areas. The curriculum also promotes an understanding of world cultures and movements both historical and modern, and the work of other artists.

## Primary: KS1

| <u>Term</u>                 | <u>Unit of Study</u>                                     | <u>Key Skills Learning</u>   |
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| Autumn 1 <sup>st</sup> Half | Introduction to Colours:<br>Pop Art<br><b>(PAINTING)</b> | <p>The students will be introduced to colour, looking at How and Why artist use colour in their work. They will use these skills to create their own self-portrait inspired by the Pop Art movement.</p> <p>Key areas of learning -</p> <ul style="list-style-type: none"> <li>• The students will be introduced to primary and secondary colours.</li> <li>• They will use a selection of brushes allowing them to experiment with brush strokes.</li> <li>• They will explore ways of mixing primary colours to make secondary colours.</li> <li>• They will look at ways to create a colour wheel.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint, expressive.</li> <li>• They will explore and analyse the work of Pop artists Andy Warhol, Roy Lichtenstein Jackson Pollock.</li> <li>• They will work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul> |
| Autumn 2 <sup>nd</sup> Half | Vincent Van Gogh's –<br><i>The Starry Nights</i>         | <p>The students will be introduced to the artist Vincent Van Gogh and his world famous painting <i>The Starry Nights, 1889</i>. They will use this as inspiration to create their own Starry nights image.</p> <p>Key areas of learning -</p> <ul style="list-style-type: none"> <li>• The students will be introduced to Vincent Van Gogh and his work <i>The Starry Nights</i>.</li> <li>• They will explore and analyse the image together, recording these findings.</li> <li>• They will use a selection of brushes allowing them to experiment with brush strokes.</li> <li>• They will explore ways of mixing primary colours to make secondary colours.</li> </ul>   |

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|                             |  | <ul style="list-style-type: none"> <li>• They will be introduced to Art terminology, to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint, stars, swirls, mood.</li> <li>• They will work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul>   |
| Spring 1 <sup>st</sup> Half | Introduction to collage: Brianna McCarthy<br><b>(COLLAGE)</b>        | <p>The students will be introduced to collage, looking at how artists Brianna McCarthy and her collage work. They will use this knowledge to create their own self-portrait using collage.</p> <p>Key areas of learning -</p> <ul style="list-style-type: none"> <li>• The students will be introduced to what collage art is and examples of how it has been used by the artist Brianna McCarthy.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: Colours, bright, expressive, layers, cut, identity, Place, Arrange, Shapes, Collage.</li> <li>• They will explore and analyse the work of collage artists Brianna McCarthy.</li> <li>• They will work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul>  |
| Spring 2 <sup>nd</sup> Half | Aztec Masks  | <p>The students will be introduced to Aztec Masks, they will learn about the history behind these colourful masks. They will use these skills to create their own Aztec mask using a variety of Recycled materials, adding colourful details.</p> <p>Key areas of learning -</p> <ul style="list-style-type: none"> <li>• The students will be introduced to the history of the Aztec mask.</li> <li>• They will learn how to plan out their design ideas.</li> <li>• They will use a selection of materials to experiment with ideas to create their own Aztec mask.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: Shapes, materials, cut, shapes, experiment, colours, Aztec, mask, recycled.</li> <li>• They will work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul> |
| Summer 1 <sup>st</sup> Half | Introduction to Printing: Toys Past and Present<br><b>(PRINTING)</b> | <p>The students will be introduced to Andy Warhol's <i>Toy Paintings</i> series, inspired by the artists personal collection of childhood tin toys. They will use this as inspiration to create their own Toy collection Prints, using polystyrene.</p> <p>Key areas of learning -</p> <ul style="list-style-type: none"> <li>• The students will be introduced to The <i>Toy Painting</i> series by And Warhol.</li> </ul>   |

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|                                       |   | <ul style="list-style-type: none"> <li>• They will learn the basics of printing using fruit, vegetables, sponges and Polystyrene board, paint, and press technique.</li> <li>• They will also have to think about the background, colours and textures.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, acrylic paint, printing, roller, Polystyrene, Transfer.</li> <li>• They will work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul>   |
| <p>Summer 2<sup>nd</sup><br/>Half</p> | <p>Carlisle Past and Present<br/><b>(SKETCHING/DRAWING)</b></p> | <p>The students will Visit key landmarks within the city, they will learn the history and sketch/Draw aspects from these. They will have the opportunity to experiment with a variety of materials – Coffee, watercolours, charcoal, oil pastels, pen and ink, paint, crayons.</p> <p>. Key areas of learning -</p> <ul style="list-style-type: none"> <li>• The students will be taken to a Carlisle key landmark, they will be introduced to the history and will have the opportunity to record this visit for their sketchbooks to continue the work at school.</li> <li>• They will use a selection of materials to experiment with ideas to create their own unique outcomes.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: Shapes, materials, cut, shapes, experiment, colours, Carlisle, history, Carlisle Cathedral, Tullie house, landmark, sketching, drawing, whisper lines,</li> <li>• They will work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> </ul> |

Primary: KS2 LOWER

| <u>Term</u>                    | <u>Unit of Study</u>                                       | <u>Key Skills Learning</u>   |
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| Autumn 1 <sup>st</sup><br>Half | North America:<br>Abstract Art<br><b>(PAINTING)</b>        | <p>The students will be introduced to the Abstract artists - Jackson Pollock. They will learn facts about the artist and his techniques, they will use this knowledge to create abstract pieces in the style of the artist.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will use several brush techniques, using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• They will experiment with mixing colours effectively using the correct language, e.g., tint, shade, primary and secondary.</li> <li>• They will learn how to use watercolour paint to produce washes for backgrounds then add detail</li> <li>• They will experiment with creating mood with colours.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco, Jackson Pollock.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul> |
| Autumn 2 <sup>nd</sup><br>Half | Introductory to Clay:<br>Romans<br><b>(CLAY/SCULPTURE)</b> | <p>The students will be looking at Roman coil pots, they will learn the history and record this in sketchbooks with images and key facts. They will be introduced to clay techniques and tools. They will use this knowledge to create their own Roman Coil pots that include a design on the side.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will learn the history of Roman Coil pots, using this to create a research page in their sketchbooks.</li> <li>• They will plan designs for a final outcome.</li> <li>• They will experiment with the clay to produce shapes, textures, patterns and lines.</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> </ul>  |

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|                             |  | <ul style="list-style-type: none"> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: texture, clay, (tools – kidney, roller, knife, dotting tools, sponge, cutters) sketchbooks, patterns, lines.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul>  |
| Spring 1 <sup>st</sup> Half | Rainforest Animals<br><b>(DRAWING/SKETCHING)</b> | <p>The students will be looking at Rainforest Animals, they will learn facts about the rainforest and its many animals that inhabit it. They will use this information and record this in sketchbooks with images and key facts. They will then choose 2/3 of these animals to draw/sketch thinking about how they will add tone, texture in the correct places and what medium they want to use to do this.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will learn facts about the Rainforest and its animals, using this to create a research page in their sketchbooks.</li> <li>• They will experiment with different mediums (materials) and annotate their work to explain and elaborate ideas.</li> <li>• They will learn techniques to show different tones and textures and how to create shading to show light and shadow.</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> <li>• They will learn how to use watercolour paint to produce washes for backgrounds then add detail</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: texture, shape, shadow, rainforest, outline, annotate, form, patterns</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul> |
| Spring 2 <sup>nd</sup> Half | Mayans<br><b>(SCULPTURE)</b>                     | <p>The students will be looking at Mayan Masks, they will learn facts about the history of the Mayan mask. They will use this information and record this in sketchbooks with images and key facts. They will use a variety of materials and techniques to create their own masks.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will learn facts about Mayan masks, using this to create a research page in their sketchbooks.</li> <li>• They will experiment with different mediums (materials) and plan their mask carefully, using annotations to explain and elaborate ideas.</li> </ul>  |

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|                                       |  | <ul style="list-style-type: none"> <li>• They will learn techniques in using papier mâché, and how to Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: texture, shape, papier mâché, outline, annotate, form, patterns, sculpture, 3D, form, Mayan, mask.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul>   |
| <p>Summer 1<sup>st</sup><br/>Half</p> | <p>Landscapes:<br/>William Heaton<br/>Cooper/Percy Kelly<br/><b>(SKETCHING/WATERCOLOURS)</b></p> | <p>The students will be looking at local artists - William Heaton Cooper and Percy Kelly, they will learn facts about the history of both artists and their work. They will use this information and record this in sketchbooks with images and key facts. They will create sketches and use watercolours to create their own landscape images.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will learn facts about William Heaton Copper and Percy Kelly, using this to create a research page in their sketchbooks.</li> <li>• They will experiment with several brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• They will mix colours effectively using the correct language, e.g., tint, shade, primary and secondary colours.</li> <li>• They will use watercolour paints to produce washes for backgrounds then add details.</li> <li>• Students will experiment with mood and colour and use annotations to explain and elaborate ideas.</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: Tint, shades, watercolours, brush, strokes, whisper lines, colour, mood, foreground, middle ground, background, emotion, mix, blend, tone, abstract, lake district.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul> |

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| <p>Summer 2<sup>nd</sup><br/>Half</p> | <p>Anglo-Saxons<br/><b>(PRINTING)</b></p> | <p>The students will be introduced to Anglo-Saxon's pattern. They will use this as inspiration to create their own repeated patterns experimenting with different Printing methods.</p> <p>Key areas of learning -</p> <ul style="list-style-type: none"> <li>• The students will learn facts about Anglo-Saxon's pattern, using this to create a research page in their sketchbooks.</li> <li>• They will learn the basics of printing using fruit, vegetables, sponges and Polystyrene board, paint, and press technique.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, acrylic paint, printing, roller, Polystyrene, Transfer.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul> |
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Primary: KS2 UPPER

| <u>Term</u>                    | <u>Unit of Study</u>                               | <u>Key Skills Learning</u>  |
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| Autumn 1 <sup>st</sup><br>Half | America:<br>Pop Art<br><b>(SKETCHES/PAINTINGS)</b> | <p>The students will research the artists Andy Warhol and Jackson Pollock, they will learn facts about the history of both artists and their work. They will use this information and record this in sketchbooks with images and key facts. They will create a variety of work inspired by the artists.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will learn facts about Andy Warhol and Jackson Pollock, using this to create a research page in their sketchbooks.</li> <li>• They will experiment with several brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• They will mix colours effectively using the correct language, e.g., tint, shade, primary and secondary colours.</li> <li>• Students will experiment with mood and colour and use annotations to explain and elaborate ideas.</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: Tint, shades, acrylic paint, brush, strokes, whisper lines, colour, mood, foreground, middle ground, background, emotion, mix, blend, tone, abstract, pop art.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul> |
| Autumn 2 <sup>nd</sup><br>Half | Egyptian Art<br><b>(DRAWING/TEXTILES)</b>          | <p>The students will be looking at Egyptian Art with a focus on hieroglyphics, they will learn facts about the history of Hieroglyphics. They will use this information and record this in sketchbooks with images and key facts. They will plan out their work and create text/textile pieces using hieroglyphics.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will learn facts about Egyptian art with a focus on Hieroglyphics, using this to create a research page in their sketchbooks.</li> <li>• They will experiment with precision and techniques to create different outcomes.</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: Texture, stitch, Needle, colours, effect, fabric, stain, whisper lines, hieroglyphics.</li> </ul>  |



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|                             |  | <ul style="list-style-type: none"> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul>   |
| Spring 1 <sup>st</sup> Half | Landscapes:<br>William Heaton<br>Cooper/Percy Kelly<br><b>(SKETCHING/WATERCOLOURS)</b> | <p>The students will be looking at local artists - William Heaton Cooper and Percy Kelly, they will learn facts about the history of both artists and their work. They will use this information and record this in sketchbooks with images and key facts. They will create sketches and use watercolours to create their own landscape images.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will learn facts about William Heaton Copper and Percy Kelly, using this to create a research page in their sketchbooks.</li> <li>• They will experiment with several brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• They will mix colours effectively using the correct language, e.g., tint, shade, primary and secondary colours.</li> <li>• They will use watercolour paints to produce washes for backgrounds then add details.</li> <li>• Students will experiment with mood and colour and use annotations to explain and elaborate ideas.</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: Tint, shades, watercolours, brush, strokes, whisper lines, colour, mood, foreground, middle ground, background, emotion, mix, blend, tone, abstract, lake district.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul> |
| Spring 2 <sup>nd</sup> Half | Surrealism:<br>Pablo Picasso<br><b>(COLLAGE/DRAWING)</b>                               | <p>The students will be looking at the Surrealism movement and the artist Pablo Picasso, they will learn facts about the history of the artist and his work. They will use this information and record this in sketchbooks with images and key facts. They will create Self-portraits and Hybrid animals in the style of Picasso.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will learn facts about surrealism and Pablo Picasso, using this to create a research page in their sketchbooks.</li> <li>• They will learn how to use different (mediums) materials to create a self-portrait influenced by Picasso.</li> </ul>   |

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|                                       |  | <ul style="list-style-type: none"> <li>• They will mix colours effectively and create shades/tone.</li> <li>• Students will create elaborate hybrid animals and use annotations to explain and elaborate ideas.</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: shades, medium, brush, surrealism, whisper lines, colour, Pablo Picasso, self-portrait, Hybrid animals.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul>  |
| <p>Summer 1<sup>st</sup><br/>Half</p> | <p>World War II<br/><b>(COLLAGE / IT SKILLS)</b></p> | <p>The students will be looking World war II Propaganda posters, they will learn how they were used and how effective they were. They will use this information and record this in sketchbooks with images and key facts. They will create their own propaganda posters</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will learn facts about World war II Propaganda posters, using this to create a research page in their sketchbooks.</li> <li>• They will experiment with Several techniques to produce effective posters using both Collage and IT skills.</li> <li>• Students will experiment with mood and colour and use annotations to explain and elaborate ideas.</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: layers, shades, IT, whisper lines, colour, mood, emotion, collage, tone, abstract, propaganda, world war II.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul> |

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| <p>Summer 2<sup>nd</sup><br/>Half</p> | <p>Ancient Greek vases<br/><b>(PRINT / DRAWING)</b></p> | <p>The students will be looking Ancient Greek vases/pottery designs. They will learn facts about the history, including what it was made from to what the elaborate designs mean. They will use this information and record this in sketchbooks with images and key facts. They will create sketches and use print techniques to create their own replicas and new designs thinking about what scene they will depict.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will learn facts about Greek vases/pottery designs, using this to create a research page in their sketchbooks.</li> <li>• They will experiment with mark making to produce shapes, textures, patterns and lines.</li> <li>• They will mix colours effectively using the correct language, e.g., tint, shade, primary and secondary colours.</li> <li>• They will learn the basics of printing using fruit, vegetables, sponges and Polystyrene board, paint, and press technique to create backgrounds and designs</li> <li>• They will use watercolour paints to produce washes for backgrounds then add details.</li> <li>• Students will experiment with mood and colour and use annotations to explain and elaborate ideas.</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: Tint, shades, watercolours, brush, whisper lines, colour, mood, foreground, middle ground, background, emotion, mix, blend, tone, Ancient Greek, vases, designs, print, polystyrene, medium.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul> |
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Secondary KS3

| <u>Term</u>                 | <u>Unit of Study</u>  | <u>Key Skills Learning</u>   |
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| Autumn 1 <sup>st</sup> Half | Introduction to Art: The Basics<br>Vincent Van Gogh<br><b>(DRAWING / COLLAGE)</b> | <p>The students will be looking at the artist Vincent Van Gogh and his mark making, they will learn facts about the history of the artist and his work. They will use this information and record this in sketchbooks with images and key facts. They will create a selection work based on Van Gogh's <i>The Bedroom, 1888</i> using drawing skills that incorporate the Art Elements, shape, form, line, tone, texture, as well as composition.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will learn facts about Vincent Van Gogh and his mark making, using this to create a research page in their sketchbooks.</li> <li>• They will learn how to use different (mediums) materials to create his mark in different images.</li> <li>• They will mix colours effectively and create shades/tone in Van Gogh's style.</li> <li>• Students will recreate Van Gogh's <i>The Bedroom</i> image using different techniques and use annotations to explain and elaborate ideas.</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: shades, medium, Vincent Van Gogh, whisper lines, colour, Tone, Line, Mark making, annotations, texture, form, composition.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul> |
| Autumn 2 <sup>nd</sup> Half | America:<br>Pop Art<br><b>(SKETCHES / PRINT / IT SKILLS)</b>                      | <p>The students will research Pop Art movement and the artists Andy Warhol and Jackson Pollock, they will learn facts about the history of both artists and their work. They will use this information and record this in sketchbooks with images and key facts. They will create a variety of work inspired by the artists.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will learn facts about Andy Warhol and Jackson Pollock, using this to create a research page in their sketchbooks.</li> <li>• They will create self-portraits in the style of Any Warhol using various techniques</li> <li>• They will experiment with several brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• They will mix colours effectively using the correct language, e.g., tint, shade, primary and secondary colours.</li> </ul>  |

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|                             |   | <ul style="list-style-type: none"> <li>• Students will experiment with mood and colour and use annotations to explain and elaborate ideas.</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: Tint, shades, acrylic paint, brush, strokes, whisper lines, colour, mood, foreground, middle ground, background, emotion, mix, blend, tone, abstract, pop art, print, paint, ink, annotations.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments</li> </ul>  |
| Spring 2 <sup>nd</sup> Half | Surrealism:<br>Pablo Picasso<br><b>(COLLAGE/DRAWING)</b>          | <p>The students will be looking at the Surrealism movement and the artist Pablo Picasso, they will learn facts about the history of the artist and his work. They will use this information and record this in sketchbooks with images and key facts. They will create Self-portraits and Hybrid animals in the style of Picasso.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will learn facts about surrealism and Pablo Picasso, using this to create a research page in their sketchbooks.</li> <li>• They will learn how to use different (mediums) materials to create a self-portrait influenced by Picasso.</li> <li>• They will mix colours effectively and create shades/tone.</li> <li>• Students will create elaborate hybrid animals and use annotations to explain and elaborate ideas.</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand:<br/>shades, medium, brush, surrealism, whisper lines, colour, Pablo Picasso, self-portrait, Hybrid animals.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments.</li> </ul> |
| Summer 1 <sup>st</sup> Half | Self-portraits<br><b>(DRAWING / SKETCHING)</b><br><br>*ASSESSMENT | <p>The students will start with a drawing assessment, they will have one hour to draw a self-portrait with no guidance. This will be used as a base line to track progression. They will learn about proportions and how to draw the facial features correctly.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will Start with a drawing assessment (self-portrait)</li> </ul>  |

|                                       |                                      |  |
|---------------------------------------|--------------------------------------|--|
|                                       |                                      | <ul style="list-style-type: none"> <li>• They will look at a variety of artist that have created self-portraits, researching their methods.</li> <li>• They will mix colours effectively and create shades/tone/texture.</li> <li>• Students will create several research pages on different facial features.</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: shades, medium, facial features, whisper lines, colour, self-portrait, assessment, proportions.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of this unit, they will be given 1 hour to create a self-portrait again using the skills and knowledge they have learned during this term.</li> </ul>  |
| <p>Summer 2<sup>nd</sup><br/>Half</p> | <p>Mayans<br/><b>(SCULPTURE)</b></p> | <p>The students will be looking at Mayan Masks, they will learn facts about the history of the Mayan mask. They will use this information and record this in sketchbooks with images and key facts. They will use a variety of materials and techniques to create their own masks.</p> <p>Key areas of learning –</p> <ul style="list-style-type: none"> <li>• The students will learn facts about Mayan masks, using this to create a research page in their sketchbooks.</li> <li>• They will experiment with different mediums (materials) and plan their mask carefully, using annotations to explain and elaborate ideas.</li> <li>• They will learn techniques in using papier mâché, and how to Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</li> <li>• They will then evaluate this work in their sketchbooks, acknowledging what they feel worked and why and what they believe they could do to improve their work.</li> <li>• They will be introduced to art terminology, to demonstrate knowledge and understanding in this strand: texture, shape, papier mâché, outline, annotate, form, patterns, sculpture, 3D, form, Mayan, mask.</li> <li>• They will use reflection to evaluate their outcomes, recording this using the school's marking system.</li> <li>• They will also work together to evaluate and review each other's work, helping each other to succeed and create their best outcomes.</li> <li>• The students will be assessed at the end of each unit, using both questioning and skills assessments.</li> </ul> |

## ENRICHMENT OPPORTUNITIES:

Art Club, this is designed for student to develop further skills in art that they are interested in that might not be covered in our current art curriculum.

## HOW TO SUPPORT YOUR CHILD:

Ask them what they think about specific Art? Why was it painted? What does it represent? Encourage them to be creative and experiment.

## WHERE TO GO:

Local Galleries - Tullie House Museum and Art Gallery, The Grundy (Blackpool), The Vallum (University of Cumbria), Carlisle Contemporary Arts, Lakes Art Gallery, Manchester Art Gallery, Kelvingrove Art Gallery and Museum.

National Galleries - The Lowry, Tate Modern, Tate Britain, The National Gallery, Yorkshire Sculpture Park, Serpentine Gallery, Saatchi Gallery, Whitechapel Gallery

## WHAT TO WATCH:

Artist documentaries, Films/TV Series about artist, art movements, art history, art culture. (Current - Greyson's Art club, Portrait Artist of the Year, The Great Pottery Throw Down, Loving Vincent, Frida,

Online - Tate Kids, The Tate Modern & Britain, The National Portrait Gallery, Museum of Modern Art, Van Gogh Gallery, The National Gallery, BBC Bitesize Art, artnet, Pinterest.

## WHAT TO READ:

Current recommended - The Art Book for Children, Seeing Things, Magritte's Apple, Bob the Artist, See the Stripes, Squares and other Shapes.

Biographies - Henri Matisse, Pablo Picasso, Vincent Van Gogh, Andy Warhol, Roy Lichtenstein.

Books that explore the movements of Cubism, Pop Art, Street Art, modernism, contemporary art, impressionism, surrealism.

Primary - Katie series of books, Mona Lisa, Sunflowers, British Artist, Impressionists, Starry Nights. Splat! The most exciting artists of all time, Tell me a picture by Quentin Blake are all great reads.

## FUTURE CAREERS:

*Accessory designer, Advertising designer, Animator, Architect, Art Historian, Art Gallery Curator, Art Teacher/Lecturer, Art Therapist, Art's administrator, Cake Decorator, Ceramics artist, Concept Artist, Design director, Design strategist, Fashion designer, Fine artist, Floral designer, Graphic designer, Illustrator, Interior designer, Jewellery designer, Photographer, Photojournalist, Production designer, Sculptor, Set designer, Tattoo artist, Web designer.*