



Art & Design Faculty Curriculum Overview

	Fine Art	Digital Art	Art & Design	Textiles
Year 10 TERM 1 & 2	<p>Still Life Project</p> <p><u>New Knowledge</u></p> <ul style="list-style-type: none"> • Drawing from observation • Formal elements of art • Wet and Dry materials • Tonal techniques • Expressive artwork styles • Analysis of art • Presentation skills <p><u>Recalled knowledge</u></p> <ul style="list-style-type: none"> • Drawing from observation • Leave mistakes • Creating tone • Using wet and dry media • Control paint • Painting techniques • Analysis of pictures • Art Vocab/terms <p><u>New skills</u></p> <ul style="list-style-type: none"> • Create accurate drawings 	<p><u>Learning Photoshop</u></p> <p><u>New Knowledge</u></p> <ul style="list-style-type: none"> • How to use the Filter Gallery feature. • How to use the Image > Adjustments menu and features. • How to use various cutting out tools. • How to ‘feather’ or blur the edges of an image. • Learn how to work in the style of an artist. • To learn how to use simple Layer Effects in Photoshop. • To learn how to blend more than one image together seamlessly. • To learn how use curves and blending modes. • To learn how and photo filters to your artwork. • To learn how to load up and add brushes to an image. • To learn how to add a layer masks to your artwork. 	<ul style="list-style-type: none"> • <u>Introductory skills based project (September-October)</u> <p><u>New Knowledge</u></p> <ul style="list-style-type: none"> • Identify the following material and/or equipment: block printing Ink, rollers, marbling ink, brusho ink, lino plate, polystyrene plate, • Describe where and how this technique will be used: Monoprinting, Block printing, etc. <p><u>Recalled knowledge</u></p> <ul style="list-style-type: none"> • Recalled use of some keywords from key stage 3. (non ceramic words) <p><u>New skills</u></p> <ul style="list-style-type: none"> • Poly printing • Lino printing • Marbling inks • Brusho inks • Mono printing 	<p><u>New Knowledge</u></p> <ul style="list-style-type: none"> • Identify the following material and/or equipment: Block Printing Ink, Transfer Paint, Water soluble material, Embroidery hoop, Lining. • Describe where and how this technique will be used: Monoprinting, Block printing, ‘In The Style. • Understand and explain: Resist techniques, Pattern cutting terminology: Grain, fold, bias, cut 2, scale. <p><u>Recalled knowledge</u></p> <ul style="list-style-type: none"> • Identify the following material and/or equipment: Tie Dye, Hand Embroidery, Tailors Pins, Fabric Scissors, Sewing Machine, Bondaweb, Needle, Cotton, Brusho, Embroidery Hoop. • Describe where and how this technique will be used: Seam, Seam Allowance, Notches, Right and wrong side of the fabric, Why we sew products inside out,



Art & Design Faculty Curriculum Overview

	<ul style="list-style-type: none"> • Create tonal effects with wet and dry media • Realism • Expressive techniques • Written analysis • SPAG <p>Recalled skills</p> <ul style="list-style-type: none"> • Draw shape and detail accurately • Leave mistakes • Control wet and dry media • Create tone and texture • Art terms/vocab • Think deeply about pictures <p>Assessment:</p> <p>Use assessment for learning and assessment of learning techniques to assess their own work and set appropriate learning targets.</p>	<ul style="list-style-type: none"> • Add textures and overlays to an image using the Blending modes • Create shadows and silhouettes. • Change the brightness, contrast and lighting within images. <p>Recalled knowledge</p> <ul style="list-style-type: none"> • How to get a picture of the correct size from Google and opened it in Photoshop. • How to analyse pictures by artists’ relevant to the theme. • How to create a new blank file to work into. • To learn how to cut out and paste parts of an image from window to window in Photoshop. • To learn how to use the Move tool, Rectangular Marquee tool, Elliptical Marquee tool and Freehand Lasso tool. • To learn how to use different shortcut command keys. • How to use the layers in the palette to organise the order of objects. • How to use the Magic Wand tool to select objects with. 	<ul style="list-style-type: none"> • How to create a recycled sketchbook • How to present artwork in a sketchbook • How to annotate <p>Recalled skills</p> <ul style="list-style-type: none"> • Recalled use of pressure in year 9 work. • Recalled use of keywords from key stage 3 • Recalled use of sketching/drawing techniques from key stage 3. <p>Assessment</p> <ul style="list-style-type: none"> • Verbal feedback given throughout every lesson. Students are able to make improvements immediately. • The introductory skills based project is marked formally when it is complete. (A feedback slip is inserted to the back of the handmade sketchbook.) A grade is not given and emphasis is on the strengths and improvement areas with regards to the new skills learnt. (November) 	<p>Applique, Macrame, Transfer Paint, Positive and Negative Space Stencil.</p> <ul style="list-style-type: none"> • Understand and explain: Scientific process of transfer paint, Heat press, Unconventional Materials. <p>New skills</p> <ul style="list-style-type: none"> • Garment Construction • Darts • Threading the sewing machine • Problem solving, when it all goes wrong • Water soluble embroidery • Hemming stitch • Fastenings • Monoprinting • Block Printing • Embellishments • Beading • Ombre • Flour Paste Crackle • Reverse Applique • Layering and Fraying
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Art & Design Faculty Curriculum Overview

		<ul style="list-style-type: none"> • How to use Free Transform (Cmd ⌘ T) to resize and rotate an object. • How to duplicate objects. • How to use the History Palette. • How to add a background layer into an image. • To learn how to use the Alt key to add to a selection and the Shift key to minus from a selection. • Transform and Cmd ⌘ D to deselect. <p><u>New skills</u></p> <ul style="list-style-type: none"> • How to put various filters on to photographs. • Be able to apply various adjustments to photographs or your choice. • Be able to cut out and replaced parts of an image. • Be able to apply a blurred edge to some of the images using the ‘feather’ setting. • Use the Clone stamp tool to replace parts of the image with other parts of the background. • Use Layer effects to put Outer Glows around the objects and other effects. 		<ul style="list-style-type: none"> • Coffee and Tea Dyeing • Fashion and interior design • Observational drawing • Mark making and abstract textiles <p><u>Recalled skills</u></p> <ul style="list-style-type: none"> • Mixing Colours • Shading and Colouring • Symmetry and Measuring • Sketching and Designing • Threading a needle • Adapting a paper template • Pinning and preparing fabric ready for sewing • Trimming notches and creating a seam allowance • Cutting cotton using fabric scissors • Cutting fabric from a variety of sources with different properties • Sewing a curved line • Turning a corner on the sewing machine • Backstitch to secure stitching
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Art & Design Faculty Curriculum Overview

		<ul style="list-style-type: none"> • Be able to blend at least 3 images together seamlessly. • Use curves to make the images look like they belong together and blending modes to overlay an image. • Be able to add a coloured Photo filter over an image. • Add brushes to an image. • Be able to apply blending modes to images. • Be able to apply a layer mask to an image. • Be able to create shadows and silhouettes. • To be able to change the brightness, contrast and lighting within images. <p>Recalled skills</p> <ul style="list-style-type: none"> • How to use artists work to influence and inspire their own ideas. • How to open a new file in the correct format and with the correct settings and sizes. • How to use the brush tool to paint in Photoshop and how to fill objects with colour. • Cutting out and pasting parts of an image from window to window in Photoshop. 		<ul style="list-style-type: none"> • How to successfully remove fabric from machine • Sewing a parallel line • Using the presser foot to measure seam allowance • Free motion machine embroidery • Backstitch • Overstitch • Pekinese Stitch • Applique • Tie Dye • Transfer Paint • Ironing • Artist Analysis <p>Assessment:</p> <ul style="list-style-type: none"> • Formative assessment through ongoing verbal feedback and success criteria all links to GCSE Edexcel Exam board objectives. • -Formative written assessment for A01 analysis feedback and isolated grade.
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Art & Design Faculty Curriculum Overview

		<ul style="list-style-type: none"> • Using the Move tool, Rectangular Marquee tool, Elliptical Marquee tool and Freehand Lasso tool. • Using the shortcut keys, Cmd ⌘ T for Transform and Cmd ⌘ D to deselect. • Using the Layers palette to organise the order of objects from front to back. • Using the Magic wand tool to cut out objects with a plain background. • How to use the ALT shortcut key to duplicate objects. • How to use the History Palette to correct mistakes. • To be able to add a new background layer into and image. • How to use the internet for research before starting work and using artwork to inspire ideas. • Using a template to help create the accurate artwork. • How to use the ALT key to add to a selection and the Shift key to minus from a selection. How to use the Warp and Distort functions to bend and stretch objects into different shapes 		<ul style="list-style-type: none"> • Summative assessment at the end of each project including self and teacher assessment using exam board criteria. • A01- Development of ideas through critical understanding and investigation, designs, observational drawings, analysis. • A02- Refining work, exploring and experimenting with a plethora of materials, processes and techniques, selection of appropriate methods working towards final outcome. • A03- Annotation of own work, presentation and relevance to area of study. • A04- Personal and meaningful response demonstrating understand through final piece. <p><u>Disciplinary Literacy -Tier 3 Vocab</u></p> <ul style="list-style-type: none"> • Ombre • Reverse Applique • Knife Edge, Box Pleats
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Art & Design Faculty Curriculum Overview

		<ul style="list-style-type: none"> • How to change/select new foreground and background colour swatches. • Filling an object with a gradient. • Brush size and shape selection • Using Opacity to build up colour and tone. • Applying lighter and darker tones to make objects appear 3D using. 		<ul style="list-style-type: none"> • Gathering • Pin Tucks • Free Motion Machine Embroidery • Couching • Coffee/Tea Dyeing • Dissolvable Embroidery • Flour Paste Crackle • Corset • Lining • Interfacing • Pattern Cutting • Pattern Development
	Fine Art	Digital Art	Art & Design	



Art & Design Faculty Curriculum Overview

<p>Year 10 Term 3</p>	<p>Heroes & Villains Project</p> <p><u>New Knowledge:</u></p> <ul style="list-style-type: none"> • 10 GCSE planning steps • Plan ideas • Select ideas • Plan composition • Research • Annotate • Experimentation • Show the journey <p><u>Recalled Knowledge</u></p> <ul style="list-style-type: none"> • How to plan an idea • How to be creative • Drawing from observation • Making tones using wet and dry media. • Creating texture • Tonal blends • Analysis a picture • Art vocab/terms <p><u>New Skills</u></p>	<p><u>GCSE Themed Projects</u></p> <p><u>New Knowledge</u></p> <ul style="list-style-type: none"> • How to create a mind map along a theme to show initial ideas. • How to collect images that are related to the theme of a project. • How to produce rough sketches of various ideas with written explanations of and annotations on them. • How to find artwork which links to the student’s ideas then evaluate and analyse it in depth. • How to create and document experimental designs and development for chosen ideas. • How to create a work log of print screens which details the steps the student took in producing their artwork and decisions they made about their work. <p><u>Recalled knowledge</u></p> <ul style="list-style-type: none"> • How to get a picture of the correct size from Google and opened it in Photoshop. 	<ul style="list-style-type: none"> • <u>First coursework project ‘Distorted Faces’ (November-June)</u> <p><u>New Knowledge:</u></p> <ul style="list-style-type: none"> • How to investigate a theme A01 • How to experiment A02 • How to express opinion A03 • How to plan and create a final piece A04 <p><u>Recalled Knowledge</u></p> <ul style="list-style-type: none"> • Recalled knowledge of drawing concepts from key stage 3 design work. • Recalled knowledge of ceramic terminology from key stage 3. • Recalled knowledge of analysis from year 8. <p><u>New Skills</u></p> <ul style="list-style-type: none"> • How to create a mind map • How to shade using a variety of techniques • How to manipulate images creatively by hand • How to sculpt using wire 	
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Art & Design Faculty Curriculum Overview

	<ul style="list-style-type: none"> • Extensive brainstorm • Visual idea creation • Develop composition ideas. • How to research • Research selection process in written form • Analysis of pictures relevant to ideas. • Experimenting with wet and dry media. <p><u>Recalled Skills</u></p> <ul style="list-style-type: none"> • Use a grid • Leave mistakes • Control of wet and dry media • Art vocab/terms • Think deeply about pictures. • Complete the work in the time given. <p><u>Assessment:</u></p>	<ul style="list-style-type: none"> • How to analyse pictures by artists’ relevant to the theme. • How to create a new blank file to work into. • To learn how to cut out and paste parts of an image from window to window in Photoshop. • To learn how to use the Move tool, Rectangular Marquee tool, Elliptical Marquee tool and Freehand Lasso tool. • To learn how to use different shortcut command keys. • How to use the layers in the palette to organise the order of objects. • How to use the Magic Wand tool to select objects with. • How to use Free Transform (Cmd ⌘ T) to resize and rotate an object. • How to duplicate objects. • How to use the History Palette. • How to add a background layer into an image. • To learn how to use the Alt key to add to a selection and the Shift key to minus from a selection. • Transform and Cmd ⌘ D to deselect. 	<ul style="list-style-type: none"> • How to take shadow based photographs • How to use photoshop to manipulate images • How to create a cyanotype • How to analyse artwork • How to work in the style of an artist • How to create rough design ideas • How to create developed design ideas <p>New clay skills;</p> <ul style="list-style-type: none"> • Glazing • Oxiding • Wax resist <p><u>Recalled Skills</u></p> <ul style="list-style-type: none"> • Annotation <p>How to experiment with clay techniques;</p> <ul style="list-style-type: none"> • Rolling • Applying • Incising • Smoothing • Cutting/piercing <p><u>Assessment:</u></p>	
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Art & Design Faculty Curriculum Overview

	<p>Use assessment for learning and assessment of learning techniques to assess their own and others work and set appropriate learning targets.</p>	<ul style="list-style-type: none"> • How to use the Filter Gallery feature. • How to use the Image > Adjustments menu and features. • How to use various cutting out tools. • How to ‘feather’ or blur the edges of an image. • Learn how to work in the style of an artist. • To learn how to use simple Layer Effects in Photoshop. • To learn how to blend more than one image together seamlessly. • To learn how use curves and blending modes. • To learn how and photo filters to your artwork. • To learn how to load up and add brushes to an image. • To learn how to add a layer masks to your artwork. • Add textures and overlays to an image using the Blending modes • Create shadows and silhouettes. • Change the brightness, contrast and lighting within images. 	<ul style="list-style-type: none"> • Verbal feedback given throughout every lesson. Students are able to make improvements immediately. • Formal teacher feedback is given on the first written analysis students complete in the Distorted Faces project. A feedback slip is stapled to their first draft with strengths and improvement areas highlighted. A grade is given using the GCSE assessment grid. Pupils then complete the final draft in their sketchbook. (December/January) • Pupils peer assess each others designs and start of final pieces using a feedback slips which can be found at the back of sketchbooks (Distorted Faces) (April/May) • Formal teacher feedback given on feedback slips on the back of sketchbooks. Strengths and improvement areas highlighted on the sketchbook to date. Pupils are given the opportunity to make improvements. (May) • Formal teacher marking of first coursework project. A GCSE grade is give 	
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Art & Design Faculty Curriculum Overview

		<p><u>New skills</u></p> <ul style="list-style-type: none"> • Be able to create a mind map along a theme to show initial ideas. • Can collect images that are related to the theme of a project. • Be able to produce rough sketches of various ideas with written explanations of and annotations on them. • Be able to find artwork which links to the student’s ideas then evaluate and analyse it in depth. • Be able to create and document experimental designs and development for chosen ideas. • Be able to create a work log of print screens which details the steps the student took in producing their artwork and decisions they made about their work. • <p><u>Recalled skills</u></p> <ul style="list-style-type: none"> • How to use artists work to influence and inspire their own ideas. • How to open a new file in the correct format and with the correct settings and sizes. 	<p>and recorded on students record cards. (July)</p>	
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Art & Design Faculty Curriculum Overview

	<ul style="list-style-type: none">• How to use the brush tool to paint in Photoshop and how to fill objects with colour.• Cutting out and pasting parts of an image from window to window in Photoshop.• Using the Move tool, Rectangular Marquee tool, Elliptical Marquee tool and Freehand Lasso tool.• Using the shortcut keys, Cmd ⌘ T for Transform and Cmd ⌘ D to deselect.• Using the Layers palette to organise the order of objects from front to back.• Using the Magic wand tool to cut out objects with a plain background.• How to use the ALT shortcut key to duplicate objects.• How to use the History Palette to correct mistakes.• To be able to add a new background layer into and image.• How to use the internet for research before starting work and using artwork to inspire ideas.• Using a template to help create the accurate artwork.		
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Art & Design Faculty Curriculum Overview

		<ul style="list-style-type: none">• How to use the ALT key to add to a selection and the Shift key to minus from a selection. How to use the Warp and Distort functions to bend and stretch objects into different shapes• How to change/select new foreground and background colour swatches.• Filling an object with a gradient.• Brush size and shape selection• Using Opacity to build up colour and tone.• Applying lighter and darker tones to make objects appear 3D using.• How to put various filters on to photographs.• Be able to apply various adjustments to photographs or your choice.• Be able to cut out and replaced parts of an image.• Be able to apply a blurred edge to some of the images using the ‘feather’ setting.• Use the Clone stamp tool to replace parts of the image with other parts of the background.• Use Layer effects to put Outer Glows around the objects and other effects.• Be able to blend at least 3 images together seamlessly.		
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Art & Design Faculty Curriculum Overview

- Use curves to make the images look like they belong together and blending modes to overlay an image.
- Be able to add a coloured Photo filter over an image.
- Add brushes to an image.
- Be able to apply blending modes to images.
- Be able to apply a layer mask to an image.
- Be able to create shadows and silhouettes.
- To be able to change the brightness, contrast and lighting within images.

Assessment

- Formative assessment through ongoing verbal feedback and success criteria.
- Summative assessment at the end of each project including self and teacher assessment using the GCSE Assessment Objectives.

Disciplinary Literacy -Tier 3 Vocab

Design · text · digital art · graphics · graphic design · point · text · kerning · shapes · tools · photoshop · distort · filter · blur · pixel art · layers · channels ·



Art & Design Faculty Curriculum Overview

		hue · saturate · apple mac · preparation · collage · photomontage · filters · effects · layer styles · tools · layer · palette · crop · transform · feather · digital · manipulate · pixel · typography · serif sans · vector · fonts · digital images · pixel · evaluations · ideas · develop · experiment · graphics pen · brush · gif · tif · jpg · psd · creativity · originality · gradient · selections · blur · dodge · burn · size · graphics tablet · rgb · cmyk · grayscale · sketch · smudge · icons · imagination · dpi · opacity · transparent · feather · eraser · resolution · distort · image · brightness · contrast · cut · paste · undo · primary source · secondary source · save · file · folder · distort · warp · horizontal · vertical · blending mode · filter · adjustment · composition · design brief · layout		
	Fine Art	Digital Art	Art & Design	Textiles
Year 11 Term 1&2	View Through a Window Project Terminal Test <u>New Knowledge:</u> NA <u>Recalled Knowledge</u> <ul style="list-style-type: none"> 10 Planning steps 		<ul style="list-style-type: none"> Second coursework project 'Force' (June-February) Terminal Test (Exam) (February-May) <p><u>New Knowledge:</u></p> <ul style="list-style-type: none"> Pupils for the first time have to select their own themes/titles. 	



Art & Design Faculty Curriculum Overview

<ul style="list-style-type: none"> • In-depth ideas • Creativity • Select idea • Plan the composition. • Develop the composition • Collect research • Annotate research • Drawing from observation • Creating tone • Using the formal elements of art. • Experimenting making mistakes • Manipulate wet/dry media • Control wet and dry media • Learn from mistakes • Analyse pictures Think deeply • Art/vocab terms <p><u>New Skills</u></p> <ul style="list-style-type: none"> • NA <p><u>Recalled Skills</u></p>		<p><u>Recalled Knowledge</u></p> <ul style="list-style-type: none"> • How to investigate a theme A01 • How to experiment A02 • How to express opinion A03 • How to plan and create a final piece A04 <p><u>New Skills</u></p> <ul style="list-style-type: none"> • Some students will choose to experiment with new media depending on their theme and choice of experiment. Eg. Creating a hand cast. This will not have been covered previously and will differ from student to student. I will work with students individually to ensure they have access to skills/techniques needed. <p><u>Recalled Skills</u></p> <ul style="list-style-type: none"> • Any of the above skills at key stage 4 and those on the Key stage plan may be recalled at this stage. <p><u>Assessment:</u></p> <ul style="list-style-type: none"> • Formal teacher feedback is given on the first written analysis students complete in the ‘Force’ project. A feedback slip is 	
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Art & Design Faculty Curriculum Overview

<ul style="list-style-type: none"> • Extensive brainstorms • Select appropriate idea • Create idea in visual form • Develop composition • Research • Analysis of pictures • Experiment with wet and dry media • Drawing from observation • Leave mistakes • Control, wet and dry media • Art vocab/terms • Think deeply about pictures. <p>Assessment:</p> <p>Use assessment for learning and assessment of learning techniques to assess their own and others work and set appropriate learning targets.</p> <p>Disciplinary Literacy -Tier 3 Vocab</p>		<p>stapled to their first draft with strengths and improvement areas highlighted. A grade is given using the GCSE assessment grid. Pupils then complete the final draft in their sketchbook. (September)</p> <ul style="list-style-type: none"> • Formal teacher feedback given on feedback slips on the back of sketchbooks. Strengths and improvement areas highlighted on the sketchbook to date. Pupils are given the opportunity to make improvements. (January) • Verbal feedback given throughout every lesson. Students are able to make improvements immediately. <p>Disciplinary Literacy -Tier 3 Vocab</p> <p>Analysis Developed design idea Annotation Slip Score Apply</p>	
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Art & Design Faculty Curriculum Overview

<ul style="list-style-type: none"> Planning Preparation Composition Rough Sketches Experimentation Grid Line Linear Tone Texture Shade Reflection Light Depth Form Shape Foreground Mid ground Background Expression Creative Imaginative Expressive Detail Annotation Analysis Brainstorm 		<ul style="list-style-type: none"> Incise Underglaze Glaze Biscuit fire Pointillism (sp?) Monochrome Invert Cyanotype Exposure/Expose 	
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Art & Design Faculty Curriculum Overview

	Ideas Basic Detail Colourwash Tints & Shades Watercolour Acrylic			
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