

St. Dominic's School KS2 – KS4 Subject Overview:

Curriculum Intent:

At its basic level, the Art curriculum ensures that pupils and students of all abilities and SEN are equipped with a good knowledge of prominent cultures and art movements in history and contemporary society today.

It endeavours for all pupils and students to access materials and develop skills and techniques in a wide variety of materials. Providing opportunities for personal expression and to realise intentions in a thoughtful and meaningful way. It aims to provide pupils and students with the skills to move into the wider world with an understanding and appreciation of art and develop their cultural capital.

Pupils and students are not afraid of taking risks and adopt a growth mind set making bold choices, which reflect their passions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Values	Myself		My Context		The Wider World	
	I am me	I matter	I am unique	I belong	I am safe	I am prepared
FBV Focus	Individual Liberty Democracy		Mutual respect and tolerance Democracy		Rule of law Democracy	
Functional independence	Self-Care	Functional Motor and Sensory Skills	Independent Living Skills	Independent Living Skills	Personal Safety and Welfare	Organisation and Preparation for Work
Learning to Learn	Self-Managers	Independent Enquirers	Reflective Learners	Team Workers	Effective Participators	Creative Thinkers
Language and communication	Attention, Listening and Understanding	Vocabulary	Narrative Skills	Social Interaction	Social Interaction	Social Interaction
Myself and others	Moral Understanding	Emotional Resilience	Spiritual Understanding	Cultural Tolerance	Citizenship	Social Understanding of the Wider World
Year 7	Monet – Colour and Light 7:1 Looking at Monet, his life story and influences. Learning about colour mixing and the way that the Impressionists use the optical blending painting technique. Working in a variety of media including: Paint, Clay, Photography and Collage. What influences you and makes you, you?	Monet – Colour and Light 7:2 Looking at Monet, his life story and influences. Learning about colour mixing and the way that the Impressionists use the optical blending painting technique. Working in a variety of media including: Paint, Clay, Photography and Collage. What influences you and why do you matter?	Monet – Colour and Light 7:3 Looking at Monet, his life story and influences. Learning about colour mixing and the way that the Impressionists use the optical blending painting technique. Working in a variety of media including: Paint, Clay, Photography and Collage. What influences you and why are you unique?	Nature and Habitats 7:1 We will start buy looking at illustrations from 'The Lost Words' (Robert McFarlane and Jackie Morris). Pupils will choose an illustration and poem as a starting point. They will look at rare species that are becoming extinct in nature and mans impact on the planet. Pupils will work with a variety of 3D materials to create outcomes, including plaster impressions, objects collected from nature and recycled waste to make animals and backgrounds. Final outcomes may include the poems and be constructed in a frame as Joseph Cornell's assemblage boxes.	Nature and Habitats 7:2 We will start buy looking at illustrations from 'The Lost Words' (Robert McFarlane and Jackie Morris). Pupils will choose an illustration and poem as a starting point. They will look at rare species that are becoming extinct in nature and mans impact on the planet. Pupils will work with a variety of 3D materials to create outcomes, including plaster impressions, objects collected from nature and recycled waste to make animals and backgrounds. Final outcomes may include the poems and be constructed in a frame as Joseph Cornell's assemblage boxes.	Nature and Habitats 7:3 We will start buy looking at illustrations from 'The Lost Words' (Robert McFarlane and Jackie Morris). Pupils will choose an illustration and poem as a starting point. They will look at rare species that are becoming extinct in nature and mans impact on the planet. Pupils will work with a variety of 3D materials to create outcomes, including plaster impressions, objects collected from nature and recycled waste to make animals and backgrounds. Final outcomes may include the poems and be constructed in a frame as Joseph Cornell's assemblage boxes.
Reading	Pupils predict the mood of paintings that the	Pupils predict the mood of paintings that the	Pupils predict the mood of paintings that the	Pupils will read the poems and look at the meanings of	Pupils will read the poems and look at the meanings of	Pupils will read the poems and look at the meanings of

	Impressionists produced matching the descriptions and titles to the work.	Impressionists produced matching the descriptions and titles to the work.	Impressionists produced matching the descriptions and titles to the work.	keywords and phrases to deepen their understanding.	keywords and phrases to deepen their understanding.	keywords and phrases to deepen their understanding.
Writing	Pupils describe the work of Monet, using adjectives and adverbs around mood, light and colours used. Keywords and paragraphs of prose will be provided.	Pupils describe the work of Monet, using adjectives and adverbs around mood, light and colours used. Keywords and paragraphs of prose will be provided.	Pupils describe the work of Monet, using adjectives and adverbs around mood, light and colours used. Keywords and paragraphs of prose will be provided.	Pupils will write out their poem using commas, apostrophes and correct grammar.	Pupils will write out their poem using commas, apostrophes and correct grammar.	Pupils will write out their poem using commas, apostrophes and correct grammar.
Number	Drawing out the colour wheel. 360 degrees of a circle divided by 12 using a protractor and a ruler.	Drawing out the colour wheel. 360 degrees of a circle divided by 12 using a protractor and a ruler.	Drawing out the colour wheel. 360 degrees of a circle divided by 12 using a protractor and a ruler.	Pupils will look at composition and grids when planning their assemblage box using multiplication and division.	Pupils will look at composition and grids when planning their assemblage box using multiplication and division.	Pupils will look at composition and grids when planning their assemblage box using multiplication and division.
Year 8	<p style="text-align: center;">Henri Rousseau – Storytelling 8:1</p> <p>Looking at Rousseau, his paintings and how he composed these from his imagination. Learning about foreground, background, scale and composition pupils work form their imagination to recreate their own jungle scene. Working in a variety of media including: Paint, Clay, Photography and Collage.</p> <p>If you were to compose a scene of you what would be in it?</p>	<p style="text-align: center;">Henri Rousseau – Storytelling 8:2</p> <p>Looking at Rousseau, his paintings and how he composed these from his imagination. Learning about foreground, background, scale and composition pupils work form their imagination to recreate their own jungle scene. Working in a variety of media including: Paint, Clay, Photography and Collage.</p> <p>If you were to compose a scene of you what would be in it?</p>	<p style="text-align: center;">Henri Rousseau – Storytelling 8:3</p> <p>Looking at Rousseau, his paintings and how he composed these from his imagination. Learning about foreground, background, scale and composition pupils work form their imagination to recreate their own jungle scene. Working in a variety of media including: Paint, Clay, Photography and Collage.</p> <p>If you were to compose a scene of you what would be in it?</p>	<p style="text-align: center;">Art Nouveau – Environment and Pattern 8:1</p> <p>Looking at how Art Nouveau and Gaudi were inspired by nature students will start this project thinking about what would happen if nature took over the school, drawing their responses on top of illustrations and photographs. They will then go on to look at mark-making and how this can be used to create pattern. Working digitally, they will produce a motif that will then be reflected, rotated or repeated and go on to produce a nature inspired clay tile.</p>	<p style="text-align: center;">Art Nouveau – Environment and Pattern 8:2</p> <p>Looking at how Art Nouveau artists and Gaudi were inspired by nature students will start this project thinking about what would happen if nature took over the school, drawing their responses on top of illustrations and photographs. They will then go on to look at mark-making and how this can be used to create pattern. Working digitally, they will produce a motif that will then be reflected, rotated or repeated and go on to produce a nature inspired clay tile.</p>	<p style="text-align: center;">Art Nouveau – Environment and Pattern 8:3</p> <p>Looking at how Art Nouveau artists and Gaudi were inspired by nature students will start this project thinking about what would happen if nature took over the school, drawing their responses on top of illustrations and photographs. They will then go on to look at mark-making and how this can be used to create pattern. Working digitally, they will produce a motif that will then be reflected, rotated or repeated and go on to produce a nature inspired clay tile.</p>
Reading	Pupils think about and predict the mood of Rousseau's paintings and what might happen next in the scene. Matching artwork descriptions and titles to the work.	Pupils think about and predict the mood of Rousseau's paintings and what might happen next in the scene. Matching artwork descriptions and titles to the work.	Pupils think about and predict the mood of Rousseau's paintings and what might happen next in the scene. Matching artwork descriptions and titles to the work.	Reading about the work of Gaudi and prose from that time.	Reading about the work of Gaudi and prose from that time.	Reading about the work of Gaudi and prose from that time.
Writing	Pupils describe the work of Rousseau, using adjectives and adverbs around mood, and composition. Keywords and paragraphs of prose will be provided to all pupils.	Pupils describe the work of Rousseau, using adjectives and adverbs around mood, and composition. Keywords and paragraphs of prose will be provided to all pupils.	Pupils describe the work of Rousseau, using adjectives and adverbs around mood, and composition. Keywords and paragraphs of prose will be provided to all pupils.	Describing the work of Gaudi and artists from that time. Giving opinions and writing about ideas.	Describing the work of Gaudi and artists from that time. Giving opinions and writing about ideas.	Describing the work of Gaudi and artists from that time. Giving opinions and writing about ideas.
Number	The use of scale, foreground and background to create a scene. More accurate composition could be looked at	The use of scale, foreground and background to create a scene. More accurate composition could be looked at	The use of scale, foreground and background to create a scene. More accurate composition could be looked at	Look at symmetry and pattern in Art Deco and Art Nouveau. Repeating, reflecting and	Look at symmetry and pattern in Art Deco and Art Nouveau. Repeating, reflecting and	Look at symmetry and pattern in Art Deco and Art Nouveau. Repeating, reflecting and

	scaling up or scaling down using multiplication and division.	scaling up or scaling down using multiplication and division.	scaling up or scaling down using multiplication and division.	working with geometrical forms.	working with geometrical forms.	working with geometrical forms.
Year 9	<p>Surrealism</p> <p>Looking at the idea of surreal faces and hybrids pupils will go on to create a character that they design, draw and make. Artists include: Hanna Hoch, Pliny's mythical beasts, Jake and Dinos Chapman, Corrado, Caron and Biddle.</p>	<p>Surrealism</p> <p>In the second half of the term pupils will consider surreal environments and create an environment for their character. Artists include: Magritte, Dali and Escher.</p>	<p>Character, Scene and Movement</p> <p>First looking at Romanticism and the work of Goya, Blake and Turner, their paintings and how they created a sense of drama, glorifying events and characters. (Who do you idolise? What is unique characteristics do you possess that could be used in a heroic character?) Pupils will learn about figure, composition and perspective and will design their own dramatic scene. Working in a variety of media including: Pencil, Paint, Clay, Photography and Collage, Digital Imaging and Animation.</p> <p>In the second part of the term we will look at figure in more detail and pupils will use their own silhouette as a starting point. They will then have the option of taking this further into clay sculpture, animation or digital imaging. Pupils will look at cultural references and behaviour's and festivals in other cultures and compare them to their own discussing body language. Movement artists to look at: Matisse, Keith Haring.</p>	<p>Festival Masks</p> <p>Developing on from the introduction to festivals pupils will think about ideas for their own festival mask. Planning designs through drawing and realising intentions in Papier Mache, card, paint and collage.</p>	<p>Me as an artist</p> <p>A chance for pupils to work more personally and independently on areas of interest preparing for work GCSE. Pupils may want to go back and re-visit so of the earlier work and develop ideas on from this. All pupils will work in chosen materials.</p>	
Reading	Reading about the work of artists.	Reading about the work of Corrado, Caron and Biddle.	Pupils will be provided with extracts of narrative about the artwork they are studying providing opportunities for reading and deeper knowledge and understanding. They will also look at festivals and traditions in other cultures and to deepen their knowledge of movement.	Reading about festivals and rituals that occur in other cultures: Day of the Dead, Indian Culture and African culture.	Researching artists	
Writing	Describing the work of these artists, and writing about ideas.	Describing the work of these artists, and writing about ideas.	Pupils think about the messages being portrayed in the artwork, the mood and how the artist has used composition to create a sense of drama. Using keywords and adjectives describe the artwork in your own words.	Describing the festivals, and writing about ideas.	Describing the work of these artists, and writing about ideas.	
Number	Proportions of the face in portrait drawing. Dividing up the face into thirds, fifths and halves.	Proportions of the face in portrait drawing. Dividing up the face into thirds, fifths and halves.	Composition of the pictures will be looked at and the rule of thirds and perspective for landscape painting. Opportunities for looking at scale when creating compositions, using multiplication when scaling up and division when reducing the size. Each pupil will produce their own Romantic Scene so will need to use these methods when constructing this.	Proportions of the face in portrait drawing. Dividing up the face into thirds, fifths and halves.	Composition, Scale, Grid, Perspective, Shape, Form, Pattern.	
Year 10 (Art/Photography)	<p>Exploring Techniques and recording (AO2; AO3)</p> <p>Pupils explore materials and media, experimenting with Texture, Tone, Line and Form</p>	<p>Identity – Developing ideas and themes.</p> <p>Looking at the work of Jeff Koons, Rauschenberg, Rosenquist, Matisse and Haring to get inspiration for development of character, figure and layout. Pupils will use personal interests to develop their ideas.</p>	Mythical Creatures/ Animation ?? TBC	Personal Project	Personal Project	

Reading	Reading about the work of artists.	Reading about the work of artists.	Pupils use the GCSE assessment objectives to analyse development of their own art practice and predict outcomes and success against the criteria set out in AO1 – AO4.	Reading about artist's work		
Writing	Describing the work of these artists, and writing about ideas.	Describing the work of these artists, and writing about ideas.	Pupils are required to annotate portfolios. Focus will be on using keywords and terminology to be able to express themselves using appropriate specialist art vocabulary.	Writing about the work giving facts and opinions. Annotating sketchbook to explain ideas.		
Number	Proportions of the face in portrait drawing. Dividing up the face into thirds, fifths and halves.	Composition, enlargement, measuring.	Pupils will be provided with extracts of narrative about the artwork they are studying providing opportunities for attention to Adjectives/ Adverbs and Grammar. They will be encouraged to write about the work in their own words, describing it and giving their opinion. Pupils will plan their ideas in written and visual format and more able pupils will make links to their ideas and the work of others.			
Year 11 (Art/ Photography)	<p align="center">Coursework completion</p> <p>Pupils reflect on their work from the Autumn Term against the GCSE assessment criteria to decide on areas of focus and targets for this term. All students will work independently on their targets and from teacher feedback to create a final outcome.</p> <p>AO1 – Artists research and idea development AO2- Techniques and Materials AO3- Written and visual recording to in sketchbook AO4 – Final pieces of work</p>		<p>Exam Question</p> <p>Pupils complete chosen exam question against assessment criteria</p>	<p>Exam Question</p> <p>Pupils complete chosen exam question against assessment criteria</p>		
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