

CURRICULUM INTENT: ART

At North London Grammar School, we intend our high-quality Art & Design curriculum to be fully inclusive to every child. Our aims are not just to fulfil the requirements of the National Curriculum for Art & Design by providing a broad, balanced and differentiated curriculum but one that offers the skills and inspiration to give our children the confidence to express themselves artistically. We want to inspire a curiosity in our pupils and fascination for art in our world, its many styles, its importance, the many movements, and fields as well as cultural, political, and social aspects. Children learn to understand and appreciate the work of artists, designers, architects, and craftspeople and look at the way they have shaped and expressed their thoughts and feelings through their eyes. Art & Design reflects society and changing times, encapsulating the past and the present. Children are offered adventures in colour, pattern, three dimensions and are given techniques and skills to make their own work, develop a critical eye and be able to develop their ideas, to take risks and celebrate their own style.

IMPLEMENTATION

	AUTUMN TERM		SPRING TERM		SUMMER TERM		Year 7
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7 Knowledge: What will students know?	Natural world Colour, seasonal changes, Abstraction, Georgia O'Keeffe, colour theory, Tone bar Different pencil grades and effects Blending of colours Andy Goldsworthy, landscape art, Black History, Textiles, culture, weaving. SKILLS SMSC: Respect and understanding for other cultures and values Literacy: Writing about artists/movements/ ideas/self evaluation/peer	Natural World Colour, seasonal changes, Abstraction, Georgia O'Keeffe, colour theory, primary, secondary, tertiary William Morris Repeat pattern Industrialisation versus craftsmanship. SKILLS SMSC: British industrial history Literacy: Written work linking own work with artists studied Investigative Skills: Use of tools and materials	Portraits History of portraiture and self-portraiture from Roman to Contemporary Royal portraits and status. Rembrandt and honest self-representation. Durer Picasso German Expressionism as a movement Historical context Facial expressions and reading of faces and body language. Distortion to convey emotion. Wood cut printing. Lino printing and concept of reduction.	Masks Cultural significance, status, ritual, scarification, Traditions, traditions of decoration, materials, symmetry African masks from different regions Status. SKILLS SMSC: Spiritual significance of mask makers and wearers. Literacy: Writing about design research use of Key words. Investigative Skills: Use of tools and materials.	Figure and movement Human figure, Proportions. Head versus body. Leonardo Life drawing as a pillar of art studies through the ages. Keith Haring, Street Art/Graffiti. Symbols. Links to animation. SKILLS SMSC: LGBTQ. Literacy: Notes in sketchbook using keywords/research peer and self- review. Investigative Skills: Use of tools and materials.	Landscape Overview of landscape, depictions through history. Horizon line. Vanishing point. Foreground, mid ground, background. Diminishing scale, Importance of verticals. Van Gogh. Impressionism. Perspective drawing. Drawing cuboids. Single point perspective. SKILLS SMSC: Discussion around Van Goghs life and mental health and subsequent popularity and success of his work.	

Year 7 Skills: What skills will students have developed?	<p>evaluation.</p> <p>Investigative Skills: Use of materials.</p> <p>Numeracy: scale and proportion.</p> <p>Colour mixing, Paintbrush control.</p> <p>Improving Pencil control, emphasis on tone graduations and pressure.</p> <p>Colour pencil Blending techniques.</p> <p>Blending.</p> <p>Blending using oil pastel</p> <p>Drawing to show shape, texture, detail.</p>	<p>Numeracy: Scale and proportion.</p> <p>Colour mixing with paint.</p> <p>Paintbrush control.</p> <p>Pencil control, tone, and line.</p> <p>Block paints and using a palette.</p> <p>Paintbrush techniques and care.</p>	<p>SKILLS</p> <p>SMSC: Communication of emotion/psychology of colour.</p> <p>Literacy: Writing about artists studied, expressions, using keywords.</p> <p>Investigative Skills: tools and materials.</p> <p>Numeracy: Scale and proportion.</p> <p>Photography.</p> <p>Drawing with black ink on large scale with paint brush.</p> <p>Create design for self-portrait.</p> <p>Learn how to carve a lino design into lino.</p> <p>Learn to use tools safely.</p> <p>Lino Print techniques.</p>	<p>Numeracy: Symmetry.</p> <p>Drawing.</p> <p>Designing.</p> <p>Designing using restricted colour appropriate to design.</p> <p>Research into masks.</p> <p>Making: Cutting shapes.</p> <p>Attaching</p> <p>Creating a contoured sculpture.</p>	<p>Numeracy: Proportion.</p> <p>Figure drawing.</p> <p>Drawing figures to music.</p> <p>Imitating a style and iconography.</p> <p>Drawing with pens, Risk taking.</p> <p>Creating flat colour areas images with colouring pencil.</p> <p>Collage.</p> <p>Creating a running stitch.</p>	<p>Literacy: Write about artists/landscape movement/notes on work using keywords</p> <p>Investigative Skills: tools and materials.</p> <p>Numeracy: Perspective/measurement and use of ruler.</p> <p>Experimenting with expressive mark making.</p> <p>Developing skills and understanding of contrasting colours and their uses.</p> <p>Perspective drawing.</p> <p>Expressive use of colour.</p> <p>Expressive use of paint marks with possible addition of oil pastels.</p>
--	---	--	---	--	--	--

	AUTUMN TERM		SPRING TERM		SUMMER TERM		Year 8
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Year 8 Knowledge: What will students know?</p>	<p>Still life-Cubism Alternative viewpoints. Cubist ideas in contrast to traditional representation. Distortions. Use of alternative collage materials. Pablo Picasso. Georges Braque. Juan Gris.</p>	<p>Book Illustration project Overview of book illustration. Illustration as a career. Relationship between author and illustrator. Purpose of illustration. Quentin Blake. Axel Schaeffler. Analysis of differing</p>	<p>Portraiture and identity Frida Kahlo and her life. How she used her own suffering to create Art. Symbolism. Van Gogh. Gustav Courbet. Gillian Waring. Learning about self – representation. Identity-What is it? What makes us who we are?</p>	<p>Pop Art Food textile project Pop Art. Andy Warhol, Roy Lichtenstein Patrick Caulfield. Investigating food packaging and design. Understanding the importance of colour in design. Graphic design. Exploring Advertising.</p>	<p>Abstract Figure sculpture project Neolithic figures and Palaeolithic sculptures showing essential forms. Ancient African figures, Ancient Mexican sculptures. Examine work by Henry Moore and explore his influences. Learn about sculpture</p>	<p>Fauvism and landscape Use of imaginative and strong use of colour. Henri Matisse. Andre Derain. Maurice de Vlaminck. Effects of contrasting colour.</p> <p>SKILLS SMSC: Presentation of ideas to group.</p>	

<p>Year 8 Skills: What skills will students have developed?</p>	<p>SKILLS SMSC: Exploring ideas of perception and alternative viewpoints both literal and metaphorical. Literacy: Self-evaluation and peer evaluation. Investigative Skills: Tools and materials.</p> <p>Pencil skills and ability to represent realistically with accuracy of scale, shape, and more tone. Effective use of collage using Cubist concepts Developing greater accuracy with painting skills and colour mixing.</p>	<p>styles and techniques. Importance of character. Watching videos of illustrators' ideas and methods of working. What is a story board? What is its' purpose? Stories and fairy tales. Importance of a book cover to attract an audience.</p> <p>SKILLS SMSC: Literacy: Appreciation/analysis of texts/ Comparison of styles. Investigative Skills: Tools and materials.</p> <p>Imitation of other illustrators' work. Designing character. Designing effective settings. Division of story. Position of text on page. Text style. Colour skills. Working to a design brief. Making the book age appropriate. Developing opinions on visual suitability.</p>	<p>Mono printing technique.</p> <p>SKILLS SMSC: Exploration of feelings and identity/ respect of individuality/ culture. Literacy: Writing thoughts and ideas in sketchbooks. Investigative Skills: Tools and materials. Numeracy: Creating a grid.</p> <p>Drawing. Analysis of images Photography. Accurate drawing using a grid. Learning to monoprint. Watercolour. Using symbols to convey meaning.</p>	<p>imagery, Benday dots, Screen printing.</p> <p>SKILLS SMSC: Culture of food - healthy food; fast food, advertising. Literacy: Written analysis of artist. Peer and self-evaluation. Investigative Skills: Tools and materials. Numeracy: Measuring.</p> <p>Drawing b/w and colour. Exploring flat colour Drawing with accuracy. Designing a textile panel. Cutting and sticking a felt panel to represent a food item. Embellish with running stitch or back stitch sewing techniques.</p>	<p>materials for inside and outside. Different methods of sculpture making. Figure/proportion/distortion for effect. Universality of the human figure. Form. Texture. Abstraction. Positive and negative space as a visual tool.</p> <p>SKILLS SMSC: Universality of the human form/history of/ expressed by HM. Literacy: Analysis of sculpture/ key vocabulary. Investigative Skills: Tools and materials. Numeracy: Scale and proportion.</p> <p>Drawing with pencil. Drawing with scissors and black paper/ negative and positive space. Modelling with clay. Modelling with plasticine. Using clay tools.</p>	<p>Literacy: Research/self-evaluation /peer review. Investigative Skills: Tools and materials.</p> <p>Develop knowledge of materials and media. Develop drawing skills. Develop use of oil pastels. Develop the use of mixed media by working in oil pastels. Develop creativity and imagination. Develop use of ICT as research tool and presentation tool. (PowerPoint) Use ICT to manipulate photos taken of landscapes.</p>	<p>Year 8</p>
--	---	--	--	---	---	--	----------------------

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 9 Knowledge: What will students know?</p>	<p>Nature and Natural Forms Karl Blossfeldt, Imogen Cunningham, Edward Weston looking at strong contrast, composition, photography, cropping and abstraction.</p> <p>SKILLS SMSC: Developing in depth understanding of artists work/ developing opinions and responses. Literacy: Research, annotations about thoughts and ideas. Investigative skills Tools and materials Numeracy: Working to scale.</p> <p>Working with greater accuracy with pencil, pen and ink, mark making, charcoal, collage, mixed media. Drawing, designing, working with lino, cutting, printing using a variety of inks, using a stencil. Drawing, photography, construction, collage</p>	<p>Natural Forms Graphic styles and applied art. Angie Lewin, lino artwork, Japanese woodcuts, design.</p> <p>SKILLS SMSC: Developing in depth understanding of artists work/ developing opinions and responses. Literacy: Research, annotations about thoughts and ideas. Investigative skills Tools and materials. Numeracy: Working to scale.</p> <p>Working with greater accuracy with pencil, pen and ink, mark making, charcoal, collage, mixed media. Drawing, designing, working with lino, cutting, printing using a variety of inks, using a stencil. Drawing, photography, construction, collage</p>	<p>Built World Architecture Contemporary and historical architecture. Modernism. Architectural concepts, Serpentine Pavilion project. Zaha Hadid. Richard Rogers. Renzo Piano.</p> <p>SKILLS SMSC: Becoming more aware of the built world that surrounds us. Becoming more aware of design and the benefits of good design to the experience and quality of day-to-day life. Literacy: Self-evaluation, writing Artist research documents, writing about the work undertaken in the class, writing about what has been made, what has been learnt and what might come next? Investigative Skills: Tools and materials. Numeracy: Paper cutting and folding accurately. Drawing for architecture</p>	<p>Portraits: Learning about Artists who make work around Portraiture: Chuck Close, Kathe Kolwitz, Lucien Freud, Jenny Saville, Kehinde Wiley, Stuart Pearson Wright, Njdeka Akunyili Crosby. How to draw a portrait? How to research an Artist and talk about portraiture?</p> <p>SKILLS SMSC: Students watch the Holocaust Portraits documentary (King Charles's project). Literacy: Self-evaluation, writing. Artist research documents, writing about the work undertaken in the class, writing about what has been made, what has been learnt and what might come next? Learning how to talk about portraits. Investigative Skills: Tools and materials Numeracy: Accurate drawing</p>	<p>Independent project 'A moment in Time' Richard Long, Hannah Starkey, Jeff Wall, Edward Hopper, Monet.</p> <p>SKILLS SMSC: Choosing a title that you can relate to but that also might have something to say about the world we live in today. Could be climate change? Equal rights? Inclusion? Literacy: Self -evaluation, writing Artist research documents, writing about the work undertaken in the project, writing about what has been made, what has been learnt and what might come next? Investigative Skills: Tools and materials.</p> <p>Drawing using charcoal and chalk, Drawing using charcoal on a grey ground, working down to black and up to white. Drawing using the grid method. Drawing using light boxes, windows and carbon paper. Making monoprints, dry point etchings of faces. Learning how to use acrylic paint with a limited pallet. Learning to use watercolours.</p>	
<p>Year 9 Skills: What skills will students have developed?</p>						

Year 9

			learning paper folding techniques (2D into 3D). Collage work using found architectural images. Architectural folded paper models (maquettes). Photography (of models).	using a grid.		
--	--	--	---	---------------	--	--

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Knowledge: What will students know?	Developing a portfolio: Starting theme, Nature and still life or Collections or Places and Spaces followed by Portrait/Identity Unit 1 Personal Portfolio . Identity starts in Spring Term of year 10 running until end of Autumn Term Year 11. AO1 - Develop Develop ideas through investigations, demonstrating critical understanding of sources. AO2 – Refine Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes. AO3 – Record Record ideas, observations, and insights relevant to intentions as work progresses. AO4 – Present Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Pupils to work from primary and secondary sources, firstly with some set teacher tasks, but as time progresses generating their own ideas of where the project is developing for each individual project and journey. David Hockney, Karl Blossfeldt, Andy Goldsworthy, Matisse, Kew gardens. Museum collections. Collections of images. Gallery collections. Rubbish Collections. Fashion Collections. Object Collections. Shoe collections. Buildings/Landscapes. Pattern collections. Travel. Collectives – working collectively. Text Artwork. Collections in Nature. Plants/Flowers. Collections of people. Dreams/Memories.					

Year 10

<p>Year 10 Skills What skills will have been developed.</p>	<p>SKILLS Literacy : Research, annotations self and peer. Numeracy: Scale, measuring, proportion, perspective dependant on personal project. SMSC: Dependent on personal project and where the Identity project leads students.</p> <ul style="list-style-type: none"> • Creating Cyanotypes • Drawing with biro • Drawing with pen/pen and wash • Batik • Photography • Collage • Creative use of colour • Coloured ink use • Printing directly from organic material • Creating negative and positive shapes and compositions • Scaling up • Working with a grid • Sketching on site • Printing • Clay modelling • 2-D, Colour, complimentary, harmonious, warm/cold, expressive, use of tone, texture, hue changes, use of line, shape, pattern, symmetry, mirror pattern, reflection, rotation, repeat, tessellation. Composition, silk, silk paint, oil paint, acrylic paint, canvas, dyes, view finder, abstract, non-figurative, conventions, emotion, compare, juxtaposition, memory, mono print, lino print, reduce, scale, surfaces, symbolism, technique, wall, hanging, contemporary, print, traditional, contrast, fragments, collage, fabric, rubbings, figurative, surreal, layering. • 3-D sculpture, form, texture, shape, pattern, construction methods, surface patterns, design, terracotta clay, glaze, leather hard, smooth, carve, join, clay slip, modelling tools, rolling pins and guides.
--	--

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 11 Knowledge: What will students know?</p>	<p>Finishing a portfolio with final outcome- September to December January to April- Externally set task project work and final outcome AO1 - Develop Develop ideas through investigations, demonstrating critical understanding of sources. AO2 – Refine Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques and processes. AO3 – Record Record ideas, observations, and insights relevant to intentions as work progresses. AO4 – Present Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>					

Year 11

<p>Year 11 Skills: What skills will have been developed.</p>	<p>Skills Literacy: Research, annotations self and peer. Numeracy: Scale, measuring, proportion, perspective dependant on personal project. SMSC: Dependent on personal project and where the Identity project leads students.</p> <ul style="list-style-type: none"> • Presentation of an idea • Detailed commentary on idea and outcomes • Effective use of sketchbook • Creating Cyanotypes • Tonal drawing • Stitching and creative uses of thread • Drawing with biro • Drawing with pen/pen and wash • Coloured ink drawing • Batik • Mono printing • Carbon printing • Etching • 3D construction • Clay • Acrylic painting both 'flat and tonal' • Effective us of Watercolours • Photography • Collage • Creative use of colour • Coloured ink use • Printing directly from organic material • Creating negative and positive shapes and compositions • Scaling up • Working with a grid • Sketching on site 	
---	---	--

ART IMPACT

Knowledge of art from the past and the present.
 Appreciate the creative world around them in art and design, from architecture to natural forms and food packaging design to great masterpieces.
 Have a wider use of art vocabulary and be able to use this when discussing artwork.

Be able to review and refine work as it is made, also show a development of ideas and intention.

Be able to work on collective group projects, as self-managers and team-workers.

Take risks and keep an open mind about new ideas and techniques. To not be afraid to make mistakes and know this is part of our learning resilience.

Be able to analyse works of art, understand messages, and produce a response to certain artists/movements, relating also to artists chosen media.

Understand the many ways art has a purpose from politics and advertising to empathy and feelings.

Responsible citizens aware of the role they play in society and the importance of art in contributing to society.