

# St. Cuthbert's Art Curriculum

## St. Cuthbert's Curriculum Mapping

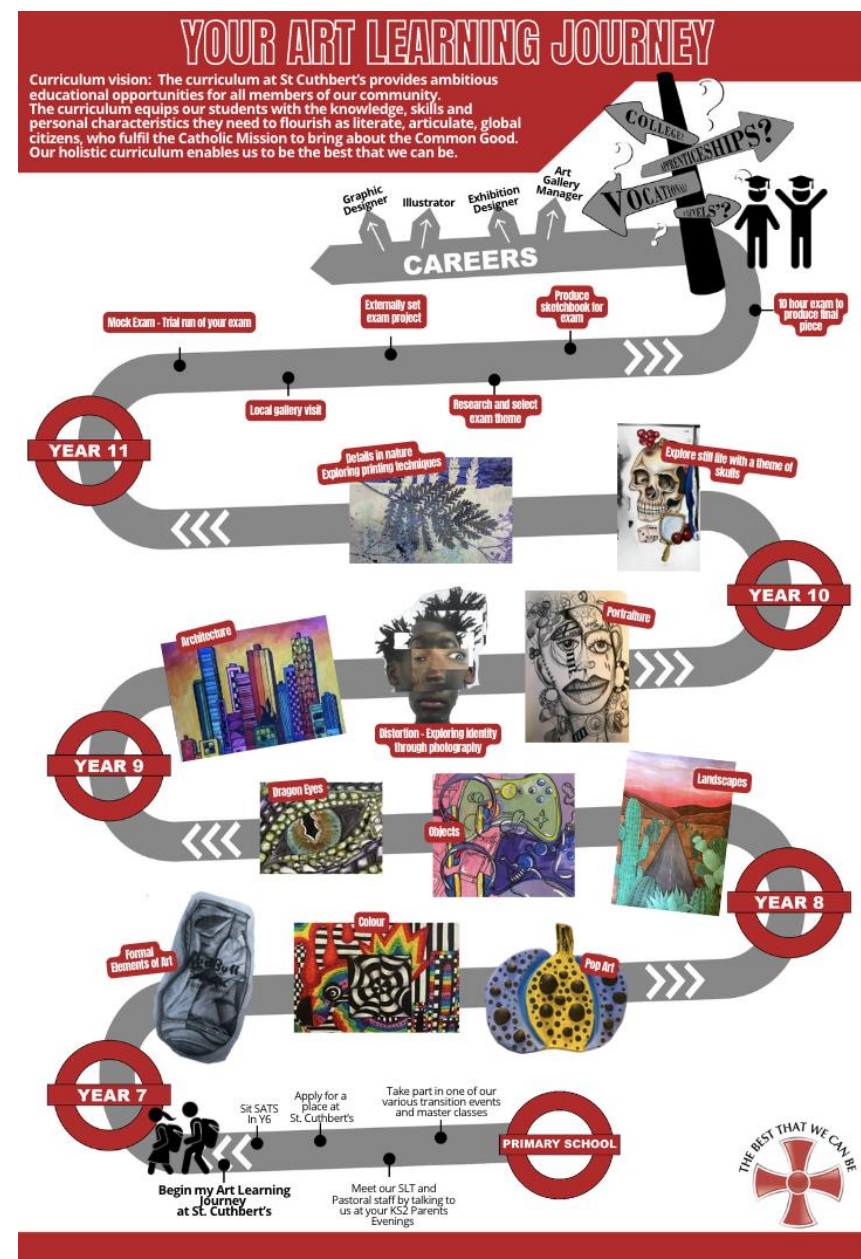
**Whole School Vision** The curriculum at St. Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil our Catholic Mission to bring about the Common Good.

**Specialisms Vision** The specialisms at St. Cuthbert's offer an enriching experience where individual passions are discovered and nurtured within a culture of excellence.

**Art Vision** is to instil enthusiasm, appreciation and love of the visual arts. In addition, the aim is to enrich their awareness and therefore respect for the diverse ways in which individuals express themselves. This will in turn equip students to be better contextually informed to begin the process of finding routes to expressing themselves creatively in visual form.

The Art curriculum at St. Cuthbert's is designed to develop student's creativity and ideas, and increase proficiency in their execution. They will develop a critical understanding of artists, architects, and designers, expressing reasoned judgments that can inform their own work. Students use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. They will be taught to increase their proficiency in the handling of different materials, using a range of techniques and media, including painting, drawing in pencil and pen, collage, mixed media, photography and 3D Art.

Lessons focus on improving students' contextual knowledge, including styles and major art movements from ancient times up to the present day. Students will learn how to draw accurately, draw in proportion, show control in a range of art techniques and adding the finer details to their work such as texture and other specialist skills. In addition, students will learn how to evaluate their own progress, and support their peers by sharing feedback on how their Art can be improved. Through our Arts and Design curriculum, Students will build their self-confidence, creativity and visual awareness. This will allow students to express themselves, and give them the confidence needed to explore and access a wide range of courses at higher education and career pathways.



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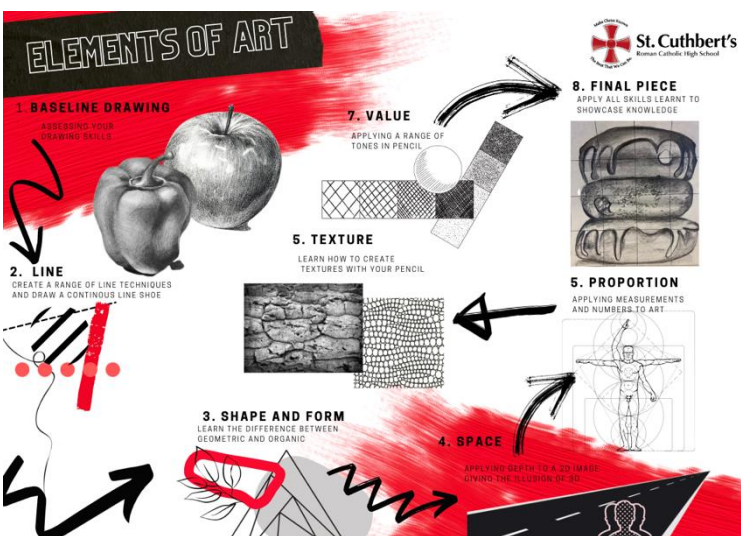


		Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
Year 7	Theme	Elements of Art Booklet based work	Colour Booklet based work	Pop Art Booklet based work
	Knowledge and Skills	<ul style="list-style-type: none"> <li>○ Baseline Drawing of food item – Secondary Source</li> <li>○ Pencil Skills</li> <li>○ Tonal techniques identified and learned.</li> <li>○ Blending smooth tonal transitions practiced regularly.</li> <li>○ Sketching light marks and gestures practiced with correct pencil grips.</li> <li>○ Proportion and scale applied in observational drawings.</li> <li>○ Texture explored in final grid drawing</li> <li>○ Refinement of final drawings</li> </ul>	<ul style="list-style-type: none"> <li>○ Coloured Crayon/Watercolour and Oil Pastel</li> <li>○ Colour theory put into practice with coloured crayon</li> <li>○ Colour mixing knowledge developed in relation to accurate colour studies.</li> <li>○ Combining the elements of art to the work to create accurate responses to the artists and era explored.</li> <li>○ Appreciation identifying the success and intentions of other artist's work.</li> <li>○ Response – emulating the style/techniques of a selection of artist's work.</li> <li>○ Discussion of the effectiveness of other artist's work.</li> </ul>	<ul style="list-style-type: none"> <li>○ Paper cutting and collage/foam printing and clay.</li> <li>○ Composition – arranging designs to a give shape, considering the rule of thirds.</li> <li>○ Development – working on a variety of ideas incorporating the artist research from previous term.</li> <li>○ Design – creating a variety of designs toward a final outcome.</li> <li>○ Selection – Developing critical self-reflection on success and strengths of designs.</li> <li>○ Realisation –Seeing a design through to a consistent finished outcome.</li> </ul>
	Rationale	Students start secondary classes with mixed abilities and experience. Refining and making sure the elements of art are understood clearly by all and all students are able to demonstrate this in their work and use of language.	Though colour is an element of art, it is the most complex. To focus purely on colour for a full term will help students gain confidence in their selecting of colours for future work and projects	Pop art is a huge movement that is still influencing contemporary artists. This project explores both traditional and contemporary pop art forms.

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		Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
	<b>Cultural Capital</b>	Discussion of still life drawings through different art movements – discussing abstract, cubism and realism	Introduction to 70's/80's era  Op Art and illusions  Jen Stark/Sari Shryack	The art movement  Andy Warhol/Roy Lichenstein/Yayoi Kusama  Traditional and contemporary artists
	<b>Links and careers</b>	Linking careers through discussion in lessons, when exploring each elements of art, linking this knowledge to careers, for example space – Architect.	Designer of products and being able to understand colour theory is essential for the role of a beautician or hair dresser	Students will be able to identify the elements of art in the pop art works and get the chance to explore different medias and envision themselves as a printing artist for the day





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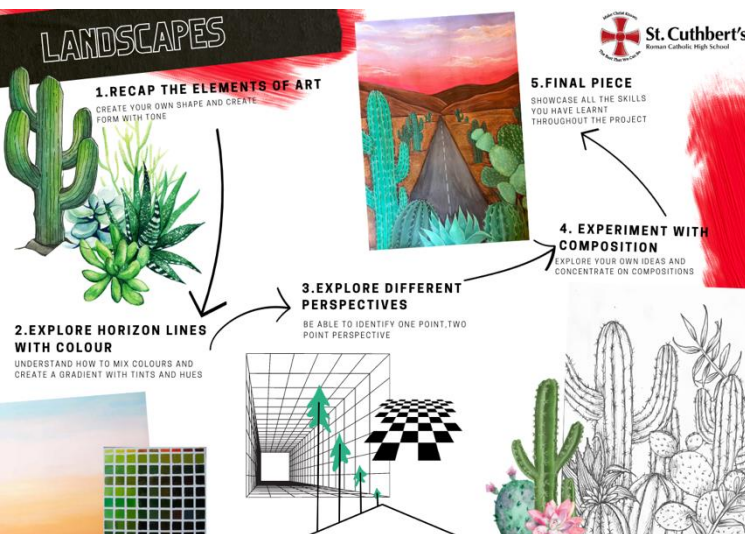


		Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
Year 8	Theme	Landscapes Booklet based work	Objects Booklet based work	Dragons Booklet based work
	Knowledge and Skills	<ul style="list-style-type: none"> <li>○ Refinement of tone and texture with coloured crayon</li> <li>○ Watercolour and Acrylic skills</li> <li>○ Recap and revisit the elements of art – students should be able to identify the elements more independently</li> <li>○ Explore horizon lines and be able to explore colour to a deeper knowledge by creating tints and hues</li> <li>○ Explore perspective to a basic standard and be able to identify one- and two-point perspective</li> <li>○ Explore composition – arranging shapes to create a landscape</li> </ul>	<ul style="list-style-type: none"> <li>○ Independent observational drawing from primary source</li> <li>○ Monoprinting in the style of Jim Dine</li> <li>○ Stencils</li> <li>○ Independently research an artist and their work and be able to explain why they are researching the artist and how they are influencing their own work and designs.</li> <li>○ Mixed media designs to give the students room to explore different medias and be able to select appropriate medias</li> </ul>	<ul style="list-style-type: none"> <li>○ Pencil Skills to a confident standard</li> <li>○ Coloured crayon and watercolour skills to a developed and confident standard</li> <li>○ Composition – arranging designs to a given shape, considering the rule of thirds.</li> <li>○ Development – working on a variety of ideas incorporating the artist research from previous term.</li> <li>○ Design – creating a variety of designs toward a final outcome.</li> <li>○ Selection – Developing critical self-reflection on success and strengths of designs.</li> <li>○ Realisation – Seeing a design through to a consistent finished outcome.</li> </ul>
	Rationale	Basic understanding of composition and the importance of design in art. Building students confidence in their own designs rather than relying on copying directly from artists	Students are able to make more choice when it comes to design ideas and be able to explore their artist style – what media are they most confident with and enjoy most	Colour and design are to be revisited. This spiral curriculum where students explore the same medias but in more depth allows students to identify what good looks like and be able to critique the work of others and their own

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		Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
	<b>Cultural Capital</b>	Reference to route 66 and America to inspire final designs and pieces. Independent home learning exploring the work of David Hockney.	Contemporary artists Michael Craig Martin and Jim dine	Researching Japanese and Chinese influences to inspire designs
	<b>Links and careers</b>	Perspective is used across a number of careers and famous artworks	Graphic designer	Links to previous themes and skills with reference to manga artists Christopher Straver



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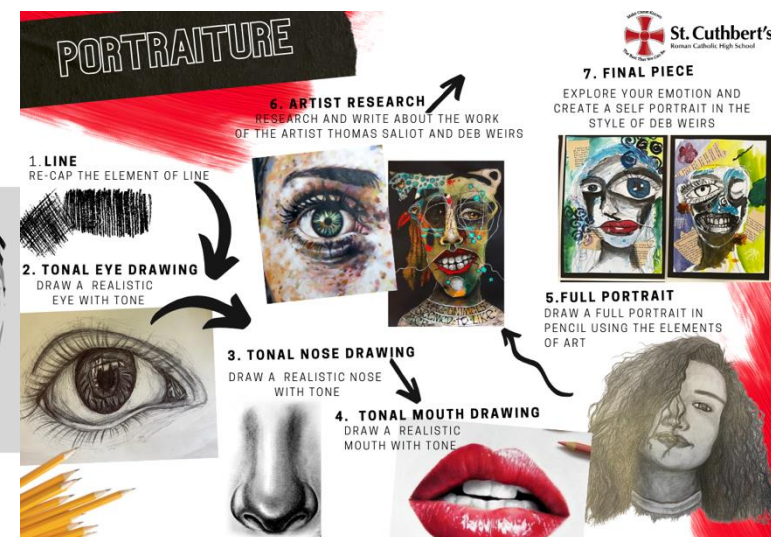
		Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
Year 9	Theme	Architecture Sketchbook	Distortion Sketchbook	Portraiture Sketchbook
	Knowledge and Skills	<ul style="list-style-type: none"> <li>○ Explore perspective to a highly developed standard and be able to identify one- and two-point perspective</li> <li>○ Explore composition – arranging shapes to create accurate drawings of buildings</li> <li>○ Explore different cultures to influence designs and outcomes</li> <li>○ Cardboard relief, biro drawing, culture research independently</li> </ul>	<ul style="list-style-type: none"> <li>○ Students to work in a sketchbook with black pages (just like GCSE)</li> <li>○ Students to gain a very basic understanding of the camera and photography</li> <li>○ Students to be able to research artists and be able to create a sketchbook based around the theme independently</li> </ul>	<ul style="list-style-type: none"> <li>○ Students to be able to demonstrate a highly developed understanding of the elements of art and pencil, crayon and biro skills</li> <li>○ Students draw out the parts of a portrait and then be able to bring these together to create a full portrait</li> <li>○ Students explore the work of realism/abstract portraiture artists and be able to use the artist influence to confidently design final pieces</li> <li>○ Students create a final piece based around their own identity and explore meaning and purpose in artworks.</li> </ul>
	Rationale	The theme of buildings to gain the attention of boys and be able to give students a real sense of independence and a taster of how the course is run at GCSE. Students are to work in	Students are at the stage of selecting their options. To build the art department we want to be able to offer photography as a GCSE option. For students to have a flavour and insight	Students are able to make more choice when it comes to design ideas and be able to explore their artist style – what media are they most confident with and enjoy most. Students can explore their



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		Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (12 weeks)
		sketchbooks rather than the booklets in previous KS3 schemes.	into how the course is run is essential to gaining the numbers and a good indicator for students to identify which creative subject may suit their career prospects most – or even better to choose both!!	own identity and articulate their interests and personality through their outcomes.
	<b>Cultural Capital</b>	Reference to famous landmarks and different cultures to influence designs	Contemporary artists and perspective through the camera	Exploring the work of Deb Weirs/Thomas Saliot and explore identity in artworks
	<b>Links and careers</b>	Architect and other building designers	Photographer and digital artists	Art therapist and other careers where you may need to explore your identity such as a politician



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		Term 1 (15 weeks) Term 2 (12 weeks) Term 3 (12 weeks)	
Year 10	Theme	Still Life skulls Sketchbook and Folder	Details in nature Sketchbook and Folder
	Knowledge and Skills	<ul style="list-style-type: none"> <li>○ Highly developed tonal drawing of a skull from observation. Different medias added to the skull to show a highly developed understanding of the medias explored previously throughout KS3</li> <li>○ Independent artist research and selection of themes</li> <li>○ Investigate themes through exploring different medias and students are able to select the medias they are most interested in</li> <li>○ Development – working on a variety of ideas incorporating the artist research from previous term.</li> <li>○ Design – creating a variety of designs toward a final outcome.</li> <li>○ Selection – Developing critical self-reflection on success and strengths of designs.</li> <li>○ Realisation –Seeing a design through to a consistent finished outcome.</li> <li>○ Taking ownership of their own learning and being able to make independent decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ Printing based project, exploring new printing techniques and being able to take these printing techniques into the personal investigation</li> <li>○ Independent artist research and selection of themes</li> <li>○ Investigate themes through exploring different medias and students are able to select the medias they are most interested in</li> <li>○ Development – working on a variety of ideas incorporating the artist research from previous term.</li> <li>○ Design – creating a variety of designs toward a final outcome.</li> <li>○ Selection – Developing critical self-reflection on success and strengths of designs.</li> <li>○ Realisation –Seeing a design through to a consistent finished outcome.</li> <li>○ Taking ownership of their own learning and being able to make independent decisions</li> </ul>

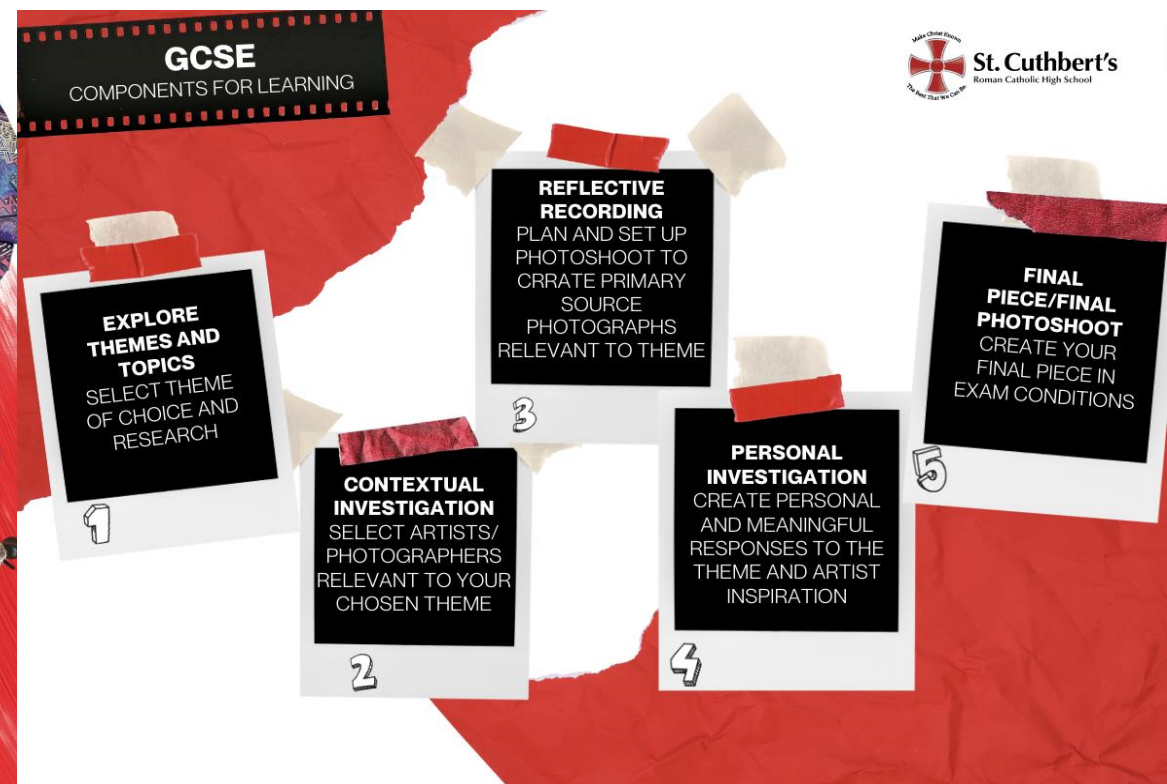
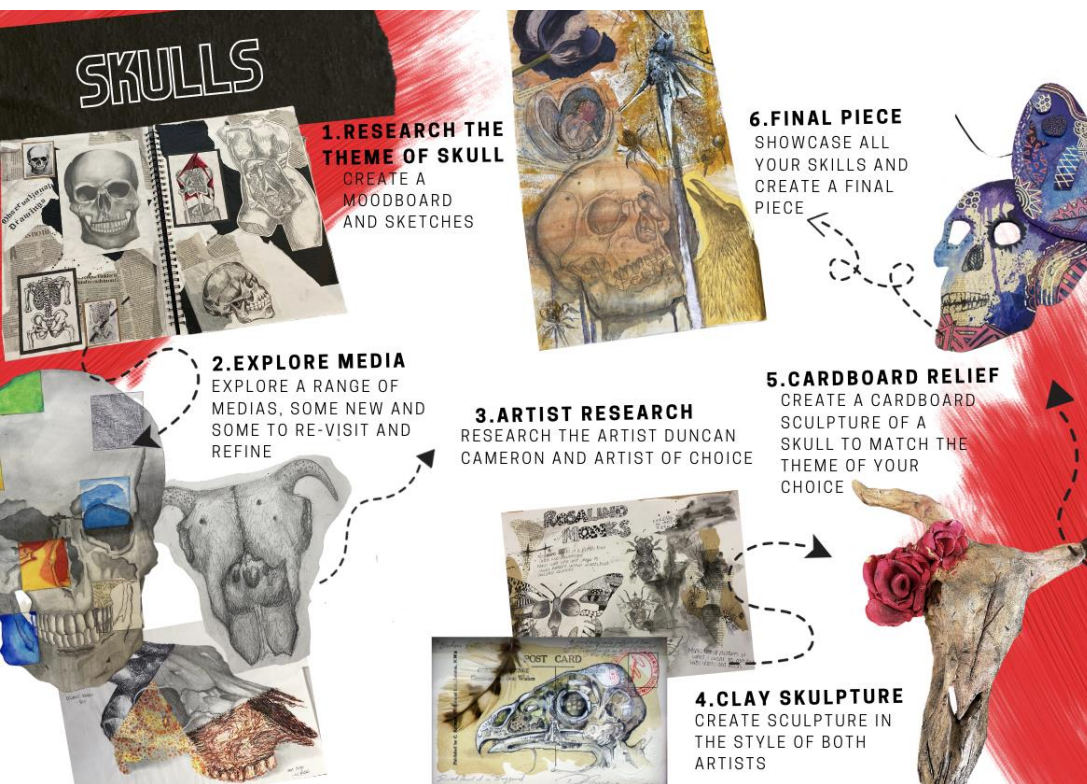


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		Term 1 (15 weeks) Term 2 (12 weeks) Term 3 (12 weeks)	
	<b>Rationale</b>	<b>Coursework</b> Essential component to the GCSE Specification 60% of overall grade	<b>Coursework</b> Essential component to the GCSE Specification 60% of overall grade
	<b>Cultural Capital</b>	Research of artists and themes. Some references to social/environmental and moral issues	Research of artists and themes. Some references to social/environmental and moral issues
	<b>Links and careers</b>	Independence and ownership of own learning, good experience for A-Level and college studies	Independence and ownership of own learning, good experience for A-Level and college studies

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		Term 1 (15 weeks) Term 2 (12 weeks) Term 3 (12 weeks)	
Year 11	Theme	Mock Exam – Personal Investigation Sketchbook and Folder	Externally Set Exam Sketchbook and Folder
	Knowledge and Skills	<ul style="list-style-type: none"> <li>○ Independent artist research and selection of themes</li> <li>○ Investigate themes through exploring different medias and students are able to select the medias they are most interested in</li> <li>○ Development – working on a variety of ideas incorporating the artist research from previous term.</li> <li>○ Design – creating a variety of designs toward a final outcome.</li> <li>○ Selection – Developing critical self-reflection on success and strengths of designs.</li> <li>○ Realisation –Seeing a design through to a consistent finished outcome.</li> <li>○ Taking ownership of their own learning and being able to make independent decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ Independent artist research and selection of themes</li> <li>○ Investigate themes through exploring different medias and students are able to select the medias they are most interested in</li> <li>○ Development – working on a variety of ideas incorporating the artist research from previous term.</li> <li>○ Design – creating a variety of designs toward a final outcome.</li> <li>○ Selection – Developing critical self-reflection on success and strengths of designs.</li> <li>○ Realisation –Seeing a design through to a consistent finished outcome.</li> <li>○ Taking ownership of their own learning and being able to make independent decisions</li> </ul>
	Rationale	<p>Experience of how the exam works and the same time frame is given for students to understand the pressures of meeting deadlines</p> <p><b>Coursework</b> Essential component to the GCSE Specification 60% of overall grade</p>	Essential component to the GCSE Specification 40% of overall grade



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Term 1 (15 weeks) Term 2 (12 weeks) Term 3 (12 weeks)		
	<b>Cultural Capital</b>	Research of artists and themes. Some references to social/environmental and moral issues
	<b>Links and careers</b>	Independence and ownership of own learning, good experience for A-Level and college studies

