



# ART & DESIGN Curriculum - Learning Journey 2024-2025

CS – contextual studies, MOS – media, outcomes & skills

WHAT WOULD LIFE BE WITHOUT ART?  
There would be noises and tones – but no music...  
There would be letters and words, but no stories, recollections or novels....  
There would be pictures but no movies...  
There would be colours, dots and lines, but no drawings or figures...  
There would be shapes and materials, but no sculptures....  
There wouldn't be a way to express human ideas, emotions, imagination, memories and thoughts. We wouldn't know how the past looked like? Whatever is difficult to find in life ...is possible in the arts



## COURSE COMPLETED

**Spring Term 2**  
Questions set by AQA  
**Externally Set Assignment/PERSONAL PROJECT**  
CS: Artists related to AQA exam question.  
MOS: CULMINATION OF ALL MOS  
ESA: Individual 10 hour final pieces of work/personal responses produced in exam conditions

**Summer Term 1**  
**COMPLETION OF UNIT 1 COURSEWORK & UNIT 2 ESA/ PERSONAL PROJECT**  
**MODERATION OF PORTFOLIOS**

**Spring Term 1**  
Questions set by AQA  
**Externally Set Assignment/PERSONAL PROJECT**  
CS: Artists related to exam question set by AQA.  
MOS: 3 x A2 exam preparation boards plus small sketchbook. Individual 10 hour final pieces of work/personal responses produced in exam conditions.

**Autumn Term 2**  
Why do artists use animals in their art?  
**Portraits & Natural Forms including insects**  
CS: David Fullarton, Teesha Moore, Cas Holmes, Alexandre Malheiro, Gabriel Moreno and Frida Kahlo.  
MOS: Studies of natural forms - experimental printing. Large mixed media/painting composition of portraits/insects/natural forms incorporating artists work.

**Autumn Term 1**  
What do animals symbolise in art?  
**Portraits & Natural Forms with animals**  
CS: David Fullarton, Teesha Moore, Cas Holmes, Alexandre Malheiro, Gabriel Moreno and Frida Kahlo  
MOS: Mixed media "messages" in sketchbooks, studies of insects and birds incorporated into large self portraits.



**Spring Term 1**  
What Is so Magical About Portraiture?  
**Watercolours**  
CS: Research favourite artists that inspire their own use of watercolours  
MOS: Large tonal scaled portraits in different media. Portrait painting based on artists' techniques & influence.

**Autumn Term 2**  
What Is Portraiture in the Context of Contemporary Art?  
**Acrylics**  
CS: Research a variety of famous artists that have succeeded in using Acrylics in their art.  
MOS: Expressive large portrait painting. Body adornment sculpture/3D experimental pieces. Colour theory, colour mixing – skin tones.

**Autumn Term 1**  
Why are portraits important in art?  
**Project linked to a theme**  
CS: Research famous artists that inspire them with a variety of different techniques associated with the theme of TIME.  
MOS: Salvador Dali, Christian Marclay, Antonio de Pereda  
End of year project on TIME – 5 hour Mock



**Spring Term 1**  
What makes an Artist's work unique and how can I try to use this to inspire my own artwork?  
**Experimentation and Annotation**  
CS: Borbay, Gaudi, Hundertwasser, Ian Murphy, Jenny Dunlop, John Piper.  
MOS: Looking at different art techniques, materials and methods to inspire my own unique style of art. A2 composition and development of ideas in sketchbook.

**Autumn Term 2**  
What ways can I create art using artists that inspire me?  
**Artist Title Pages**  
CS: Turner's watercolours, Hockney, Borbay, Gaudi, Klimt, Seurat, Jenny Dunlop, John Piper.  
MOS: Sketchbook designs for large composition. A2 mixed media composition combining primary sources and artists' work. Colour theory – using complementary colours.

**Autumn Term 1**  
Which Artists do I like?  
**Mind Mapping and Research**  
CS: Borbay, Gaudi, Hundertwasser, Ian Murphy, Jenny Dunlop, John Piper.  
MOS: Mixed media card "panels" of Local architecture. Sketchbook studies & research of artists. Large chalk & charcoal drawing - Ian Murphy or John Piper. Batik of architecture.



Where might your Art work take you?

**Across all Year Group:**  
Developing concepts, skills and knowledge of famous artists and areas of their own interest. Developing many different techniques, understanding the importance of creating Mind Maps, Mood boards, and Artist research in order to develop understanding of a variety of artists, sources of inspiration and artistic techniques. Creating and producing their own artwork in sketchbooks, portfolios to mirror an individual's enjoyment of Art.

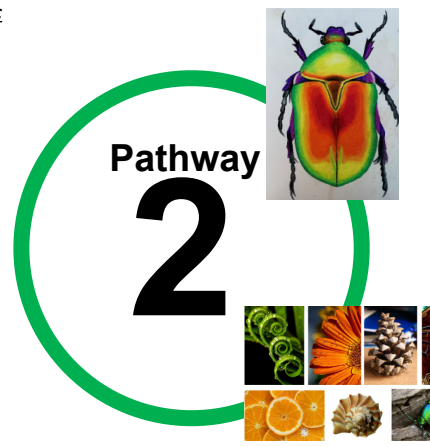
Depending on when students join the school will determine where on this learning journey they might be best to begin re-visiting, adapting and improving their existing art skills.



**Spring Term 2**  
Why are celebrities and product designs so popular in art?  
**Pop Art**  
CS: Andy Warhol and Manufacturer Product designed artwork  
MOS: Creation of bold and vibrant panel artwork, designed collages and prints

**Summer Term 1**  
How is art used to impact the views of a society?  
**Cubism 1**  
CS: Georges Braques  
MOS: Looking at how this art form was born. Artist research, detailed drawing projects linked to George Braques.

**Summer Term 2**  
What's the difference between analytical and synthetic Cubism?  
**Cubism 2**  
CS: Pablo Picasso  
MOS: experiment with the way that Picasso created his portraits and the difference between analytical and synthetic cubism.



**Spring Term 1**  
How are everyday objects created in art?  
**Still life and Product Design**  
CS: Roy Lichtenstein, Andy Warhol, Claes Oldenburg  
MOS: Oil pastel fruit bowl observational artwork, Everyday objects observational drawing and colouring.

**Autumn Term 2**  
Why is it important to represent different natural objects in art?  
**Art, Nature and different Creatures**  
CS: Andy Goldsworthy, Henri Matisse  
MOS: Observational drawings of bugs, poly printing, coloured paper and card collages

**Autumn Term 1**  
How does art help us to understand the world around us?  
**Natural Forms**  
CS: Karl Blossfeldt, looking at natural objects to observe and draw  
MOS: Mind mapping, observational drawing skills, charcoal, oil pastels,

- PROJECT TITLE
- CS - CONTEXTUAL STUDIES
- MOS - MEDIA, OUTCOMES & SKILLS
- END OF YEAR PROJECT

**Spring Term 2**  
How does learning about art impact how we perceive the world?  
**Artist research**  
CS: Ian Murphy, Gothic Architectural styles  
MOS: Learning how to develop Artist research using Ian Murphy for inspiration and his work to create Gothic style artwork

**Summer Term 1**  
How can countries incorporate their identity into their artwork?  
**Landscapes and Identity**  
CS: Looking at Native American Art, John Nieto and original indigenous culture to inspire artwork using variety of techniques.  
MOS: Native American Art lettering, tipi, authentic american canoes, buffalo hide jackets, American landscape features

**Summer Term 2**  
Who am I?  
**Culture and Belonging**  
CS: Native American Art sculpture, carvings, pottery  
MOS: Pencil self portrait, pastel & watercolour ground & words to describe you.  
End of year project – Indigenous pottery designs, totem poles, headdresses, Feather assessment drawing



**Spring Term 1**  
What lies behind Gothic Architecture?  
**Gothic Architecture and Gargoyles**  
CS: Gothic Styles features, architectural interest, gargoyles, stained glass windows  
MOS: Sketching gargoyles, adding tonal value Drawing and painting a Gothic Building Using Hogwarts for inspiration.

**Autumn Term 2**  
What is tone, shade and Colour?  
**Tone, shade and Colour Theory**  
CS: Hundertwasser, Peter Randall-Page, Teesha Moore, Sabrina Ward Harrison, Joseph Cornell.  
MOS: Tonal skills, Colour value, colour wheel, Artist research projects  
Basic skills: Pencil sketching, oil pastels, watercolours, blending, colour values

**Autumn Term 1**  
**BASELINE SKILLS**  
MAKING, IDEAS, KNOWLEDGE & EVALUATION  
Why are the elements of art important?  
**The 7 Elements of Art**  
CS: Karl Blossfeldt, Andy Goldsworthy, Sarah Parker-Eaton, Cas Holmes, Angie Lewin  
MOS: Mark Making/Line drawings. Tonal drawing skills

