



THE
**ROBERT
NAPIER**
SCHOOL



ART Curriculum Overview 2023 – 2024

Department Name:	Art
Head of Department:	Kasia Evans
Subject Teachers:	Zoe Bonneywell Kasia Evans
Accommodation and Resources:	The Art Block: Rooms 31-34 <ul style="list-style-type: none">Wet and dry art materialsDigital
What will students learn in each year?	
Year 7	<p>Introducing, applying, and recalling the formal elements: in specialist projects</p> <ul style="list-style-type: none">Develop, Explore, Record and Respond <p>SMSC: Focussing on the knowledge economy and softer skills sets like team-work and collaborative arts practice, as well as exploring culture/ creative arts from Britain and around the world.</p> <p>Literacy: Annotation, analysis, and evaluation</p> <p>Term 1</p> <ul style="list-style-type: none">Introducing the formal elements: line, tone, shape, texture, form, colour, pattern and composition <p>1. <u>Transition Project: Hundertwasser</u></p> <ul style="list-style-type: none">Foci: Drawing, the formal elements, people and manmade.Career Links Graphic artist and architect (environmentalist): Friedensreich Hundertwasser <p>Term 2-6</p> <p>2. <u>Sculpture (3d): Clay Monsters</u></p> <ul style="list-style-type: none">Foci: Manmade, character design, pinch-pots, texture, joining, slip, forming, scale and visual and physical form, character, and expression.Career Links Ceramicists, sculptors, and graphic artists: James De Rosso, Dorothee Vantorre and Benja Harney <p>3. <u>Fine Art / Graphics (2d): Urbanite</u></p>

	<ul style="list-style-type: none"> • Foci: Understanding colour theory and urban culture in more detail as well as shape, line, and composition. Using pencil, colour pencil, collage, and paint. • Career Links Artists and illustrators: Sarah Beetson, Derek Gores, Bernie Hubert, Hattie Stewart, and Michael Craig -Martin <p>4. <u>Photography: Shadows and Light</u></p> <ul style="list-style-type: none"> • Foci: Understanding tone, shape, and the impact of light on faces and forms, photomontage, silhouettes and chiaroscuro, half and half and mixed media drawing from imagination. • Career Links Artists, digital artists, photographers, and book illustrators: Jan Pienkowski, Ben Heine and Hattie Stewart
Year 8	<p>Applying and recalling the formal elements: in specialist projects</p> <ul style="list-style-type: none"> • Develop, Explore, Record and Respond <p>SMSC: Focussing on the knowledge economy and softer skills sets like team-work and collaborative arts practice, as well as exploring culture/ creative arts from Britain and around the world.</p> <p>Literacy: Annotation, analysis, and evaluation.</p> <p>Term 1-6</p> <p>1. <u>Illustration: Character Design</u></p> <ul style="list-style-type: none"> • Foci: Stereotypes, symbolism and expression and movement, how shape influences character profile, how colour impacts mood and exploring influential animators and illustrators. Working in a range of materials and simple processes. • Career Links Animator, illustrator, graphic novelist: John Bond, Oliver Jeffers, Joanna Ferrone and Sue Rose ... <p>2. <u>3d Structures: Nets and Vessels</u></p> <ul style="list-style-type: none"> • Foci: Manmade, paper engineering, geometric/ organic forms and shapes, visual and physical texture/ form and working in clay • Career Links Ceramicists, sculptors: Kota Hiratsuka, Roy Mueck, Nina Lindgren, Lorenzo Quinn, Joseph Cornell, Michael Brennand Wood, Kate Malone and Chris Gryder. <p>3. <u>Fine Art/ Graphics (2d/3d): Pattern and Body Adornment</u></p> <ul style="list-style-type: none"> • Foci: Understanding cultures, compositions and colour using a range of materials and formal elements. Using colour pencil, paint, pen, mono print, and collage, people, natural world, manmade and/or environment, cultural tattoos, • Career Links Illustrators, tattoo artists: Master Horihide, Ed Hardy, Sailor Jerry, Camilla D'Errico and Iain McArthur <p>4. <u>Photography: Colour and Composition</u></p> <ul style="list-style-type: none"> • Foci: People, natural world and/or manmade. Pattern, editing, understanding colour in photography, manipulation, and composition, story boards, frames, and scale.



	<ul style="list-style-type: none"> • Career Links Artists, photographers: Yulia Brodskaya and Duane Michaels
Year 9	<p>Year 9 is a bridging year so students can embed key skills and knowledge to go into Key Stage 4 with confidence. This is to help secure progress at the end of Key Stage 4. It helps students to have some autonomy over their curriculum decisions, without narrowing their curriculum prematurely.</p> <p>Applying and recalling the formal elements: in specialist projects (Photography/ Art and Design)</p> <ul style="list-style-type: none"> • Develop, Explore, Record and Respond <p>SMSC: Focussing on the knowledge economy and softer skills sets like team-work and collaborative arts practice, as well as exploring culture/ creative arts from Britain and around the world. We explore aspects of social democracy, environment, and identity.</p> <p>Literacy: Annotation, analysis, and evaluation.</p> <p>Term 1</p> <p>Art and Design/ Photography:</p> <ul style="list-style-type: none"> • Collaborative Community Project: Teamwork and collaborative arts practice “Identity and our Community” (Exploring people, places, and objects in our community as well as hopes and concerns– using a range of skills and artists to influence us) • Career Links creative pairs and creative communities, emulating creative economy practice. • Terms: Socially engaged practice • “Socially engaged practice” describes art that involves collaboration, participation, and involvement of people as the basis for art. <p>Term 2-4</p> <p>Art and Design</p> <ul style="list-style-type: none"> • “Voice and Debate” • Foci: Colour theory recall and drawing, signs, “The Kindness Revolution”, voice and identity, “Anti-Bullying”, messages of kindness versus conflict, looking at: current affairs: pronouns and identity symbols, housing for the homeless in South Africa (modular design) and local anti-covid protest graffiti and stickers, international graffiti that shares political voice, words, and pictures, juxtaposition in photographic/ digital and drawn images, simple stencil work, people and what they have to say and sculpture. • Career Links Fine artists and street artists and Graphic Artists: JR, Keith Haring, Grayson Perry, Barbara Kruger and Chris Wool <p>Photography</p> <ul style="list-style-type: none"> • “The Tool Kit Project” • Foci: Understanding DSLR cameras, lighting, the formal elements in photography understanding composition, key terms and applying them “Viewpoints”. Timeline, studio photography, contact sheets, light painting, negative space, and skills explorations.



	<ul style="list-style-type: none"> • Career Links Photographer skills <p>Term 5-6</p> <p>Art</p> <ul style="list-style-type: none"> • “Disguise and Identity” Picasso and Cubism • Foci: Mind maps and how to construct them, analysing artists (exploring the formal elements), drawing from observation and how to do it, cardboard African mask sculptures, looking at things from a different perspective, keywords, secondary evidence research and primary evidence images. • Career Links Fine artists, street artists and theatre design (through exploration): Pablo Picasso <p>Photography</p> <ul style="list-style-type: none"> • “Space” • Foci: Exploring still life photography, one-point perspective, light and focus. Learning to annotate and analyse contact sheets. Explore contact sheets, annotation, and analysis. Create flat photography, video, frame template, sequence photos, collages, and montages. • Career Links Photographers and artists: David Hockney, Jan Groover, Kija Lucas and Rich McCor.
Year 10	<ul style="list-style-type: none"> • Exam Board: Edexcel • Qualification: GCSE 9-1 Art Craft and Design/ Fine Art and Qualification: GCSE 9-1 Photography <p>Applying and recalling the formal elements: in specialist projects (Photography/ Art and Design) based on a GCSE project structure, referring to the assessment objectives.</p> <ul style="list-style-type: none"> • Develop, Explore, Record and Respond (Assessment Objectives: 1,2 3 and 4) • Sub-Themes: Natural World, Manmade, People and Environments <p>SMSC: Focussing on the knowledge economy and softer skills sets like team-work and collaborative arts practice, as well as exploring culture/ creative arts from Britain and around the world. We explore aspects of social democracy, citizenship, environment, and identity. We also explore self-regulation.</p> <p>Literacy: Annotation, analysis, and evaluation.</p> <p>Term 1- 4</p> <p>Art and Design</p> <ul style="list-style-type: none"> • “Disguise and Identity”: Digital experimentation, drawing, studies of art pieces, applying artwork with a focus on chosen specialisms etc. • Foci: Addressing the assessment objectives using a range of skills including presentation. Using appropriate materials to create work. • Career Links Sixe Paredes, Michael Velliquette and independent research. Developing skills to independently produce work to a theme through analysis, creative risk and thought.



	<p><u>Photography</u></p> <ul style="list-style-type: none"> • <u>Reflections</u> • Foci: Exploring research, evidence, sub-theme, distortion with water, reflections, and light. Flipping and mirroring photos and exploring reflections in shapes and colour. Experimental photography. Creating patterns. Produce outcomes. • <u>Career Links</u> Artists: Thomas Heaton, Harold Davis, Richard Heeks, Mike Shields, and Anne Belmont <p>Term 5-6</p> <p><u>Art and Design</u></p> <ul style="list-style-type: none"> • <u>Dreams and Nightmares</u> • Foci: Mind maps and in-depth personal research against the theme. Exploring Vanitas and the symbolism of the skull through history and geographically. Independent research into artists and a range of materials to suit the project, focussing on primary evidence (photographs), drawings and the development of ideas. Creating studies and using relevant 2d or 3d materials to develop independent ideas and outcomes. Annotation, analysis and evaluation of studies and artwork. • <u>Career Links</u> Artists: Georgia O’Keefe, Seth Clark, Acid Flo, Iain McArthur, Jose Posada etc... <p><u>Photography</u></p> <ul style="list-style-type: none"> • <u>Environment/ Reflections</u> • Learn about landscape photography, mood boards, “sky” and “cloud” photography. Compare photographers. Plan and sketch photoshoots. Use Photoshop tutorials, edit photos and moving image. Presentation skills, mind maps, analyses, and contact sheets. Black and white vs. colour photography. • <u>Career Links</u> Artists: Andy Goldsworthy, Simon Roberts, and Masahiro Hiroike etc...
<p>Year 11</p>	<p>Continuation from prior learning</p> <p><u>Art and Design</u></p> <ul style="list-style-type: none"> • <u>Dreams and Nightmares</u> • Foci: Independent development, use of mixed media elements as well as other materials and processes EG. Digital, 3D, photography, moving image, painting/ drawing, and print. Continued exploration of symbolism and meaning. Using a range of materials to suit the project whilst artists are independently selected. Using relevant 2d or 3d materials to develop independent ideas and outcomes. Annotate, analyse, and evaluate. Final pieces should be completed for both Disguise and Identity and Dreams and Nightmares projects. • <u>Career Links</u> Artists: Wide range of potential artists to select from, Georgia O’Keefe, Seth Clark, Acid Flo, Iain McArthur, Jose Posada etc...



	<p><u>Photography</u></p> <ul style="list-style-type: none"> • <u>Environment/ Reflections</u> • Foci: Continuing and developing practice through landscape photography, mood boards, “sky” and “cloud” photography. Comparing photographers. Planning and sketching photoshoots. Using Photoshop tutorials, editing photos and using moving image. Exploring different styles of photography and photographic techniques. Developing presentation skills (EG. Possibly e-portfolios), as well as analyses, and contact sheets. Expanding on the development of black and white vs. colour photography through digital and analogue prints. Independent artist research. • <u>Career Links</u> Artists: Andy Goldsworthy, Simon Roberts, and Masahiro Hiroike etc... <p>Term 3: January Exam theme provided by the exam body: students create a new sketchbook following all the assessment objectives and then sit an exam to create final pieces. Exam= 40% of overall grade (coursework= 60%)</p>
Year 12	<ul style="list-style-type: none"> • Qualification Edexcel Art and Design: Photography 9PYO • <u>Term 1: Realism to Abstract</u> • Portraiture, Product, Documentary, Street, Environmental and Fine Art Photography. Exploring the camera, manipulation, and intervention, contact sheets and analysis, types of photography and the skills required, perspectives, depth of field, focus, lighting (etc..), the formal elements in photography and the principles of art and how they relate. • Developing a personal theme for investigation (can have a link to vocational practice), independent project work related to personal investigation on subthemes: People, Natural World, Manmade or Environment. Students set the theme. • Still and moving image. Students need to establish their project aims and consider creatively examining through photography research and experimentations what they want to achieve and explore. • <u>Career Links:</u> Advertising elements using photographic references, Photographic exploration (studio and portrait) and the use of multiple artists and cultural references from around the world. Highly self-regulated with personal 1:1 feedback. Home-learning and exploration expected.
Year 13	<ul style="list-style-type: none"> • Qualification Edexcel Art and Design: Photography 9PYO • Developing a personal theme for investigation (can have a link to vocational practice), independent project work related to personal investigation on subthemes: People, Natural World, Manmade or Environment. Students set the theme. • Still and moving image. Students need to establish their project aims and consider creatively examining through photography research and experimentations what they want to achieve and explore. • Essay related to personal investigation work in sketch books. • <u>Career Links:</u> Advertising elements using photographic references, Photographic exploration (studio and portrait) and the use of multiple artists and cultural



	<p>references from around the world. Highly self-regulated with personal 1:1 feedback. Home-learning and exploration expected.</p> <p>Term 3: January Exam theme provided by the exam body: students create a new sketchbook following all the assessment objectives and then sit an exam to create final pieces. Exam= 40% of overall grade (coursework= 60%)</p>
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