

The Aims of Our Curriculum

1. Enable children to retain and apply this essential knowledge. 2. Inspire children to become life-long learners. 3. Create a culture of high aspiration through challenging content and therefore pride in achievement. 4. Promote the spiritual, moral, social and cultural development of children, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith. 5. Provide opportunities for developing self-confidence, self-awareness, independence, creativity, respect and resilience in children. 6. Promote knowledge and understanding of how children can keep themselves safe and healthy. 7. Develop children’s numeracy, literacy and oracy, including the sustained expansion of their vocabulary. 8. Promote reading as a life skill and enable our children to become life-long readers.

Year 5	Areas	Term 1 Autumn 1 + 2 Term 2 Spring 1	Term 2 Spring 2 Term 3 Summer 1+ 2
	Content	<p><u>Doodle Art:</u> <i>Studying the work of contemporary artist Jon Burgerman and historical artist Keith Haring.</i></p> <ul style="list-style-type: none"> • Experimenting in there style and discussing how they use art to express messages • Developing accurate drawing and painting skills when working with different materials • Explore the colour wheel and demonstrating understanding when mixing and applying colour • Explore own ideas and designs in Burgerman’s and Haring’s style • Developing modelling skills when working 3D design to create a Burgerman/Haring inspired sculpture, which expresses a message • Develop an understanding for key movements and artists in history and learn to discuss, compare art with other contemporary art and share your opinion 	<p><u>Pop art:</u> <i>Studying the work of historical artists Andy Warhol, Roy Lichtenstein and the contemporary artist Julian Opie.</i></p> <ul style="list-style-type: none"> • Pupils will discuss the influences of the 1960’s pop art movement and compare them to 2021 modern day pop culture • Developing their accurate drawing skills • Experimenting with mixed materials such as collage, paint, pastels, pencil and mono printing • Experimenting with different print making techniques to create a 1960’s inspired repeat pattern (Ben-day-dots) • Experiment with computer editing software to develop their own personal response of a celebrity in pop art style
	Literacy link	Visual literacy, discussion skills, note taking,	Visual literacy, discussion skills, analytical notes
	Assessment	Sketchbook of ideas, homework and personal response Assessment sheets include: Teacher feedback/self and peer assessment	Sketchbook of ideas, homework and personal response Assessment sheets include: Teacher feedback/self and peer assessment

	Cross curricular links	Maths - colour mixing, colour maths SMSC skills – current affairs	Maths – drawing using the grid method SMSC skills – current affairs
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Year 6	Areas	Term 1 Autumn 1 + 2 Term 2 Spring 1	Term 2 Spring 2 Term 3 Summer 1+ 2
	Content	<p>Portraiture: <i>Studying the work of contemporary street artist Paper Monster, developing analytical and visual literacy skills.</i></p> <ul style="list-style-type: none"> • Studying the dimensions and proportions of the face • Developing an understanding of how to create an accurate self-portrait • Experimenting with mixed materials such as collage, paint, pen, pastel, charcoal and pencils • Following YouTube step by step tutorials to develop accurate drawing skills • Use computer editing software to create a Paper Monster inspired celebrity portrait • Experimenting with a wide range of materials to create their own portrait of a celebrity in Paper Monsters style • Develop an understanding for key movements and artists in history; compare these with focus artists to develop visual literacy skills to identify and compare: colours, styles, materials and techniques 	<p>Childhood: <i>Pupils study the work of Sarah Graham and collect images that reflect their childhood experiences.</i></p> <ul style="list-style-type: none"> • Exploring their memories and reflected on their childhood so far to create a personal response • Recap and explore the colour wheel and demonstrate knowledge when mixing tints and tones and applying neat paint work • Developing accurate drawing and painting skills. • Experimenting with mixed materials such as collage, pastel, chalk, pencils and mono printing • Experimenting with accurate lettering techniques to create a personal response, which reflects childhood memories • Experiment with photography techniques computer editing software to develop their own personal response
	Literacy link	Visual literacy, discussion, analytical skills, analytic notes	Visual literacy, discussion, analytical skills, analytic notes
	Assessment	Sketchbook of ideas, homework and personal response Assessment sheets include: Teacher feedback/self and peer assessment	Sketchbook of ideas, homework and personal response Assessment sheets include: Teacher feedback/self and peer assessment
Cross curricular links	Maths - scale and proportions, colour mixing SMSC Skills – emotions	Maths - colour mixing, colour sums SMSC Skills – memories	

Year 7	Areas	Term 1 Autumn 1 + 2 Term 2 Spring 1	Term 2 Spring 2 Term 3 Summer 1+ 2
	Content	<p>Graffiti: Pupils will study contemporary and historical graffiti and street art such as Banksy, Ben Eine and Hush.</p> <ul style="list-style-type: none"> • Developing an understanding of how artist express messages and meanings in their work • Develop accurate drawing skills when drawing lettering • Studying and discussing the work of Banksy, Hush and Eine will develop their analytical and visual literacy skills and knowledge of graffiti and street artists and how they can differ • Pupils will use a variety of materials and experiment with different techniques such as: stencils, mono prints and painting • This exploration of ideas will help when creating a personal response with a message, which is important to them. This piece will demonstrate the pupils strengths as they have the opportunity to select and apply materials and techniques they are most confident with 	<p>Sculpture: Pupils will discuss the purpose of sculpture and look at a variety of contemporary and historical artists who use sculpture to communicate their ideas developing their analytical and visual literacy skills.</p> <ul style="list-style-type: none"> • Pupils will study the contemporary artist KAWs in-depth, developing visual literacy skills when comparing his work with other graffiti/street artists and sculptures • Experimenting with a variety of materials to develop their drawing and painting skills (paint, pencil, pastel, chalk) • Experimenting with photography and photo editing software on the computer inspired by KAWs' macro images • Pupils will develop designing skills when designing a 3d sculpture inspired by cartoons • Develop 3D modelling skills when working with clay to create a KAWs inspired personal response
	Literacy link	Visual literacy, discussion, analytical skills, analytic notes	Visual literacy, discussion, analytical skills, analytic notes
	Assessment	Sketchbook of ideas, homework and personal response Assessment sheets include: Teacher feedback/self and peer assessment	Sketchbook of ideas, homework and personal response Assessment sheets include: Teacher feedback/self and peer assessment
	Cross curricular links	Maths - colour mixing, colour wheel SMSC Skills – Reflecting on current affairs/ issues	Maths - colour mixing, colour wheel SMSC Skills – Reflecting on current affairs/ issues

Year 8	Areas	Term 1 Autumn 1 + 2 Term 2 Spring 1	Term 2 Spring 2 Term 3 Summer 1+ 2
	Content	<p>Identity: <i>Pupils will research the work of contemporary street artist Shepard Fairey, developing their analytical and visual literacy skills.</i></p> <ul style="list-style-type: none"> Analyse and explore the street artist Shepard Fairey and develop visual literacy skills to discuss in depth the current issues he explores in his artwork (COP 26, Climate change, equality, BLM, the right to vote, war and peace) Creating work in his style using a variety of materials and techniques. For example: stencils, mono prints, printing patterns, grid drawings and collage Developing their skills via experimenting with digital editing software on www.befunky.com Plan and create a personal response which expresses a powerful message about aspects of identity by drawing a celebrity portrait using the grid method 	<p>Expressive Art: <i>Pupils will research the contemporary artist Jover and develop their analytical and visual literacy skills.</i></p> <ul style="list-style-type: none"> Analyse and explore the expressive art work by Jover Create work in the style of Jover using a variety of materials and techniques. For example: collage, watercolour, pencil, ink, coffee, paint, mono printing Exploring the colour wheel and experiment mixing and applying watercolour neatly and tonally Explore how to create an atmosphere in your paint work by using tone to create depth and expressive painting techniques Developing their photography skills via taking emotion filled images inspired by the artists digital series Developing their skills via experimenting with digital editing software on www.befunky.com Plan and create personal response in the style of the artist; using original photographs and imagery to create a piece of art work which emotion and atmosphere through expressive paint work
	Literacy link	Visual literacy, discussion, analytical skills, analytical notes and sentences.	Visual literacy, discussion, analytical skills, analytical notes and sentences.
	Assessment	Sketchbook of ideas, homework and personal response Assessment sheets include: Teacher feedback/self and peer assessment	Sketchbook of ideas, homework and personal response Assessment sheets include: Teacher feedback/self and peer assessment
	Cross curricular links	Maths - colour mixing, colour wheel SMSC Skills - Reflecting on current affairs/ issues	Maths - colour mixing, colour wheel SMSC Skills - Reflecting on current affairs/ issues