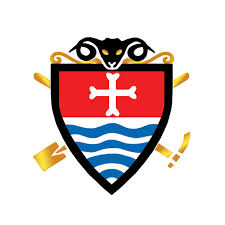
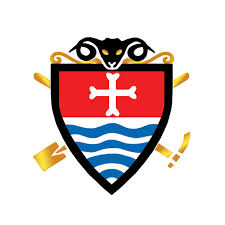
## Teign School Curriculum Overview

[](http://www.google.co.uk/imgres?imgurl=http://www.teignacademy.co.uk/Links/images/working-logo-new.png&imgrefurl=http://www.teignacademy.co.uk/Links/School_Uniform.html&h=800&w=800&tbnid=SQKoxNOzWBBrZM:&zoom=1&q=teign%20school%20logo&docid=3u0G804IljIBJM&ei=MKI-U9HgBYbPhAf-ooGICg&tbm=isch&ved=0CHAQhBwwCA&iact=rc&dur=4189&page=1&start=0&ndsp=15)

[](http://www.google.co.uk/imgres?imgurl=http://www.teignacademy.co.uk/Links/images/working-logo-new.png&imgrefurl=http://www.teignacademy.co.uk/Links/School_Uniform.html&h=800&w=800&tbnid=SQKoxNOzWBBrZM:&zoom=1&q=teign%20school%20logo&docid=3u0G804IljIBJM&ei=MKI-U9HgBYbPhAf-ooGICg&tbm=isch&ved=0CHAQhBwwCA&iact=rc&dur=4189&page=1&start=0&ndsp=15)

**ART 2022-23**

|  |  |  |  |
| --- | --- | --- | --- |
| **Year** | **Cycle 1 -12 Weeks**  **(10 weeks teaching, 1 week assessment, 1 impact week)** | **Cycle 2 -12 Weeks**  **(10 weeks teaching, 1 week assessment, 1 impact week** | **Cycle 3 -12 Weeks**  **(10 weeks teaching, 1 week assessment, 1 impact week** |
| **7** | **Yr7 Cycle 1**  **Mark Making**  **Artists observe, make marks & respond to the world around them.**  **Cave painting**  **Albrecht Durer**  **Van Gogh**  **Georgio Morandi**  **Roy Lichtenstein**  **Lisa Milroy**  **PSHE**  H1.2.3 R1,2,3,35 L1,2,3,8,9,14,15 | **Yr7 Cycle 2**  **Making Sense**  **Artists connect our senses & express ideas & emotions. Artists experiment & take risks.**  **Turner**  **Kandinsky**  **Pablo Picasso**  **Yoyoi Kusama**  **My Dog Sighs (Street Artist)**  **PSHE**  H1.2.3 R1,2,3,35 L1,2,3,8,9,14,15 | **Yr7 Cycle 3**  **Art & Culture**  **Art & culture go hand in hand. Art is the creative expression of culture, reflecting its customs, beliefs & values**  **Day of The Dead**  **African Festima masks**  **Pablo Picasso**  **Pacita Abad**  **The Guerilla Girls**  **PSHE**  H1.2.3 R1,2,3,35 L1,2,3,8,9,14,15 |
|  | **Introductory Skills:**  Drawing Observational drawing. Scale. Measuring. Proportion. Use of line, shape, tone, colour & mark making. Identifying basic shapes. Using different grades of pencils (H) (B)  Printmaking,  Mono printing –mark making & use of line and tone.  Photography  Elements photo shoot & collage exploring the elements of art (part of HL booklet) | **Introductory Skills**:  Drawing  Composition skills focusing on: balance & unity.  Use of line, shape, tone & colour.  Painting  Use of paint: watercolours & acrylics.  Colour Theory.  Colour mixing skills.  Mark Making, use of different brushes, tools & surface texture. | **Introductory Skills:**  , Drawing  Drawing for design -sketches & annotations.  Use of line, shape, tone, form & contrast.  Sculpture  Clay / Card or Stone sculpture,  Translate 2D into 3D. Texture, Shape, Form.  Photography  Photograph & edit a photo of your own work.  Photopea or Snapseed digital manipulation. |
|  | **Formal Elements:**  Describe the formal elements. Compare & contrast sources.  ***Elements of art, Line, tone, colour, pattern, texture, shape, form*** | **Formal Elements:**  **Describe the colour & mood of an artwork *Elements of art ,***  ***mark making, mood, expression, Expressionism*** | **Formal Elements**:  Describe art from different cultures and contexts, how are they similar & different.  ***Elements of art context, expression*** |
|  | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and Scale.  **Mid and End of Cycle Common Assessments.**  **Home – Learning Booklets** | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and Scale.  **Mid and End of Cycle Common Assessments**.  **Home – Learning Booklets** | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Construct, Measuring Proportion, Scale, Depth, Height, Width.  **Mid and End of Cycle Common Assessments**.  **Home – Learning Booklets** |
| **8** | **Yr8 Cycle 1**  **Tradition & Innovation**  **Artists’ use traditional methods to create art. They also experiment and rebel against the ‘rules’ to create new ideas.**  **Maori tattooing**  **Da Vinci (Vitruvian) Jean Metzinger**  **Hannah Hoch**  **Chuck Close**  **Veerle Symeons**  **PSHE**  H1.2.3 R1,2,3,35 L1,2,3,8,9,14,15 | **Yr8 Cycle 2**  **Art & Craft**  **Artists use traditional craft techniques to create work with different forms and functions.**  **Aztec Pottery**  **Islamic Art,**  **William Morris**  **Clarice Cliff**  **Grayson Perry**  **M. Brennand-Wood**  **PSHE**  H1.2.3 R1,2,3,35 L1,2,3,8,9,14,15 | **Yr8 Cycle 3**  **New Perspectives**  **Artists, architects & designers use perspective to represent & distort space and to shape the built environment.**  **Notre Dame/Gothic**  **Brunelleschi, Gaudi,**  **Brutalist buildings**  **Lyonel Feininger**  **Giacommo Costa**  **Ian Murphy**  **PSHE**  H1.2.3 R1,2,3,35 L1,2,3,8,9,14,15 |
|  | **Evolving Skills:**  Drawing  Grid drawing.  Scale. Measuring. Proportion.  Use of Line, tone. shape, form.  Colour & composition.  Painting  Use of paint: application of colour pattern &  mark making.  Use of oil pastels: layering & blending skills.  Photography & Mixed Media  Collage. Deconstruction. Fragmenting & distortion. | **Evolving Skills:**  Drawing  Drawing for design -sketches & annotations.  Simplify, trace & transfer. Rotating, reflecting, tessellating.  Sculpture  3D forms. Ceramic or card 3D construction, modelling, joining.  Printmaking/ Textiles  Poly board or lino prints–mark making, use of line & colour.  Textiles. Weaving.  Surface texture. | **Evolving Skills:**  **Drawing**  Linea**r** Perspective Vanishing point, scale, weight of line.  Photography & Mixed Media  ‘Future City’ Collage of buildings.  Photopea or Snapseed digital manipulation.  Painting  Painting using atmospheric perspective. Tints, shades & monochromatic colour  . |
|  | **Formal Elements:**  Analyse the elements & techniques in different artworks.  ***Elements of art ,***  ***Grid, Proportion, Scale, Deconstruction***  . | **Formal Elements**:  Analyse the elements & techniques in different artworks. Compare art & craft.  ***Ceramics , Decorative, Functional, Pattern*** | **Formal Elements:**  Analyse the shapes & forms created by famous architects & artists.  ***Architecture, Linear Perspective, Viewpoint*** |
|  | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale.  **Mid and End of Cycle Common Assessments**.  **Home – Learning Booklets** | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale.  **Mid and End of Cycle Common Assessments.**  **Home – Learning Booklets** | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale.  **Mid and End of Cycle Common Assessments.**  **Home – Learning Booklets** |
| **9** | **Yr9 Cycle 1**  **Creativity & Careers**  **Creatives produce original work on their own and in collaboration. Art inspires design & vice versa.**  **Bauhaus**  **Man Ray**  **Lucienne Day**  **Yves Saint Lauren**  **Hattie Stewart**  **Helmo (graphics duo)**  **PSHE**  H1.2.3 R1,2,3,35 L1,2,3,8,9,14,15 | **Yr9 Cycle 2**  **Self Expression & Symbolism**  **Artists use self expression and symbols to convey identity and ideas.**  **Celtic Art, Vanitas**  **Frida Kahlo**  **Glen Ligon**  **Kehinde Wiley**  **The Sing Twins**  **Kervin Brisseaux**  **PSHE**  H1.2.3 R1,2,3,35 L1,2,3,8,9,14,15 | **Yr9 Cycle 3**  **Art Activism**  **Artists and designers use text and images to create work with personal, political or social messages**  **Ancient Graffiti**  **Manuscripts**  **Rauschenberg**  **Robert Indiana**  **Shephard Fairey**  **Bob & Roberta Smith**  **PSHE**  H1.2.3 R1,2,3,35 L1,2,3,8,9,14,15 |
|  | **Expanding Skills:**  Drawing  Observation & use of a view finder. Positive & negative shape & space.  Drawing for design.  Printmaking/ Textiles  Collagraph, etching *or* lino. Use of line, tone & texture. Printing onto different papers or fabric.  Photography  Photo Safari : focus on viewpoint and composition.  Chemograms : B &W chemicals / experimental photography. | **Expanding Skills:**  Drawing  Drawing faces & features –proportion.  Using tracing paper and/or acetate.  Painting  Colour mixing & blending – selecting and using colours inspired by an artist.  Photography & Miixed Media  ‘Future Self’ mixed media portrait including symbols of Photopea – digital manipulation | **Expanding Skills:**  Painting  Creating & using stencils.  Apply painting techniques onto 3D forms.  Sculpture  Construction:  3D letter or word.  Opportunity for collaboration.  Miixed Media  Collage – use of found images.  Combining text & image. Use of layers & texture. |
|  | **Formal Elements:**  Analyse the elements & techniques in different artworks.  ***Elements of art ,***  ***Grid, Proportion, Scale, Deconstruction*** | **Formal Elements:**  Analyse the elements & techniques in different artworks. Compare art & craft.  ***Ceramics , Decorative, Functional, Pattern*** | **Formal Elements:**  Analyse the shapes & forms created by famous architects & artists.  ***Architecture, Linear Perspective, Viewpoint*** |
|  | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale.  **Mid and End of Cycle Common Assessments**  **Home – Learning Booklets**  . | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale.  **Mid and End of Cycle Common Assessments.**  **Home – Learning Booklets** | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale.  **Mid and End of Cycle Common Assessments.**  **Home – Learning Booklets** |
| **10** | **PORTRAITURE OR NATURAL FORMS AND MAN MADE OBJECTS PROJECT**  **AQA Assessment objectives:**  Develop, Refine, Record and Present.  Baseline drawing test and Observational skills. Research/Critical study skills. Develop a sketchbook**.** Home learning tasks.  **PSHE**  H2 L1,10,12 | **PORTRAITURE OR NATURAL FORMS AND MAN MADE OBJECTS PROJECT**  **AQA Assessment objectives:**  Develop, Refine, Record and Present.  Develop and refine final ideas and complete an acrylic canvas painting**.** Home learning tasks.  **PSHE**  H2 L1,10,12 | **OTHER CULTURES PROJECT**  **AQA Assessment objectives:**  Develop, Refine, Record and Present.  Plan Research and develop a sketchbook based on 2 different World Cultures. Home learning tasks.  **PSHE**  H2 L1,10,12 |
|  | **Competent Skills:**  Observation skills: Looking, Accuracy, Measuring. Proportion, Scale, | **Competent Skills:**  Observation skills: Looking, Accuracy, Measuring. Proportion, Scale, | **Competent Skills:**  Observation skills: Looking, Accuracy, Measuring. Proportion, Scale, |
|  | **Formal Elements:**  Line Colour, Composition, Tone, Form, Pattern, Texture, Point, Shape | **Formal Elements:**  Line Colour, Composition, Tone, Form, Pattern, Texture, Point, Shape | **Formal Elements:**  Line Colour, Composition, Tone, Form, Pattern, Texture, Point, Shape |
|  | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale. **Mid and End of Cycle Common Assessments**. | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale. **Mid and End of Cycle Common Assessments**. | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale. **Mid and End of Cycle Common Assessments.** |
| **11** | **OTHER CULTURES PROJECT**  **AQA Assessment objectives:**  Develop, Refine, Record and Present.  Develop and refine final ideas and complete an acrylic canvas painting**.**  Home learning tasks.  **PSHE**  H2, L1,10,12 | **AQA EXTERNALLY SET ASSIGNMENT**  **AQA Assessment objectives:**  Develop, Refine, Record and Present.  12 week research and 10 hours final assignment. Home learning tasks.  **PSHE**  H2, L1,10,12 |  |
|  | **Proficient Skills:**  Observation skills: Looking, Accuracy, Measuring. Proportion, Scale, | **Proficient Skills:**  Observation skills: Looking, Accuracy, Measuring. Proportion, Scale, |  |
|  | **Formal Elements:**  Line Colour, Composition, Tone, Form, Pattern, Texture, Point, Shape | **Formal Elements:**  Line Colour, Composition, Tone, Form, Pattern, Texture, Point, Shape |  |
|  | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale.  **Mid and End of Cycle Common Assessments.** | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale. |  |
| **12** | **EXPRESSIVE PORTRAITS INTRODUCTORY**  **PROJECT**  **AQA Assessment objectives:**  Develop, Refine, Record and Present.  Design and plan your own project theme  Research relevant historical and contemporary artists – critical study.  Home learning tasks.  **PSHE** | **PERSONAL INVESTIGATION**  **AQA Assessment objectives:**  Develop, Refine, Record and Present.  Research and Develop in depth your own project theme.  Start 1000- 3000 word written related study.  Home learning tasks.  **PSHE** | **PERSONAL INVESTIGATION**  **AQA Assessment objectives:**  Develop, Refine, Record and Present.  Complete and present large scale Drawings, Paintings and Sculptures**.**  Home learning tasks.  **PSHE** |
|  | **Advanced Skills:**  Observation skills: Looking, Accuracy, Measuring. Proportion, Scale, | **Advanced Skills:**  Observation skills: Looking, Accuracy, Measuring. Proportion, Scale | **Advanced Skills:**  Observation skills: Looking, Accuracy, Measuring. Proportion, Scale |
|  | **Formal Elements:**  Line Colour, Composition, Tone, Form, Pattern, Texture, Point, Shape | **Formal Elements:**  Line Colour, Composition, Tone, Form, Pattern, Texture, Point, Shape | **Formal Elements:**  Line Colour, Composition, Tone, Form, Pattern, Texture, Point, Shape |
|  | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale. | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale. | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale. |
| **13** | **PERSONAL INVESTIGATION**  **AQA Assessment objectives:**  Develop, Refine, Record and Present.  Complete and present large scale Drawings, Paintings and Sculptures.  Complete 1000- 3000 word written related study**.** Home learning tasks.  **PSHE** | **AQA EXTERNALLY SET ASSIGNMENT**  **AQA Assessment objectives:**  Develop, Refine, Record and Present.  12 week research and sketchbook development of ideas and 15 hours final assignment. Home learning tasks.  **PSHE** |  |
|  | **Mastery Skills:**  Observation skills: Looking, Accuracy, Measuring. Proportion, Scale, | **Mastery Skills:**  Observation skills: Looking, Accuracy, Measuring. Proportion, Scale, |  |
|  | **Formal Elements:**  Line Colour, Composition, Tone, Form, Pattern, Texture, Point, Shape | **Formal Elements:**  Line Colour, Composition, Tone, Form, Pattern, Texture, Point, Shape |  |
|  | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale. | **LITERACY:** Research different historical and contemporary artists and art movements.  **NUMERACY:** Measuring Proportion and scale. |  |

Insert what is to be taught, a very brief summary of what it comprises of and rationale for why it is taught at this point e.g. how it builds from the previous keystage and how it links to other topics within the keystage and it leads to future learning.

It might be that you have more than 1 topic within the cycle. You need to demonstrate how you are interleaving and returning to previously met knowledge to deepen and strengthen children’s retention and understanding over time over time. This should be more that simply through the Do Nows at the beginning of lessons.