

Coombe Dean School

KS3, KS4 and KS5 Scheme of Work Overview

DRAFT 2023-24

CURRICULUM OVERVIEW						
	Autumn Term		Spring Term		Summer term	
TERM	1	2	3	4	5	6
YEAR 7						
Foundation Skills	Elements of Art Benchmark skills/ assessment of pupils on entry Introducing Line, shape, and tone Introducing sketchbooks Introducing mark-making and making tools to record	Elements of Art Colour, pattern and making marks Introducing artists and underpinning knowledge about the language of Art Developing mark-making and drawing skills	Portraiture Painting, drawing and grids Introducing Matisse and Fauvism Developing primary, secondary colour knowledge- to include hue and tone Developing use of sketchbooks	Portraiture Painting and different paint effects to include Pointillism and Seurat Deepening knowledge and understanding of 20th century Art timeline Develop analysis skills	Kandinsky sculpture Introducing Kandinsky and Abstract Art. Deepening knowledge of 20 th century timeline Developing ideas from 2D to 3D. Introducing analogous colours and complementary colours	Ceramics Developing pattern and design knowledge and skills Exploring traditions in Art Introducing clay and construction techniques pinch and coiling. How to join clay, H&S
Macro Narrative	Introduction to the elements of Art – the building blocks, knowledge and skills and application of line, shape, tone, and pattern. Sharing the <i>why</i> ?		Building on the elements of art – introducing and deepening use of colour, colour mixing, hue, tone, tints, and shades		Developing ideas and communicating ideas in 2D and 3D. Introducing different ways of making. Introducing clay and its properties. Introducing willow.	
Concept/Big Idea	<i>What is Art for and why do artists make marks?</i>		<i>What impact did Fauvism have on 20th Century Art</i>		<i>How and why artists create work for a range of purposes.</i>	
YEAR 8						
Foundation Enhance and deepen	Figurative Study 2D Form and proportion Introducing construction skills in wire, paper – exploring different ways of joining. Developing use of sketchbooks	Figurative Study 3D work construction skills and refining own ideas Developing deeper knowledge about local artists. Developing paint techniques with surface texture and finish	Exploring Pattern and Design Identity and self Introducing design and compositional elements Introducing design and illustration Refine understanding of colour. Greater depth with analogous colours	Exploring Pattern and Design Discovery and encounters inspired from nature. Introduce mono and relief print Develop repetition, half-drop, reflection, and rotation Foster analysis skills	Cubism Introducing Picasso and portraiture Composition, using grids and other systems to aid drawing Consolidate and develop painting skills Foster design skills	Cubism Contextualising Cubism and portraiture in the 20th century timeline Colour and tone Foster deeper analysis and evaluation skills
Macro Narrative	Who are our local historical and contemporary figurative artists and how do they sit in a wider context?		Consolidation and development of knowledge, understanding and skills from prior learning. Retrieval and application of line, shape, colour, and tone		Cubism. Where does it fit in the timeline and why is it important? Who were the main protagonists?	
Concept/Big Idea	<i>What role does figurative sculpture have in Art?</i>		<i>How do Artists play with ideas and materials?</i>		<i>How did Cubism change our way of viewing Art?</i>	
YEAR 9						
Applied knowledge Deepening understanding	Natural Forms & Paper ball Observation and drawing skills Making paper sculpture Developing presentation skills Developing different ways of recording and drawing	Natural Forms 2D texture, surface pattern and design Developing design for ceramics Introducing local and national artists Peter Randal page and Pamela Sunday	Natural Forms Introducing ceramics and construction skills. Revisiting pinch pot forming and clay joining techniques. Deepening understanding of leathering and surface pattern and mark-making techniques	Zine Enhancing mark-making and layering Enhance communication skills Through print, develop and refine composition skills Develop thematic responses to topics and ideas Visual links made with Plymouth	Zine Introduce Sabrina Ward Harrison and Tom Phillips Explore contemporary graphics, illustration, and packaging Develop artist research and analysis Introduce relief stamps and relief printing, stencil stippling and monoprint	Zine Introduce Nikki Farquahhson and April Grieman Explore and refine compositional elements, font, and text Make deepening choices around colour, form, and design Introduce screen printing and digital printing/scanning if facilities permit
Macro Narrative	How and why do artists engage with nature? Growing our knowledge of local and national artists and sculptors. Developing application of pattern. Introducing students to designing for ceramics. Connecting with own ideas.			Making connections with the design industry and drawing together prior learning on colour, line, pattern, design, composition and meaning. Connecting with ideas on self/identity and the locality, graphics, and illustration		
Concept/Big Idea	<i>Engaging with head, hands, and heart</i>			<i>To leave students with a lasting experience with media and materials that serves as a reminder about the importance of Art and Design in our lives</i>		
YEAR 10						
Introduction and foundation work for the two principal GCSE projects	Natural Forms and Structures Developing primary source observation skills using line, shape, tone, and form Developing construction skills in clay, card, paper Produce artist research pages to inform own ideas. Develop clay understanding Develop knowledge and application of oxides and ceramic surface treatments	Natural Forms and Structures Exploring and developing work in a range of media and materials Exploring the work of local, national, and global artists from past and present Develop initial ideas in card, paper and/or clay Develop a range of mark-making and presentation techniques	Natural Forms and Structures Refine and produce concepts for final pieces in clay, card and or/wire from sketches and developed ideas Communicating ideas and development of ideas in a variety of 2D and 3D ways Deepen research and contextual understanding of cubism, De Stijl and ...	Natural Forms and Structures Produce a final piece or pieces Deepen understanding of surface pattern and texture in arrange of media and materials Evaluate and reflect on progress and outcomes Present and illustrate final pieces	Deconstruct Reconstruct Exploring ideas and concepts in a book Developing drawing and recording techniques through cutting, forming, collaging, painting, and illustration Develop knowledge and understanding of a wide range of artists and designers including Tom Philips, Cornelia Parker, and Anna Higgie	Deconstruct reconstruct Developing and refining control skills and initial ideas Introducing students to developing their own ideas and contextual research to include Hannah Hoch and Felipe pantone Developing and refining drawing and illustration Developing and refining collage Developing and refining painting
Macro Narrative	Deepening knowledge of the work of a range of artists and designers to include Andy Goldsworthy and deepening knowledge of Pamela Sunday’s ceramics. To begin to develop ideas for a final piece.		Exploring ideas and refining ideas in readiness for creating a final piece	Producing a final piece that meets assessment criteria for Edexcel art and design unendorsed	Introducing students to a long and sustained piece of work where the decon/recon book is a collection of skills, experiments, and ideas. Research runs alongside and final pieces will be completed in Year 11	
Concept/Big Idea	<i>How are artists intrinsically and extrinsically inspired by their surroundings and the natural world</i>			<i>How to Artists sustain work over a long period of time?</i>	<i>How do artists produce a personal response that has meaning?</i>	
YEAR 11						
	Deconstruct Reconstruct Selecting pages to develop further Using a broadening range of media and materials Refining a selection of media and matelials Developing ideas and a personal response for a final piece	Deconstruct Reconstruct Produce a final piece or pieces Deepen understanding of surface pattern and texture in arrange of media and materials Evaluate and reflect on progress and outcomes Present and illustrate final pieces	GCSE Examination Preparation – Feb 1 st onwards Externally Set Assignment/mocks and preparatory work	GCSE Final ESA – finish by end of May	GCSE Portfolio Preparation for moderation	
Macro Narrative	Exploring ideas and refining ideas in readiness for creating a final piece	Producing a final piece that meets assessment criteria for Edexcel art and design unendorsed				
Concept/Big Idea	<i>How do artists produce a personal response that has meaning?</i>					
YEAR 12						
	Artist Workshops Introduction to modern American artists	Artist workshops Introduction to modern American artists\developing links	Thematic response Micro Macro Introduction to the theme and starting points	Thematic response Micro Macro Developing the theme and refining approaches	Personal Investigation Development of topic	Personal Investigation Development of topic
Macro Narrative	Consolidate learning from the end of Y11 and explore new artists, ideas, and concepts. Introduce the American modern artist movement and place this in a timeline for students. Make macro and micro narrative connections between the artists. Introduce students to analysis at a greater depth.		Introducing students to the mini thematic study Micro Macro. Developing initial ideas collaboratively. Developing new or developing an aspect of work already covered Refining and developing ideas for a final piece Producing a final piece and reflecting on outcomes		Study visits if conceivable Exploration of themes and topics for the personal investigation. Taking a closer look at a range of successful outcomes and what makes and excellent study. What to include; timescales and introduction to the study guide.	
Concept/Big Idea	<i>How are artists connected in diverse or similar ways?</i>		<i>How do students develop their own ideas and responses to themes and topics? What interests you?</i>		<i>How to develop your investigative focus</i>	
YEAR 13						
	Personal Investigation Development of personal investigation Time management techniques Introduction to supporting booklet	Personal Investigation Refinement and completion of personal investigation Write up of personal study (max 3000 words)	GSE Examination Preparation – Feb 1 st onwards Externally Set Assignment/mocks and preparatory work	GSE Final ESA – finish by end of May		
Macro Narrative	Helping students to make the right time management decisions. Meeting deadlines and checking success criteria – what to include in the personal study and investigation. Making time for reflection, feedback, drafting and review of work.					