



Dallam School

Curriculum Overview

Department: Art
Year Group: 7

| AUTUMN | | SPRING | | SUMMER | |
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| Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| Theme / Topic Observational Drawing | Theme / Topic Wire Portrait | Theme / Topic Mixed Media Portrait | Theme / Topic Continue Mixed Media portrait | Theme / Topic Imaginary Drawing | Theme / Topic Continue Imaginary drawing |
| By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i> | | | | | |
| <ul style="list-style-type: none"> ➤ Skills of observational drawing ➤ How to use pencil to create smooth shading ➤ How to create a range of tone with pencil ➤ How to use a range of mark-making to create detail and texture ➤ How to successfully compose a drawing <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Tone ➤ Line ➤ Shade ➤ Observational drawing ➤ Accuracy Texture | <ul style="list-style-type: none"> ➤ What a self-portrait is ➤ 3D modelling skills using wire ➤ How to use observation skills ➤ Relevant artist knowledge ➤ How to keep a sketchbook <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Self-portrait</i> ➤ <i>Sculpture</i> ➤ <i>Imagination</i> ➤ <i>Three dimensional</i> ➤ <i>Structure</i> ➤ <i>Wire sculpting</i> ➤ <i>Exaggeration</i> ➤ <i>Features</i> ➤ <i>Wire manipulation</i> ➤ <i>Accuracy</i> ➤ <i>Self-reflection</i> | <ul style="list-style-type: none"> ➤ An extended knowledge of self-portraits ➤ Pattern design ➤ How to apply poster paint with a smooth and even finish ➤ How to create texture and pattern using wax resist and ink, and printing with textured surfaces ➤ Relevant artist knowledge – Delita Martin <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Composition</i> ➤ <i>Colour mixing</i> ➤ <i>Primary colours</i> ➤ <i>Secondary colours</i> ➤ <i>Collage</i> ➤ <i>Tone</i> | <ul style="list-style-type: none"> ➤ An extended knowledge of self-portraits ➤ Observational drawing ➤ Further pencil shading skills including shadows and tone ➤ Relevant artist knowledge – Gerhard Van Vuuren <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Composition</i> ➤ <i>Colour mixing</i> ➤ <i>Primary colours</i> ➤ <i>Secondary colours</i> ➤ <i>Collage</i> ➤ <i>Tone</i> ➤ <i>Mixed-media</i> ➤ <i>Focal point</i> ➤ <i>Pattern</i> Detail | <ul style="list-style-type: none"> ➤ Relevant artist knowledge – A.J Purdy ➤ How to keep a sketchbook ➤ How to successfully layout an artist research page ➤ How to work in the style of artist – A.J Purdy ➤ How to successfully compose an artwork and fill the page ➤ Drawing and linework skills, in both pencil and fineliner pen ➤ The development of pattern work <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Composition</i> | <ul style="list-style-type: none"> ➤ Relevant artist knowledge – Jon Burgerman ➤ How to keep a sketchbook ➤ How to work in the style of artist – Jon Burgerman ➤ How to understand and portray emotions visually ➤ How to develop character designs ➤ Shading and blending with coloured pencil crayons <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Composition</i> ➤ <i>Imagination</i> ➤ <i>Scale</i> ➤ <i>Bold</i> |

| | | <i>Mixed-media</i> | | <i>Imagination</i> | <i>Tone</i> |
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| ➤ <i>Mark-making</i> | | <ul style="list-style-type: none"> ➤ <i>Focal point</i> ➤ <i>Pattern</i> ➤ <i>Detail</i> ➤ <i>Self-reflection</i> | ➤ <i>Self-reflection</i> | <ul style="list-style-type: none"> ➤ <i>Scale</i> ➤ <i>Bold</i> ➤ <i>Tone</i> ➤ <i>Line</i> ➤ <i>Pattern</i> ➤ <i>Cross hatching</i> ➤ <i>Solid black</i> ➤ <i>Visual effect</i> ➤ <i>Contrast</i> <li style="text-align: center;"><i>Restraint</i> | <ul style="list-style-type: none"> ➤ <i>Line</i> ➤ <i>Pattern</i> ➤ <i>Cross hatching</i> ➤ <i>Solid black</i> ➤ <i>Visual effect</i> ➤ <i>Contrast</i> ➤ <i>Restraint</i> |
| They will understand (<i>key concepts</i>) | | | | | |
| <ul style="list-style-type: none"> ➤ observational drawing. ➤ how to create a range of tones using pencil | <ul style="list-style-type: none"> ➤ Gain a knowledge of artists and designers relevant to the project. Diane Komater, Alexander Calder ➤ How you can adapt a drawing into a 3D design. | <ul style="list-style-type: none"> ➤ Gain a knowledge of artists and designers relevant to the project. Delita Martin ➤ This project aims to familiarise pupils with varied artists from different cultural backgrounds and expand their artist knowledge. | <ul style="list-style-type: none"> ➤ Gain a knowledge of artists and designers relevant to the project. Gerhard Van Vuuren ➤ How to use the influence of artists from diverse cultures in their own work | <ul style="list-style-type: none"> ➤ Gain a knowledge of artists and designers relevant to the project. AJ Purdy ➤ Drawing from imagination. ➤ Working in one tone. ➤ Layout and composition. | <ul style="list-style-type: none"> ➤ How emotions can be portrayed through character creation ➤ Gain a knowledge of artists and designers relevant to the project. Jon Burgerman |
| They will know how to (<i>key skills</i>) | | | | | |

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| <p>develop skills in:</p> <ul style="list-style-type: none"> ➤ Observation and observational drawing ➤ Understanding tone and how to create a range of tone ➤ Recognising texture and mark making and the practice of creating them ➤ Evaluating their own work and that of others | <p>develop skills in:</p> <ul style="list-style-type: none"> ➤ Observation and observation drawing ➤ Wire Sculpture ➤ Painting ➤ Composition ➤ Application of colour and colour mixing ➤ Imagination ➤ Photography ➤ Evaluating their own work and that of others | <p>develop skills in:</p> <ul style="list-style-type: none"> ➤ Observation and observation drawing ➤ Painting ➤ Composition ➤ Application of colour and colour mixing ➤ Imagination ➤ Photography ➤ Evaluating their own work and that of others | <ul style="list-style-type: none"> ➤ Evaluating their own work and that of others ➤ Observation and observation drawing ➤ Apply pencil shading and tone ➤ Create texture with a variety of media | <p>develop practical skills in:</p> <ul style="list-style-type: none"> ➤ Drawing ➤ Composition and page layout. ➤ Pen rendering techniques | <ul style="list-style-type: none"> ➤ Identify facial features that communicate different emotions ➤ Develop a variety of characters ➤ Use coloured pencil crayons to create a gradient |
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Dallam School

Curriculum Overview

Department: Art
Year Group: 8

| AUTUMN | | SPRING | | SUMMER | |
|--|---|--|---|--|---|
| Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| Theme / Topic Seascapes | Theme / Topic Seascapes | Theme / Topic Birds | Theme / Topic Printmaking | Theme / Topic Sealife Ceramics | Theme / Topic Sealife Ceramics |
| By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i> | | | | | |
| <ul style="list-style-type: none"> ➤ The history and techniques of traditional Chinese ink painting ➤ what tone is and how/why to use it in their work ➤ how to plot the composition of their piece using the grid method <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ ink paintings ➤ tone ➤ texture ➤ watercolour ➤ Seascapes ➤ Fineliner ➤ composition | <ul style="list-style-type: none"> ➤ The work of artists John Palmer and Peter Rothwell ➤ what focal points are ➤ ink painting techniques - lightest or the darkest tones first, washes etc. <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ ink paintings ➤ tone ➤ texture ➤ watercolour ➤ Seascapes ➤ Fineliner ➤ composition | <ul style="list-style-type: none"> ➤ The work of artists Leonard Baskin and Olivia Lomenech Gill ➤ The different anatomy of birds – beaks, eyes feathers etc <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Charcoal ➤ Wither ➤ Indian Ink ➤ Tone ➤ Texture, ➤ Line ➤ Scale ➤ Composition ➤ Anthropomorphism | <ul style="list-style-type: none"> ➤ Mayan culture, the use of symmetry in logo design and the work of contemporary graffiti artists and graphic designers ➤ How to transfer your design accurately onto polystyrene <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Symmetry ➤ logo ➤ flip ➤ reverse ➤ mirror image ➤ embellish ➤ exaggerate ➤ upper- and lower-case lettering ➤ polystyrene ➤ transfer ➤ accurately | <ul style="list-style-type: none"> ➤ What is meant by Architecture ➤ The work of ceramic sculptor Lisa Stevens ➤ Increased ways to use descriptive, artistic language ➤ How flat imagery can be translated to 3D textures and designs <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Organic ➤ design ➤ texture ➤ pattern ➤ colour ➤ shape ➤ context ➤ environment | <ul style="list-style-type: none"> ➤ What is meant by Ceramics ➤ Key health and safety knowledge when working with clay. ➤ How to use paint to decorate ceramic surfaces. <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Slab ➤ relief ➤ carving ➤ construction ➤ slip ➤ ceramic ➤ firing ➤ glazing |

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| | | | <ul style="list-style-type: none"> ➤ pencil-prick ➤ design | | |
| They will understand (<i>key concepts</i>) | | | | | |
| <ul style="list-style-type: none"> ➤ what makes an effective research page ➤ What are the traditions of Chinese ink painting ➤ Tone - why it is important Focal points - why they are important | <ul style="list-style-type: none"> ➤ . Similarities and differences in painting with ink and watercolour paints ➤ How to describe types of brushmarks ➤ the challenges of working to a larger scale ➤ The order in which to lay down tones and colours ➤ | <ul style="list-style-type: none"> ➤ how to communicate knowledge in written, visual and verbal forms. ➤ The importance of using imagination in creating original representations on the theme of birds. ➤ What makes an effective title page – the elements that you would expect to feature and how to balance them out on the page effectively | <ul style="list-style-type: none"> ➤ How to create a successful print? ➤ symmetry and how is it used in design ➤ How to use symmetry to create an imaginative logo ➤ to transfer designs so the mirror image is accurate ➤ To transfer a design accurately onto polystyrene | <ul style="list-style-type: none"> ➤ How nature can inspire and be translated into art work ➤ What inspires Lisa Stevens art work ➤ How students could forge a career in 3D modelling by taking their Artistic studies further. | <ul style="list-style-type: none"> ➤ How clay works – drying times, malleability, advantages and disadvantages of the material. ➤ How to fit together separate pieces of work to create a collaborative artwork with a consistent style/theme ➤ How artwork produced in a series can produce effective outcomes |
| They will know how to (<i>key skills</i>) | | | | | |
| <ul style="list-style-type: none"> ➤ Draw from secondary source observation ➤ Plan and plot out compositions ➤ Use ink to produce –washes, brushmarks, details, textures | <ul style="list-style-type: none"> ➤ Use Watercolour washes, brushmarks, details, textures and adding other materials to paint to enhance textures ➤ Use Fineliner to create mark-making ➤ Evaluate their own work and that of others ➤ | <ul style="list-style-type: none"> ➤ Draw from first hand observation ➤ consider composition and page layout in sketchbook. ➤ use charcoal, withy and watercolour to create tone and line work. ➤ draw from imagination ➤ to create larger scale drawings ➤ create a 3-dimensional effect including a range of textures, when using charcoal | <ul style="list-style-type: none"> ➤ Create original designs in the style of traditional Mayan patterns ➤ Create symmetrical designs accurately using tracing techniques ➤ Create a monoprint ➤ transfer designs onto polyblock printing plates | <ul style="list-style-type: none"> ➤ Create a successful artist research page layout ➤ draw accurately using pencil ➤ Work with pattern and texture ➤ How to translate a flat image into 3D design <ul style="list-style-type: none"> ➤ use pattern in the style of Lisa Stevens | <ul style="list-style-type: none"> ➤ Mould a dish shape out of clay ➤ Carve into clay ➤ Stick clay together using slip ➤ work in relief ➤ apply professional design skills ➤ transfer 2d designs into relief carvings. ➤ apply paint to clay surfaces |



Dallam School

Curriculum Overview

Department: Art
Year Group: 9

| AUTUMN | | SPRING | | SUMMER | |
|--|---|---|--|--|--|
| Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
| Theme / Topic Lettering | Theme / Topic Continue Lettering | Theme / Topic Mixed media portrait | Theme / Topic Graffiti and architecture | Theme / Topic Graffiti and architecture | Theme / Topic Personal Objects |
| By the end of this half term pupils will know <i>(key knowledge, including tier 3 vocabulary)</i> | | | | | |
| <ul style="list-style-type: none"> ➤ Work of the artist Paul Peter Piech ➤ An understanding of what graphic lettering is ➤ Design development skills ➤ Shading skills using coloured pencils and felt tips ➤ Keeping a sketchbook <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Tone ➤ Line ➤ Scale ➤ Composition ➤ font | <ul style="list-style-type: none"> ➤ How to create flat and three-dimensional lettering ➤ The importance of good composition and layout <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Tone ➤ Line ➤ Scale ➤ Composition ➤ font ➤ typography ➤ graphic design | <ul style="list-style-type: none"> ➤ Work of the artist Loui Jover ➤ What should be included in a successful artist research page ➤ How to use tone, shading, and markmaking to do an observational drawing of a celebrity ➤ How shape and colour can be used in balance to create a background ➤ How objects and colour can reflect a personality ➤ Keeping a sketchbook | <ul style="list-style-type: none"> ➤ How to design graffiti lettering ➤ An understanding of the work and techniques of Joshua smith ➤ How to use blending and shading in an illustrative graffiti style. <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Line ➤ Tone ➤ Scale ➤ Composition ➤ font ➤ typography ➤ graphic design ➤ positive and negative space | <ul style="list-style-type: none"> ➤ How to create cardboard structures ➤ How to print and transfer an image onto cardboard effectively ➤ How to improve and develop their artist research skills and continue to expand their artistic vocabulary <p>Tier 3 vocab</p> | <ul style="list-style-type: none"> ➤ A broadened understanding of the Michael Craig-Martin ➤ How to work successfully in a variety of media including pencil, coloured pencil, and crayon <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ coloured pencil ➤ crayon ➤ tone ➤ shading ➤ graphic ➤ flat colour ➤ Layout ➤ composition |

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| <ul style="list-style-type: none"> ➤ typography ➤ graphic design | | <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ Proportion ➤ accuracy ➤ mark-making ➤ layout ➤ Composition ➤ Balance Shading Tone | | | |
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They will understand (*key concepts*)

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| <ul style="list-style-type: none"> ➤ the work of artist and printmaker Paul Peter Piech ➤ layout and composition skills and how they are used in related industries | <ul style="list-style-type: none"> ➤ The importance of good composition and layout ➤ How visual art can be used to communicate | <ul style="list-style-type: none"> ➤ What makes an effective drawing ➤ Balance within a composition ➤ How to create an effective artist research page. | <ul style="list-style-type: none"> ➤ What makes an effective graffiti design ➤ How graffiti has been applied to walls ➤ An understanding of how graffiti has evolved over time ➤ An understanding of why people use graffiti as an art form | <ul style="list-style-type: none"> ➤ what makes an effective cardboard structure practically and technically ➤ how cardboard can create different textures and effects. ➤ How work can communicate meaning | <ul style="list-style-type: none"> ➤ How to create an effective observational drawing ➤ What is meant by positive and negative space Contemporary illustrations ➤ How to create a painting in the style of Michael Craig Martin skills ➤ How to mix and create colours using poster paints ➤ Colour theory and how to apply it to their own compositions |
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They will know how to (*key skills*)

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| <p>To develop skills in:</p> <ul style="list-style-type: none"> ➤ Researching the work of artists and designers and making links to their own work | <ul style="list-style-type: none"> ➤ Evaluating their own work and that of others ➤ Lettering – drawing, creating, imagination, appropriateness of. ➤ Composition | <ul style="list-style-type: none"> ➤ Use pencil to complete an accurate observational drawing of a face ➤ To gain a knowledge of the work of artist Loui Jover | <ul style="list-style-type: none"> ➤ Researching the work of artists and designers and making links to their own work ➤ How to create an artist research | <ul style="list-style-type: none"> ➤ how to transfer an image onto card ➤ how to manipulate card to create the illusion of depth and texture ➤ Apply colour using paint. | <ul style="list-style-type: none"> ➤ Research the work of artists and designers and make links to their own work |
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| <ul style="list-style-type: none"> ➤ How to create an artist research page/sheet ➤ Application of colour using felt tips ➤ Composition ➤ Keeping a sketchbook ➤ Written analysis | <ul style="list-style-type: none"> ➤ Keeping a sketchbook | <ul style="list-style-type: none"> ➤ To develop skills in evaluating their own work and that of others. | <p>page/sheet</p> <ul style="list-style-type: none"> ➤ create and design their own graffiti lettering and cardboard structure ➤ how to create an effective Composition ➤ Keep and present a sketchbook ➤ how to construct an effective piece of Written analysis | <ul style="list-style-type: none"> ➤ Composition ➤ Keep a sketchbook ➤ Write analysis ➤ Evaluate their own work and that of others | <ul style="list-style-type: none"> ➤ create an artist research page/sheet ➤ Use Observation drawing and create tone using pencil ➤ Apply colour using paint ➤ The correct use of different paint brushes ➤ Composition ➤ Keep a sketchbook ➤ Written analysis ➤ Evaluate their own work and that of others |
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