



5 Year Curriculum Overview Ellesmere Park High School

Department:	ART	Head of Department:	Mr Gordon
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Department Vision

FACILITATING CREATIVITY - THINKING THEN PRODUCING

Curriculum Intent

The curriculum in Expressive Arts aims to challenge, inspire and enrich school life, enabling every student to gain pride and self confidence in their achievements. We strive to deliver an accessible curriculum which students of all ages and abilities will find rich and exciting, a journey of diverse, new experiences and discovery of new skills, hidden talents and the development of existing abilities and interests.

We seek to allow pupils to establish a sense of identity and ownership and to strive to reach the limits of their potential. We value the individuality of each student and help each child value that individuality in others. The structure of learning aims to develop each student's ability to express themselves in a variety of dynamic mediums and disciplines and to have the confidence to use this knowledge, not only as a means of communicating their ideas and feelings, but to also make sense of the events and elements of the everyday world.

Through the universal language of the expressive arts, we want to provide a vehicle through which the simplest to the most complex ideas can be expressed. We promote issues of equal opportunities by allowing for freedom of expression, the symbolic language of the arts knows no gender, racial, ethnic, cultural, class or social bounds. It has the scope to meet the needs of all students.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 7	FORMAL ELEMENTS THEMATICALLY LEARNT THROUGH INSECTS Line, composition, scale, tone SUBSTANTIVE KNOWLEDGE APPLICATION Mark making, crosshatching, creative typography, Contrast.	FORMAL ELEMENTS THEMATICALLY LEARNT THROUGH INSECTS Colour, shape, texture SUBSTANTIVE KNOWLEDGE APPLICATION Colour theory, watercolour skills.	FORMAL ELEMENTS THEMATICALLY LEARNT THROUGH MESSAGES Line, form, tone, scale, contrast SUBSTANTIVE KNOWLEDGE APPLICATION Refining technique, experimentation, layering, mixed media, materials, processes and techniques.	FORMAL ELEMENTS THEMATICALLY LEARNT THROUGH MESSAGES All formal elements SUBSTANTIVE KNOWLEDGE APPLICATION Presentation, mixed media, independent creation, layering.	ART HISTORY FORMAL ELEMENTS THEMATICALLY LEARNT All formal elements SUBSTANTIVE KNOWLEDGE APPLICATION Painting refinement, mark making, observational drawing	ART HISTORY -FORMAL ELEMENTS THEMATICALLY LEARNT All formal elements SUBSTANTIVE KNOWLEDGE APPLICATION Expanding styles and techniques, responding to stimulus materials
	Students will: Learn the formal elements of art and how to apply this knowledge through a variety of differing materials, processes and techniques- drawing, tone application and scale.	Students will: Learn the formal elements of art and how to apply this knowledge through a variety of differing materials, processes and techniques- pen work, colour theory and watercolours.	Students will: Learn the formal elements of art and how to apply this knowledge through a variety of differing materials, processes and techniques- Painting, graphic design.	Students will: Learn the formal elements of art and how to apply this knowledge through a variety of differing materials, processes and techniques- painting, conveying a personal message.	Students will: Understand the major movements in Art, its context to the wider world at that point in history and the individuals, materials, processes and techniques involved.	Students will: Understand the major movements in Art, its context to the wider world at that point in history and the individuals, materials, processes and techniques involved.

DEVELOPING CREATIVE SKILLS. THEMATICALLY TAUGHT THROUGH URBAN LEGENDS FORMAL ELEMENTS LEARNT: All formal elements. SUBSTANTIVE KNOWLEDGE APPLICATION Materials combination, clay, colour blending, literacy, tinting and fade, design and realisation.	DEVELOPING CREATIVE SKILLS. THEMATICALLY TAUGHT THROUGH URBAN LEGENDS FORMAL ELEMENTS LEARNT All formal elements SUBSTANTIVE KNOWLEDGE APPLICATION: Large scale, contrast, mixed media, expressive mark making, cross hatch, intricate skills.	DEVELOPING CREATIVE SKILLS. THEMATICALLY TAUGHT THROUGH MICROBES FORMAL ELEMENTS LEARNT All formal elements SUBSTANTIVE KNOWLEDGE APPLICATION: Observational drawing, drawing skills, collage, refining skills.	DEVELOPING CREATIVE SKILLS. THEMATICALLY TAUGHT THROUGH MICROBES FORMAL ELEMENTS LEARNT All formal elements SUBSTANTIVE KNOWLEDGE APPLICATION Textiles, mixed media fabrics, needlework, independent creation, layering.	DEVELOPING CREATIVE SKILLS. THEMATICALLY TAUGHT THROUGH MICROBES FORMAL ELEMENTS LEARNT All formal elements SUBSTANTIVE KNOWLEDGE APPLICATION Needlework, mixed media fabrics, presentation.	ART CULTURE -FORMAL ELEMENTS THEMATICALLY LEARNT All formal elements FORMAL ELEMENTS LEARNT All formal elements SUBSTANTIVE KNOWLEDGE APPLICATION Expanding styles and techniques, responding to stimulus materials.
Students will: Deepen knowledge of materials application, skills and processes, further expand independence and thinking. Using clay, mixed media, literacy and illustration.	Students will: Deepen knowledge of materials application, skills and processes. Further expand independence and thinking. Using charcoal, ink and tonal pencil	Students will: Deepen knowledge of materials application, skills and processes. Further expand independence and thinking through drawing, mixed media, collage and oil pastel	Students will: Deepen knowledge of materials application, skills and processes. Further expand independence and thinking through mixed media textiles.	Students will: Deepen knowledge of materials application, skills and processes. Further expand independence and thinking through mixed media textiles and presentation of work.	Students will: Understand the major movements in global and cultural Art and the traditions, materials, processes and techniques involved.

YEAR 9	URBAN ARCHITECTURE SUBSTANTIVE KNOWLEDGE APPLICATION: Ideas and intentions, painting skills, mixed media.	URBAN ARCHITECTURE SUBSTANTIVE KNOWLEDGE APPLICATION: Ideas and intentions, painting skills, three dimensions, perspective.	SURREALISM SUBSTANTIVE KNOWLEDGE APPLICATION: Contrast, intricate drawing, controlling materials, pen work.	SURREALISM SUBSTANTIVE KNOWLEDGE APPLICATION: Observational drawing, portraiture.	SURREALISM SUBSTANTIVE KNOWLEDGE APPLICATION: Realising intentions, surrealist environments.	SURREALISM SUBSTANTIVE KNOWLEDGE APPLICATION: Realising intentions, drawing for design, specialising.
	Students will: Work with increasing independence to learn and apply the style of selected artists to produce own work inspired by relevant artists, practitioners and starting points.	Students will: Learn how to use the creative experiences and resources so far to create work and research which combines mixed media, processes and techniques in three-dimensional forms.	Students will: From the starting point of surrealism, students will learn to creatively respond to research and to produce own work. Additionally, to take inspiration from the work of relevant artists to broaden materials knowledge and application.	Students will: Develop skills and the foundational knowledge to record the human form successfully using mixed media and tonal pencil	Students will: Further develop work and refine ideas of an individualised nature from the experiences gained of the creative process. Working towards the development of ideas for final pieces on the theme of surrealism	Students will: Produce original, individualised and meaningful final artistic outcomes as a culmination of the developmental creative journey and experience.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 10 - FINE ART	Workshops FINE ART SUBSTANTIVE KNOWLEDGE APPLICATION: Printing, abstraction and realism, mixed media outcomes	Workshops FINE ART SUBSTANTIVE KNOWLEDGE APPLICATION: Printing, digital refinements, drawing, experimentation.	PHOBIAS FINE ART SUBSTANTIVE KNOWLEDGE APPLICATION: Increasingly Student led depending on choices of materials and processes. This is an individualised development and refinement of all artistic experiences gained so far throughout art education.	PHOBIAS FINE ART SUBSTANTIVE KNOWLEDGE APPLICATION: Increasingly Student led depending on choices of materials and processes. This is an individualised development and refinement of all artistic experiences gained so far throughout art education.	PHOBIAS FINE ART SUBSTANTIVE KNOWLEDGE APPLICATION: Increasingly Student led depending on choices of materials and processes. This is an individualised development and refinement of all artistic experiences gained so far throughout art education.	PHOBIAS FINE ART SUBSTANTIVE KNOWLEDGE APPLICATION: Increasingly Student led depending on choices of materials and processes. This is an individualised development and refinement of all artistic experiences gained so far throughout art education.
	Students will: Produce a range of research and mixed media outcomes by learning and applying effective processes and techniques to successfully respond to environmental and artistic inspirations.	Students will: Produce a range of research and mixed media outcomes by learning and applying effective processes and techniques to successfully respond to environmental and artistic inspirations.	Students will: From the starting point phobias, learn to creatively respond to research and to produce own work. Additionally, to take inspiration from the work of relevant, self-selected artists to broaden materials knowledge and application.	Students will: Further broaden independent work and personalised learning journeys to produce artworks of an individual nature across a range of materials, processes and techniques.	Students will: Further develop work and refine ideas of an individualised nature from the experiences gained of the creative process - ensuring all assessment objectives are met.	Students will: Produce an original, individualised and meaningful final artistic outcome as a culmination of the developmental creative journey and experience.

YEAR 11 - FINE ART	MOCK EXAM FINE ART SUBSTANTIVE KNOWLEDGE APPLICATION: A selection of three projects which mirror the real exam process later in the academic year. Increasingly student led depending on choices of materials and processes. This is an individualised development and refinement of all artistic experiences gained so far throughout art education.		EXAM FINE ART SUBSTANTIVE KNOWLEDGE APPLICATION: Increasingly student led depending on choices of materials and processes. This is an individualised development and refinement of all artistic experiences gained so far throughout art education		PORTFOLIO ENRICHMENT	
	Students will: Undertake individual lines of enquiry from ONE selected project starting point out of three possible project options. Research, refine, create and develop work in line with the GCSE assessment objectives to produce work of an original and personalised nature formed from the creative process journey.		Students will: Undertake individual lines of enquiry from the starting point provided by the exam board. Research, refine, create and develop work in line with the GCSE assessment objectives to produce work of an original and personalised nature formed from the creative process experiences			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 10 - PHOTOGRAPHY	COLLECTIONS SECONDARY KNOWLEDGE APPLICATION: Developing the foundational knowledge of photography. Students learn and develop the ability to identify the formal elements of photography, including theoretical and practical application of skills. Students develop their ability to thoughtfully experiment with techniques and meaningful intent. Additionally, their ability to refine and analyse.	COLLECTIONS SECONDARY KNOWLEDGE APPLICATION: Continue to develop their photography skills and take ownership over their own creative practice. Increasingly student led with identification of theme. Students will demonstrate ability to thoughtfully experiment with techniques and meaningful intent. Students will develop their ability to make meaningful connections to secondary sources for research purposes and how this links to their own work.	PORTRAIT PHOTOGRAPHY SECONDARY KNOWLEDGE APPLICATION: Gradual release approach of application of a combination of existing and new skills within the context of Portrait Photography. Students develop their practical application of the subject through varied tasks and experiment with meaningful intent.	PORTRAIT PHOTOGRAPHY SECONDARY KNOWLEDGE APPLICATION: Increasingly student led with identification of theme. Students' ability to thoughtfully experiment with techniques and meaningful intent. Additionally, their ability to refine and analyse.	PORTRAIT PHOTOGRAPHY AND/OR ALTERNATIVE SMALL PROJECT SECONDARY KNOWLEDGE APPLICATION: Increasingly student led with identification of theme. Students' ability to thoughtfully experiment with techniques and meaningful intent. Additionally, their ability to refine and analyse.	SECONDARY KNOWLEDGE APPLICATION: Increasingly student led depending on choices of materials and processes. This is an individualised development and refinement of all photographic experiences gained so far throughout photography education.
	Students will: Use still life to begin to acquire the skills and knowledge which will allow them to use DSLR cameras and change the setting to suit the photoshoot requirements. Learn the basics of editing photos using Adobe Photoshop. Create a digital sketchbook with understanding of presentation. Have the opportunity to explore and experiment	Students will: Build upon understanding of exposure settings. Explore use of lighting. Begin to understand how to research other photographers work and use the understanding to apply to their own creative inquiries. Begin to understand formal elements in more depth. Understand how to develop a personal idea based upon a theme to create a unique final outcome.	Students will: Understand the fundamental principles of portrait photography and apply previous knowledge acquired in term one to a series of new scenarios. Undertake a series of practical and manual experiments based upon a variety of different photographers and artists. Build upon understanding of exposure settings, formal elements and lighting through a	Students will: Broaden their independent work continuing to develop their ideas and evidence their learning through a sketchbook (this can be digital or physical) Plan and prepare for a final outcome	Students will: Develop an ambitious final outcome and continue to demonstrate evidence of independent research and motivation.	Students will: Set the groundwork for their final coursework project Choose a starting point from a range of broad outcomes Use prior learning to research relevant photographers and artists. Plan and carry out individual photoshoots, refine their work through experiments using Adobe photoshop, darkroom and other manual methods.

	alternative processing methods using light sensitive chemicals.	Gain knowledge of different ways in which photographers display and promote their work Develop their experiments and present their work on a display board and use their final outcomes to create their own zine.	series of carefully planned photoshoots.			
YEAR 11 – PHOTOGRAPHY	MOCK EXAM SECONDARY KNOWLEDGE APPLICATION: Increasingly student led depending on choices of materials and processes. This is an individualised development and refinement of all photographic experiences gained so far throughout photography education.	MOCK EXAM SECONDARY KNOWLEDGE APPLICATION: Increasingly student led depending on choices of materials and processes. This is an individualised development and refinement of all photographic experiences gained so far throughout photography education.	EXAM PHOTOGRAPHY SECONDARY KNOWLEDGE APPLICATION: Increasingly student led depending on choices of materials and processes. This is an individualised development and refinement of all Photographic experiences gained so far throughout photography GCSE.	EXAM PHOTOGRAPHY SECONDARY KNOWLEDGE APPLICATION: Increasingly student led depending on choices of materials and processes. This is an individualised development and refinement of all Photographic experiences gained so far throughout photography GCSE.	PORTFOLIO ENRICHMENT/FINAL PRESENTATION	
	Students will: Continue to use prior learning to research relevant photographers and artists. Plan and carry out individual photoshoots, refine their work through experiments using Adobe photoshop, darkroom and other manual methods.	Students will: Develop a unique idea based upon their research and experiments demonstrating insight and skills and evidencing understanding of other practitioners.	Students will: Undertake individual lines of enquiry from the starting point provided by AQA exam board. Research, refine, create and develop work in line with the GCSE assessment objectives to produce work of an original and personalised nature formed from the creative process journey.	Students will: Undertake individual lines of enquiry from the starting point provided by AQA exam board. Research, refine, create and develop work in line with the GCSE assessment objectives to produce work of an original and personalised nature formed from the creative process journey.		

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