

Department:

Art & Photography

Head of Department:

Mr Gordon

5 Year Overview-Curricular Goals and Aims

Facilitating Creativity - Thinking Then Producing

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 students 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.

For further information contact matt.gordon@consilium-at.com

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 7	<p>FORMAL ELEMENTS THEMATICALLY LEARNT THROUGH INSECTS Line, composition, scale, tone</p> <p>SUBSTANTIVE KNOWLEDGE APPLICATION Mark making, crosshatching, creative typography, Contrast.</p>	<p>FORMAL ELEMENTS THEMATICALLY LEARNT THROUGH INSECTS Colour, shape, texture</p> <p>SUBSTANTIVE KNOWLEDGE APPLICATION Colour theory, watercolour skills.</p>	<p>FORMAL ELEMENTS THEMATICALLY LEARNT THROUGH INSECTS Line, form, tone, scale, contrast</p> <p>SUBSTANTIVE KNOWLEDGE APPLICATION Refining technique, experimentation, layering, mixed media, materials processes and techniques.</p>	<p>FORMAL ELEMENTS THEMATICALLY LEARNT THROUGH INSECTS All formal elements</p> <p>SUBSTANTIVE KNOWLEDGE APPLICATION Presentation, mixed media, independent creation, layering.</p>	<p>CUBISM FORMAL ELEMENTS THEMATICALLY LEARNT All formal elements including three dimensional</p> <p>SUBSTANTIVE KNOWLEDGE APPLICATION Design and realisation, embellishment, construction, 3d drawing.</p>	<p>CUBISM - FORMAL ELEMENTS THEMATICALLY LEARNT All formal elements including three dimensional</p> <p>SUBSTANTIVE KNOWLEDGE APPLICATION Design and realisation, embellishment, construction, 3d drawing.</p>
	<p>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.</p> <p>Supporting studies: Art history through time – visual response in booklets, various selected movements.</p> <p>Explore further: Stone age art, art of the ancient cultures, scientific illustration.</p>	<p>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.</p> <p>Supporting studies: Art history through time – visual response in booklets, various selected movements.</p> <p>Explore further: Romantic era, Expressionism, Victorian watercolour insects.</p>	<p>Students will: Learn the formal elements of art and how to apply this knowledge through a variety of differing materials, processes and techniques- Zentangle, print and mixed media.</p> <p>Supporting studies: Art history through time – visual response in booklets, various selected movements.</p> <p>Explore further: Cubism, surrealism, zentangle art, Rick Roberts, Maria Thomas, Zio Ziegler.</p>	<p>Students will: Learn the formal elements of art and how to apply this knowledge through a variety of differing materials, processes and techniques- mixed media and final piece.</p> <p>Supporting studies: Art history through time – visual response in booklets, various selected movements.</p> <p>Explore further: Pop art, Fauvism, Andy Warhol, flying shoe studio, Steampunk art.</p>	<p>Students will: Further develop knowledge of cubism style by creating artworks, developing processes and designing a final piece idea for three-dimensional realisation.</p> <p>Explore further: Pablo Picasso, cubism.</p>	<p>Students will: Learn to realise intentions by creating a three-dimensional final piece based on developmental and research into cubism movement.</p> <p>Complete any outstanding portfolio work.</p> <p>Explore further: Pablo Picasso, cubism.</p>

YEAR 8	<p>DEVELOPING CREATIVE SKILLS. THEMATICALLY TAUGHT THROUGH MONSTERS</p> <p>FORMAL ELEMENTS LEARNT: All formal elements.</p> <p>SUBSTANTIVE KNOWLEDGE APPLICATION Materials combination, colour blending, tinting and fade, design and realisation.</p>	<p>DEVELOPING CREATIVE SKILLS. THEMATICALLY TAUGHT THROUGH MONSTERS</p> <p>FORMAL ELEMENTS LEARNT All formal elements</p> <p>SUBSTANTIVE KNOWLEDGE APPLICATION: Large scale, contrast, mixed media, expressive mark making, cross hatch, abstraction, intricate skills.</p>	<p>DEVELOPING CREATIVE SKILLS. THEMATICALLY TAUGHT THROUGH MONSTERS</p> <p>FORMAL ELEMENTS LEARNT All formal elements</p> <p>SUBSTANTIVE KNOWLEDGE APPLICATION: Group work, blending, large scale, graphic design, refining skills.</p>	<p>DEVELOPING CREATIVE SKILLS. THEMATICALLY TAUGHT THROUGH MONSTERS</p> <p>FORMAL ELEMENTS LEARNT All formal elements</p> <p>SUBSTANTIVE KNOWLEDGE APPLICATION Presentation, mixed media, independent creation, layering.</p>	<p>CULTURAL ART DEVELOPING CREATIVE SKILLS</p> <p>FORMAL ELEMENTS LEARNT: All formal elements, including three dimensional.</p> <p>SUBSTANTIVE REFINEMENT OF KNOWLEDGE APPLICATION: Design and realisation, embellishment, construction, 3d drawing.</p>	<p>CULTURAL ART DEVELOPING CREATIVE SKILLS</p> <p>FORMAL ELEMENTS LEARNT: All formal elements, including three dimensional</p> <p>SUBSTANTIVE REFINEMENT OF KNOWLEDGE APPLICATION: Design and realisation, embellishment, construction, 3d drawing.</p>
	<p>Students will: Deepen knowledge of materials application, skills and processes. further expand independence and thinking. using mixed media, cross hatching.</p> <p>Supporting studies: Cultural world art history through time – visual response in booklets, various selected movements.</p> <p>Explore further: Traditional Americana art (Azteca, Inca, Mexican, Native American) John Kenn, the art of monsters in popular culture.</p>	<p>Students will: Deepen knowledge of materials application, skills and processes. further expand independence and thinking. using cross hatch, charcoal and group work.</p> <p>Supporting studies: Cultural world art history through time – visual response in booklets, various selected movements.</p> <p>Explore further: Traditional African Art, drawing with charcoal, Microbo street art.</p>	<p>Students will: Deepen knowledge of materials application, skills and processes. further expand independence and thinking. using cross hatch, charcoal and group work.</p> <p>Supporting studies: cultural world art history through time – visual response in booklets, various selected movements.</p> <p>Explore further: Indian art through time, street art, folk art and folk lore.</p>	<p>Students will: Deepen knowledge of materials application, skills and processes. further expand independence and thinking. mixed media and final piece.</p> <p>Supporting studies: Cultural world art history through time – visual response in booklets, various selected movements.</p> <p>Explore further: Oceanic art, Japanese and Chinese traditional art, art of urban legends, folklore and mythology.</p>	<p>Students will: Build on prior knowledge to research and further develop cultural world art understanding.</p> <p>design and plan a final piece plan to realise three dimensionally.</p> <p>Explore further: Folk art, world culture art.</p>	<p>Students will: Learn to realise intentions by creating a three-dimensional final piece based on a blend of differing world cultural inspirations</p> <p>Complete any outstanding portfolio work.</p> <p>Explore further: Folk art, world culture art</p>
YEAR 9	<p>GRAPHIC DESIGN MESSAGES</p> <p>SECONDARY KNOWLEDGE APPLICATION: Ideas and intentions, painting skills, large scale, minimalism, symbolisation.</p>	<p>GRAPHIC DESIGN MESSAGES</p> <p>SECONDARY KNOWLEDGE APPLICATION: Ideas and intentions, painting skills, large scale, minimalism, symbolisation.</p>	<p>GRAPHIC DESIGN MESSAGES</p> <p>SECONDARY KNOWLEDGE APPLICATION: Ideas and intentions, painting skills, large scale, minimalism, symbolisation.</p>	<p>METAMORPHIS</p> <p>SECONDARY KNOWLEDGE APPLICATION: Contrast, intricate drawing, controlling materials, pen work.</p>	<p>METAMORPHIS</p> <p>SECONDARY KNOWLEDGE APPLICATION: Realising intentions, drawing for design, specialising.</p>	<p>METAMORPHIS</p> <p>SECONDARY KNOWLEDGE APPLICATION: Realising intentions, drawing for design, specialising.</p>

<p>Students will:</p> <p>Work with increasing independence to learn and apply the style of graphic design to produce own work inspired by relevant artists, practitioners and starting points.</p> <p>Explore further: Fred Martins, Luba Lukova, Various contemporary environmental awareness posters.</p>	<p>Students will:</p> <p>Learn how to use the creative experiences and resources so far to develop ideas for an original final piece which conveys a message.</p> <p>Students will begin to create their individual final piece.</p> <p>Explore further: Various contemporary environmental awareness design posters.</p>	<p>Students will:</p> <p>Further develop work for a final piece which conveys a visual message. Students will experience working on a larger scale and begin to understand and practice the methods of successful colour mixing and application.</p> <p>Supporting studies: Architecture- creative responses in differing workshop-based activities.</p> <p>Explore further: Graphic design awareness posters - world issues, Walid Siti, Ancient architecture.</p>	<p>Students will:</p> <p>From the starting point of metamorphosis, 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.</p> <p>Supporting studies: Architecture- creative responses in differing workshop-based activities.</p> <p>Explore further: Juan Osorno, Redmar Hoekstra, Alfred Basha, Manga art, Contemporary Architecture.</p>	<p>Students will:</p> <p>Further develop work and refine ideas of an individualised nature from the experiences gained of the creative process.</p> <p>working towards the development of ideas for two differing final pieces on the theme of surrealism and metamorphosis.</p> <p>Supporting studies: Architecture- creative responses in differing workshop-based activities.</p> <p>Explore further: Traditional and modern Surrealist art. Constructivism, Wassily Kandinsky.</p>	<p>Students will</p> <p>produce two original, individualised and meaningful final artistic outcomes as a culmination of the developmental creative journey and experience.</p> <p>the responses will be two dimensional alongside a three-dimensional sculptural outcome.</p> <p>Explore further: Contemporary surrealist sculpture and illustration.</p>
---	---	---	---	--	---

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 10 - FINE ART	<p>PORTRAITS FINE ART</p> <p>SECONDARY KNOWLEDGE APPLICATION: large scale, painting techniques, self-expression, realising intentions.</p>	<p>PORTRAITS FINE ART</p> <p>SECONDARY KNOWLEDGE APPLICATION: large scale, painting techniques, self-expression, realising intentions.</p>	<p>PHOBIAS FINE ART</p> <p>SECONDARY 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.</p>	<p>PHOBIAS FINE ART</p> <p>SECONDARY 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.</p>	<p>PHOBIAS FINE ART</p> <p>SECONDARY 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.</p>	<p>PHOBIAS FINE ART</p> <p>SECONDARY 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.</p>
	<p>Students will: Begin the creative process to produce a large-scale self-portrait by undertaking initial artist research and developmental work to ensure a technically successful start to the artwork.</p> <p>Used in school and explore further: Kris Trappeniers, Henrik Abrahams, Matias del Carmine, Stephen Bliss.</p>	<p>Students will: Learn to apply effective processes and techniques to successfully mix, test, refine and apply acrylic paint to create a large-scale self-portrait with appropriate background.</p> <p>Explore further: Kris Trappeniers, Henrik Abrahams, Matias del Carmine, Stephen Bliss.</p>	<p>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.</p> <p>Used in school and explore further: Sean Coss, Phobias artwork from various artistic sources including pinterest.</p>	<p>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.</p> <p>Used in school and explore further: Artists relevant to students' personal ideas and intentions - Phobias artwork from various artistic sources including pinterest.</p>	<p>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.</p> <p>Used in school and explore further: Artists relevant to students' personal ideas and intentions - Phobias artwork from various artistic sources including pinterest.</p>	<p>Students will: Produce an original, individualised and meaningful final artistic outcome as a culmination of the developmental creative journey and experience.</p> <p>Used in school and explore further: Artists relevant to students' personal ideas and intentions - Phobias artwork from various artistic sources including pinterest.</p>

**PHOBIAS- FINE ART
SECONDARY 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:

Undertake individual lines of enquiry from the starting point phobias. 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.

Used in school and to explore further:

Artists relevant to your ideas and intentions - Phobias artwork from various sources – google and pinterest.

PERSONAL PORTFOLIO ENRICHMENT

Students will:

Due to amendments in curriculum requirements from the pandemic, the exam component is suspended for this year.

Students will work upon fantastic and strange/portrait project from year 10 to ensure current growth in artistic standards are consistent and applied across all work. This is bespoke and individually tuned, based on specific requirements for each student.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>NATURAL FORMS</p> <p>SECONDARY KNOWLEDGE APPLICATION:</p> <p>Increasingly student led with identification of theme. Students ability to thoughtfully experiment with techniques and meaningful intent. Additionally, their ability to refine and analyse.</p>	<p>NATURAL FORMS</p> <p>SECONDARY KNOWLEDGE APPLICATION:</p> <p>Increasingly student led with identification of theme. Students ability to thoughtfully experiment with techniques and meaningful intent. Additionally, their ability to refine and analyse.</p>	<p>PORTRAITS/IDENTITY</p> <p>SECONDARY KNOWLEDGE APPLICATION:</p> <p>Increasingly student led with identification of theme. Students ability to thoughtfully experiment with techniques and meaningful intent. Additionally, their ability to refine and analyse.</p>	<p>PORTRAITS/IDENTITY</p> <p>SECONDARY KNOWLEDGE APPLICATION:</p> <p>Increasingly student led with identification of theme. Students ability to thoughtfully experiment with techniques and meaningful intent. Additionally, their ability to refine and analyse.</p>	<p>LOCATION</p> <p>SECONDARY KNOWLEDGE APPLICATION:</p> <p>Increasingly student led with identification of theme. Students ability to thoughtfully experiment with techniques and meaningful intent. Additionally, their ability to refine and analyse.</p>	<p>LOCATION</p> <p>SECONDARY KNOWLEDGE APPLICATION:</p> <p>Increasingly student led with identification of theme. Students ability to thoughtfully experiment with techniques and meaningful intent. Additionally, their ability to refine and analyse.</p>
	<p>Students will:</p> <p>Begin to acquire the skills and knowledge which will allow them to use the SLR cameras and change the setting to suit the photoshoot requirements.</p> <p>Learn the basics of working with camera less photography in the darkroom.</p> <p>They will begin to understand and implement the skills required to research, plan and carry out a creative photoshoot based on a theme.</p> <p>Learn the basics of editing photos using Adobe Photoshop. Create a digital sketchbook with understanding of presentation.</p>	<p>Students will:</p> <p>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.</p> <p>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.</p> <p>Students will plan and prepare their own exhibition based upon this terms work.</p>	<p>Students will:</p> <p>Understand how to develop a personal theme within their work.</p> <p>Undertake a series of practical and manual experiments based upon individually chosen photographers and artists.</p> <p>Build upon understanding of exposure settings, formal elements and lighting through a series of carefully planned photoshoots.</p> <p>Evidence their learning through a sketchbook (this can be digital or physical) Plan, prepare and present a final outcome based on their chosen theme.</p>	<p>Students will:</p> <p>Broaden their independent work continuing to develop their ideas and evidence their learning through a sketchbook (this can be digital or physical) Plan, prepare and present a final outcome based on their chosen theme.</p>	<p>Students will:</p> <p>Learn techniques and concepts based upon street photography on location. Explore and develop their skills both digitally and manually building upon and enhancing prior knowledge.</p>	<p>Students will:</p> <p>Gain knowledge of different ways in which photographers display and promote their work</p> <p>Develop their experiments and present their work on a display board and use their final outcomes to create their own zine (Is this 9) which will be printed.</p>

<p>MOCK EXAM SECONDARY KNOWLEDGE APPLICATION:</p> <p>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.</p>	<p>MOCK EXAM SECONDARY KNOWLEDGE APPLICATION:</p> <p>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.</p>	<p>ADDITIONAL STUDIES SECONDARY KNOWLEDGE APPLICATION:</p> <p>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.</p>	<p>PORTFOLIO ENRICHMENT SECONDARY KNOWLEDGE APPLICATION:</p> <p>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.</p>	<p>PORTFOLIO ENRICHMENT/FINAL PRESENTATION SECONDARY KNOWLEDGE APPLICATION:</p> <p>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.</p>
<p>Students will:</p> <p>Choose a starting point from 5 wide ranging options.</p> <p>Use prior learning to research relevant photographers and artists.</p> <p>Plan and carry out individual photoshoots, refine their work through experiments using Adobe photoshop, darkroom and other manual methods.</p>	<p>Students will:</p> <p>Develop a unique idea based upon their research and experiments demonstrating insight and skills and evidencing understanding of other practitioners.</p>	<p>Students will:</p> <p>Due to the cancelation of component 2 and missed opportunities of experiences in year 10 for this cohort, additional personalised studies, using the darkroom, will be undertaken.</p>	<p>Students will:</p> <p>Bolster portfolio quality, independently relevant work.</p>	<p>Students will:</p> <p>Bolster portfolio quality, independently relevant work</p>