



Year 7 Art at Temple Moor High School

Y7	Topic	Programme of Study
	<p>Henri Rousseau's Surprised Tiger painting.</p> <p>Written analysis of Rousseau's artwork.</p> <p>Colour theory.</p> <p>Drawing using graphite pencils and coloured crayons.</p> <p>Watercolour painting.</p> <p>Developing compositional ideas.</p> <p>Using Microsoft and OneDrive.</p> <p>Page layout & design.</p>	<p>Key Knowledge: How to make plants and animals look three-dimensional and proportionally accurate. Colour theory and the four-colour printing process in industry. How to deconstruct a piece of Henri Rousseau's artwork (Surprised Tiger). Understand the key concepts of landscape composition. Understand how and why we conduct artist research.</p> <p>Key Vocabulary Three-dimensional, proportion, primary, analysis, composition, perspective, expressive drawing, harmonious colour, medium, graduation, blending, cross-hatching, secondary, tertiary, layering, rule of thirds, portrait, landscape.</p> <p>Curriculum Assessments Students will be assessed against the 4 art assessment objectives, developing ideas, experimenting with different media, recording ideas and producing a personal final outcome. Low stakes tests will be conducted throughout the scheme assessing key knowledge and skills. Students will be assessed against their demonstration of the school's learning qualities.</p> <p>Personal Development Know how Rousseau's work connects to our lives regarding Tropical World in Leeds, global tiger numbers, conservation and deforestation. Links to other curriculum areas: English, History and Geography. Links to areas of industry such as colour printing, graphic design, movie animation and human geography.</p> <p>Why Now? All students need to learn the formal elements of art (line, shape, space, form, tone, texture, pattern, colour and composition). This knowledge will be further developed in the Year 8 Portraits scheme which advances learners' understanding of art's formal elements such as colour theory and composition.</p> <p>Helpful Resources https://www.roundhaypark.org.uk/tropical-world-leeds/ https://www.tate.org.uk/</p>

Year 8 Art at Temple Moor High School

Y8	Topic	Programme of Study
	<p>The portrait art of Lionel Smit.</p> <p>Written analysis of Lionel Smit's artwork.</p> <p>Drawing using a grid.</p> <p>Drawing using graphite pencils and coloured crayons.</p> <p>Watercolour painting.</p> <p>Applying abstract colour.</p> <p>Developing compositional ideas.</p> <p>Using Microsoft and OneDrive.</p> <p>Page layout & design.</p>	<p>Key Knowledge: How to make a human face look three-dimensional and proportionally accurate. Mathematical proportions of a face. Colour placement. Understanding the key concepts of compositions using portraiture. Understand how and why we conduct artist research.</p> <p>Key Vocabulary Three-dimensional, proportion, abstract, analysis, contemporary art, composition, symmetrical, primary image, contrast, monochrome, figurative, commonality, multicultural, profile, rule of thirds, cropping, blending.</p> <p>Curriculum Assessments Students will be assessed against the 4 art assessment objectives, developing ideas, experimenting with different media, recording ideas and producing a personal final outcome. Low stakes tests will be conducted throughout the scheme assessing key knowledge and skills. Students will be assessed against their demonstration of the school's learning qualities.</p> <p>Personal Development Understand how artists use portraiture to portray identity. Links to other curriculum areas: English, maths and i-Media. Links to areas of industry such as cinematography, photography, media and graphics.</p> <p>Why Now? Students continue to develop their understanding of the formal elements of art. This knowledge will be further developed in Year 9 during the anatomical drawing scheme.</p> <p>Helpful Resources https://www.tate.org.uk/ https://www.npg.org.uk/</p>

Year 9 Art at Temple Moor High School

Y9	Topic	Programme of Study
	<p>Burne Hogarth's art.</p> <p>Anatomical drawing.</p> <p>Written analysis of Burne Hogarth's art.</p> <p>Using chalk pastel.</p> <p>Diagonal scaling and grid drawing.</p> <p>Using Microsoft and OneDrive.</p> <p>Page layout & design.</p>	<p>Key Knowledge: Why artists study human anatomy. Understanding colour placement and the use of abstract colour. Understanding the key concepts of anatomical drawing. Understand how and why we conduct artist research.</p> <p>Key Vocabulary Anatomical, contemporary, proportion, analysis, typography, grid drawing, diagonal line, monochrome, blending, mood board.</p> <p>Curriculum Assessments Students will be assessed against the 4 art assessment objectives, developing ideas, experimenting with different media, recording ideas and producing a personal final outcome. Low stakes tests will be conducted throughout the scheme assessing key knowledge and skills. Students will be assessed against their demonstration of the school's learning qualities.</p> <p>Personal Development Understand how artists produce proportionally accurate anatomical drawings. Links to other curriculum areas: Science, Design technology. Maths and English. Links to advertising (comic book illustration) and graphic design.</p> <p>Why Now? Students continue to develop their understanding of the formal elements of art. This knowledge will be further developed in Year 10 if students pick a GCSE Fine Art option.</p> <p>Helpful Resources https://museumsandgalleries.leeds.gov.uk/leeds-art-gallery/ https://hepworthwakefield.org/</p>

Year 10 & 11 Art at Temple Moor High School

Y 10 & 11 GCSE Fine Art	Topic	Programme of Study
	<p>Written analysis of other artists' work.</p> <p>Collage.</p> <p>Operating an SLR camera.</p> <p>Using Adobe Photoshop & Microsoft.</p> <p>Page design and layout.</p> <p>Watercolour & acrylic painting.</p> <p>Drawing with graphite pencils, pastels and coloured crayons.</p> <p>Printing.</p>	<p>Key Knowledge: In Years 10 and 11, learners take decisions about the focus of their study. Students will develop an understanding of contemporary and historic artists. Understand why artists conduct research, why artists use the formal elements to record their ideas, understand the importance of experimentation and how these topics can lead to artists producing a personal and meaningful response.</p> <p>Key Vocabulary Context, contemporary, proportion, perspective, composition, concepts, record, evaluation, rule of thirds, primary photographs, media, artist analysis, monochrome, illustration, scale, abstract art, realism, experimentation, development.</p> <p>Curriculum Assessments Students will be assessed against the 4 AQA art assessment objectives, developing ideas, experimenting with different media, recording ideas and producing a personal final outcome. Low stakes tests will be conducted throughout the scheme assessing key knowledge and skills. Students will be assessed against their demonstration of the school's learning qualities.</p> <p>Personal Development Links to other curriculum areas: ICT, English, Technology and History. Links to industry: advertising, science photography, ICT and the environment.</p> <p>Why Now? Students continue to develop their understanding of the formal elements of art using the knowledge and skills developed throughout Key Stage 3. Knowledge and skills will be further developed if students decide to take Post 16 creative courses.</p> <p>Helpful Resources https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</p>

Year 12 & 13 Art at Temple Moor High School

Years 12 & 13 A level Fine Art	Topic	Programme of Study
	<p>Component 1: Personal Investigation, containing sketchbook artwork and informal annotations.</p> <p>Personal Study (formally written document of approximately 3000 words).</p> <p>At least 3 compositional designs.</p> <p>Recording using the formal elements in art.</p> <p>Producing several personal and meaningful responses.</p> <p>Component 2: Sketchbook artwork and informal annotations.</p> <p>Compositional designs.</p> <p>Recording using the formal elements.</p> <p>Producing a personal and meaningful response under exam conditions.</p>	<p>Key Knowledge: In Years 12 and 13, learners take decisions about the focus of their Personal Investigation. Students will develop an understanding of contemporary and historic artists. Students will understand why artists conduct research, why artists use the formal elements to record their ideas, understand the importance of experimentation and how these areas can lead to artists producing a personal and meaningful response.</p> <p>Key Vocabulary Context, contemporary, proportion, perspective, composition, concepts, record, evaluation, rule of thirds, primary photographs, media, artist analysis, monochrome, illustration, scale, abstract art, realism, experimentation, development.</p> <p>Curriculum Assessments Students will be assessed against the 4 Edexcel art assessment objectives, developing ideas, experimenting with different media, recording ideas and producing a personal final outcome. Low stakes tests will be conducted throughout the scheme assessing key knowledge and skills. Students will be assessed against their demonstration of the school's learning qualities.</p> <p>Personal Development Visit art galleries and exhibitions. Undertake work experience in the creative sector. Have knowledge of potential art based university courses and creative career pathways.</p> <p>Why Now? Students continue to develop their understanding of the formal elements of art using the knowledge and skills developed throughout Key Stage 3 and 4. Knowledge and skills will be further developed if students decide to take Post 18 university creative courses.</p> <p>Helpful Resources https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html</p>