



INTEGRITY • COMMITMENT • RESPECT

ST JOHN'S  
SCHOOL

ART

Year 7 – 11 Curriculum rationale

Curriculum intent: **CREATIVITY, CONFIDENCE & QUALITY**

The Creative Faculty takes students on a **creative journey**, where they **select, use** and understand a variety of **skills**, techniques and media.

During this journey they gain life-long **confidence**, **independence** and produce **quality outcomes** to be proud of.

Literacy/Reading/Oracy opportunities: Being able to talk through ideas, and develop thinking by listening and responding to the ideas and thoughts of others. Reading about artists, their thinking, experiences and choices. Asking pupils to explore ideas in writing by annotating their own art and responding to that of others, in sketchbooks, for example to extend their conceptual development.

	Autumn	Spring	Summer
Year 7	<p><b>20<sup>th</sup> Century Art History:</b></p> <ul style="list-style-type: none"> <li>Students will study the work of 4 or 5 20<sup>th</sup> Century artists from differing Art movements to gain a historical understanding of recent Art History and an appreciation of the different forms that Art can take. Artists include: Van Gogh – Impressionism, Pablo Picasso – Cubism, Roy Lichtenstein – Pop Art, Bridget Riley – Abstract/Op Art.</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>Students will learn vocabulary to describe the Art including composition, use of colour, pattern, texture and perspective. Students will also develop sketchbook work</li> </ul>	<p><b>Mono-Printing Buildings:</b></p> <ul style="list-style-type: none"> <li>Students investigate the theme of buildings and in particular skyscrapers, mega and unusual structures. A brief historical introduction encourages students to consider the key elements associated with the challenges of both designing and constructing tall buildings.</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>Students focus on producing an individual mono-print and 'lifting an impression' in ink, using secondary source imagery. The concept of print is further investigated after individual images are enlarged, allowing students to experiment with the use of</li> </ul>	<p><b>Ceramic 3D Gargoyles and Grotesques:</b></p> <ul style="list-style-type: none"> <li>Students investigate the historical and architectural significance of Gargoyles and Grotesques with the intention of designing and producing their own.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Students go through the process of designing and then building their own gargoyle from clay. The design process focuses on using visual research to inform the final design, linked to developing a greater understanding and appreciation of the issues and potential problems linked to the construction.</li> </ul>

	<p>studying parts or all of compositions by the artists and attempt work ‘in the style’ of the artist using a variety of media.</p> <ul style="list-style-type: none"> <li>• Students will learn the skill of evaluating their work and the work of the artists that they are studying.</li> <li>• They will be able to develop sketchbook work studying compositions by artists and attempt work ‘in the style’ of the artist using a variety of media.</li> <li>• This study of 20<sup>th</sup> Century artists allows them to gain historical appreciation of recent Art History and of different forms Art can take.</li> </ul>	<p>mixed media through oil pastels and water colour-based paint. Students then work individually on an area, that contributes collectively to a group piece.</p> <ul style="list-style-type: none"> <li>• Students learn about the skills involved in mono-printing and in particular the importance that mark making plays in this process. They are introduced to the concept of mixed media, to challenge students' understanding, perception and promote curiosity.</li> </ul>	<ul style="list-style-type: none"> <li>• The construction process focuses on a step-by-step staged approach with a focus on very distinct building skills and developing a greater understanding of both the possibilities and challenges of working with clay.</li> <li>• Students learn about the importance of research and understanding the context, meaning and purpose of effective design. Leading to students developing an understanding of the different processes and techniques associated with ceramic construction, including how to prepare, handle and store clay, how to construct a thumb pot and use both coil and slab work.</li> </ul>
<p>Why?</p>	<ul style="list-style-type: none"> <li>• This is an introduction to the basic concepts of art, while developing an appreciation and understanding of the importance of looking at other art work.</li> </ul>	<ul style="list-style-type: none"> <li>• This project exposes students to using ‘mixed media’ and builds on previous knowledge, understanding and skills. It also highlights the importance of research and context, in developing visual responses.</li> </ul>	<p>This design based 3-dimensional project which consolidates certain knowledge, understanding and skills from the previous terms. It allows students to explore new techniques in working clay and develop a better understanding of this medium.</p>
<p>How parents / carers can support</p>	<p><a href="#">Lesson: Picasso (Part 1)   Teacher Hub   Oak National Academy (thenational.academy)</a>  <a href="#">Vincent van Gogh: My Story - YouTube</a>  <a href="#">Roy Lichtenstein   MoMA</a></p>	<p><a href="#">EVOLUTION of WORLD'S TALLEST BUILDING: Size Comparison (1901-2022) - YouTube</a></p>	<p><a href="#">The art of gargoyles - YouTube</a></p>

# Year 8

	Autumn	Spring	Summer
	<p><b>You Know Logo:</b></p> <ul style="list-style-type: none"><li>● Students investigate logos, branding and advertising and the impact this can have on us. Through a design process that looks at the using 3-line composition, they produce a piece of work that contains logos and advertising that is relevant to them.</li><li>● Students learn about the importance of research and understanding the context, meaning and purpose of effective design.</li></ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"><li>● This project investigates and promotes the use of research skills and three-line composition as a tool to make work both manageable and visually interesting.</li><li>● Students are encouraged to use a variety of media and techniques and make appropriate and informed decisions while developing an understanding and appreciation of the formal elements of Art.</li><li>● Learn in greater depth the importance of research and context, meaning when producing a final piece.</li></ul>	<p><b>Shoes, Shoes, Shoes:</b></p> <ul style="list-style-type: none"><li>● Student's research, design and make their own shoe character. Through a variety of different techniques and approaches including observational drawing and a design process, they then progress onto producing their own shoe character, focusing on building/construction techniques.</li></ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"><li>● This project investigates and promotes the use of research skills, observational drawing techniques/skills and design techniques to develop their own shoe character.</li><li>● Students are encouraged to investigate the possibilities of working with 'air-drying clay' developing a greater understanding and appreciation for the media.</li><li>● Students learn about the importance of research and selecting an inspirational or famous person. They develop a better understanding and appreciation of both observational drawing and using design techniques in</li></ul>	<p><b>I am Artist:</b></p> <ul style="list-style-type: none"><li>● Student's select an artist or piece of work they find inspiring. They base a piece of research around the artist and analyse their selected piece, before completing a copy or interpretation of the work.</li></ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"><li>● This project investigates and promotes the use of research skills through independent study and investigating the use of varied materials and techniques to devise an appropriate response.</li><li>● Students learn about the importance of independent research and the importance of art and design and the impact this has on everyday culture.</li><li>● They develop a better understanding and appreciation of contextualisation and the importance and impact of popular culture.</li><li>● Within making, students will develop an understanding of different processes and techniques associated with the artist or movement they are investigating and using a variety</li></ul>

		<p>developing a concept into a physical object.</p> <ul style="list-style-type: none"> <li>Students then develop the skills, processes and techniques associated with using air-drying clay and how to utilise mixed media and approaches in developing a final piece.</li> </ul>	of media and approaches in developing a final piece.
Why?	This project allows students to start developing a more independent approach to their work, achieving greater ownership. While encouraging students to revisit previous skills and techniques, they are also encouraged to try new approaches.	This design based 3-dimensional project encourages students to develop on an approach already used in Year 7, but in an even more creative and fun way. The project offers students the opportunity to develop and refine their making skills.	I am Artist combines a level of academic rigour with creativity. Students develop their skills in analysing and critiquing the work of other artists, before attempting their own copy or interpretation.
How parents / carers can support	<a href="#">Stories Behind Iconic Logos (McDonald's, Apple, Nike, FedEx)   Skillshare Questions - YouTube</a> <a href="#">What makes a truly great logo - YouTube</a>	<a href="#">Paper Shoes Project, Part 4, Two Unique Shoe Artists - YouTube</a>	<a href="#">Matthew Collings :: This Is Modern Art ep.1 (1/5) - YouTube</a>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 9</b>	<p><b>Telling a Story :</b></p> <ul style="list-style-type: none"> <li>Student's plan and produce a piece of work based around 3-line composition and their own hobbies and interests. They are encouraged to take ownership and direct it allowing them to work to their strengths, while at</li> </ul>	<p><b>Design a Trainer:</b></p> <ul style="list-style-type: none"> <li>Student's research, design and draw their own trainer. After investigating a brief history of trainer design with a focus on VANS, students identify their own theme to research and come up with alternative</li> </ul>	<p><b>Self-Directed:</b></p> <ul style="list-style-type: none"> <li>Student's to research, design and produce their own piece of work based on any theme. To encourage the importance of visual research, planning and evaluation of ideas/work.</li> </ul>

	<p>the same time trying new materials and techniques.</p> <ul style="list-style-type: none"> <li>Students learn the importance of looking at themselves and questioning their own identity. They learn the impact of visual language, signs, symbols and their significance within popular culture. Students develop an understanding of different processes and techniques through investigating and using a variety of media and approaches in developing a creative and dynamic final piece.</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>This project investigates and promotes the use of working with varied visual research through independent study and investigating the use of new materials and techniques, including IT/Photoshop to devise an appropriate response.</li> </ul>	<p>designs before embarking on their own.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>This project investigates and promotes the use of research skills through contextualisation, using a design process through drawing to develop and refine a final design. Students are encouraged to investigate a variety of different media and techniques, before developing a final response.</li> <li>Students develop a greater understanding of using a structured approach to design. They develop a better understanding and appreciation of using design techniques to develop a concept into a meaningful outcome.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>This project really encourages students to reflect on all the projects and work they have previously done and to consolidate skills and experiences in developing a creative and personal final response. Students learn the importance of self-reflection and using visual mind maps and visual research/resources to develop their work.</li> <li>Students develop a greater understanding of becoming reflective practitioners and in particular consolidating knowledge and understanding with previous skills while still challenging themselves.</li> </ul>
<p>Why?</p>	<p>This project encourages students to revisit skills and techniques from previous projects, consolidating knowledge and understanding, while trying out new approaches and techniques. The project has far more onus on students taking responsibility for the direction of their work.</p>	<p>A design-based brief encourages students to think beyond themselves and consider what other people find attractive or creative. The project is heavily influenced by the Vans Custom Culture which is to inspire students to embrace their creativity through art and design.</p>	<p>For many students this is their last formal encounter of art education. This is an opportunity for students to really push the boundaries and do something they have always wanted to do or something just totally different and creative.</p>

How parents / carers can support	<a href="#">I and the Village, 1911 by Marc Chagall</a> <a href="#">James Rosenquist Paintings, Bio, Ideas   TheArtStory</a>	<a href="#">VANS</a>	<a href="#">5 steps to Plan the Art Project You Always Wanted - YouTube</a>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 10</b>	<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>• Students begin component 1 of the GCSE AQA Fine Art course.</li> <li>• During the first term they focus on a directed project called 'Distorted Faces'. This project involves students producing a large scale distorted 'self-portrait' where they are encouraged to investigate a range of different media and techniques. Within the project they are encouraged to demonstrate an ability to sustain work from an initial starting point to a conclusion. A major part of this process is to develop critical and contextual understanding, and appreciation on how this influence and helps directs a student work.</li> <li>• A major supporting element of the coursework is the student's sketchbook and multiple tasks are assigned to encourage students how they research and develop their ideas in line with the four areas of assessment.</li> </ul>	<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>• Students to continue with component 1 through second directed project 'Natural Forms and 3-line composition'.</li> <li>• During term 2 students focus on 'Natural Forms' and producing visual responses that are supported through independent research and imbedded in the 4 assessment criteria.</li> <li>• This project aims to both consolidate and develop key skills, knowledge and understanding from the Autumn term.</li> <li>• Students are challenged to review how they observe and see the world around them and carefully consider different visual responses in how they represent this.</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• To develop understanding and appreciation of the 4 areas of assessment.</li> <li>• To try new media, skills, and techniques.</li> </ul>	<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>• Students now progress to 'self-directed' work where they nominate their own theme or starting point. This theme/starting point will be the topic that they investigate through the summer term in Year 10 and Autumn term of Year 11.</li> <li>• Self-Directed focusing on developing critical thinking, problem solving, analysis and evaluation, adaptive learning, and decision making.</li> <li>• Developing an in-depth knowledge of the fine arts.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• to be thorough and pay attention to detail.</li> <li>• the ability to work well with your hands.</li> <li>• design skills and knowledge.</li> <li>• the ability to think clearly using logic and reasoning.</li> <li>• thinking and reasoning skills.</li> <li>• the ability to use your initiative.</li> </ul>

	<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• To develop understanding and appreciation of the 4 areas of assessment.</li> <li>• To try new media, skills, and techniques.</li> <li>• To review their own approaches and perceptions of Art.</li> <li>• To develop independent inquisitive minds, independent thinking skills and nurture creative approaches and problem solving.</li> <li>• Develop self-expression.</li> </ul>	<ul style="list-style-type: none"> <li>• To review their own approaches and perceptions of Art.</li> <li>• To develop independent inquisitive minds, independent thinking skills and nurture creative approaches and problem solving.</li> <li>• Develop self-expression.</li> <li>• Develop their ideas through investigations informed by selecting and critically analysing sources.</li> <li>• Apply an understanding of relevant practices in the creative and cultural industries to their work.</li> <li>• Refine their ideas as work progresses through experimenting with media, materials, techniques, and processes.</li> </ul>	
Why?	To develop and nurture understanding of the GCSE Art assessment criteria. To encourage students to explore unusual and creative responses.	To consolidate and build on skills, knowledge and understanding in challenging students' creative approaches and responses.	To promote and develop greater creative critical thinking, where students are challenged to think creatively.
How parents / carers can support	Ensuring that their son/daughter is developing their work/research in their sketchbook at home on a weekly basis.	By encouraging their son/daughter to attend one of the after-school studio sessions to develop their work.	Encouraging their son/daughter to work independently by developing their work/research in their own time.

	Autumn	Spring	Summer
<b>Year 11</b>	<p><b>Component 1:</b></p> <ul style="list-style-type: none"> <li>• Students now progress to 'self-directed' work where they nominate their own theme or starting point. This theme/starting point will</li> <li>• be the topic that they investigate through the summer term in Year 10 and Autumn term of Year 11.</li> <li>• Self-Directed focusing on developing critical thinking, problem solving, analysis and evaluation, adaptive learning, and decision making.</li> <li>• Developing an in-depth knowledge of the fine arts.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• to be thorough and pay attention to detail.</li> <li>• the ability to work well with your hands.</li> <li>• design skills and knowledge.</li> <li>• the ability to think clearly using logic and reasoning.</li> <li>• thinking and reasoning skills.</li> <li>• the ability to use your initiative.</li> <li>•</li> </ul>	<p><b>Component 2:</b></p> <ul style="list-style-type: none"> <li>• Students begin to respond to a starting point provided by AQA.</li> <li>• This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.</li> </ul> <p><b>Final examination:</b></p> <ul style="list-style-type: none"> <li>• The final exam which accounts for the final 40% is usually taken in mid-April, this goes over a 10-hour period, where students are expected to complete a piece of work which they have researched and planned for during the previous months.</li> <li>• The exam paper is usually circulated in mid-January and students select a starting point from a range of stimulus.</li> </ul>	
<b>Why?</b>	To promote and develop greater creative critical thinking, where students are challenged to think creatively.	The controlled assessment is there to see how students select and research from a given starting point, and develop a visual response which is	



		produced under exam conditions over a fixed period of time.	
How parents / carers can support	By encouraging their son/daughter to attend after school and weekend workshops to develop their work.	Ensuring their son/daughter commits the necessary time at home and at weekends to develop their exam research.	