

Subject: ART	Areas Covered	What students should understand/be able to demonstrate	Available resources to consolidate areas of weakness
Year 7	<b>Topic 1</b> Science and Nature; how we study plant and natural forms.	<ul style="list-style-type: none"> <li>The use of the formal elements in drawing from natural forms. Using pencil and coloured pencils to draw in detail from observation.</li> <li>How botanical illustrators and artists draw in detail and used their work to help develop knowledge of plant forms</li> <li>How the work of many different artists, such as Damien Hirst, Ernst Haeckel, Henry Rousseau and William Morris investigate natural forms using different materials and styles.</li> <li>A final outcome using knowledge of Morris's style and botanical illustration.</li> </ul>	<p><a href="https://www.vam.ac.uk/articles/beatrix-potter-drawn-from-nature">https://www.vam.ac.uk/articles/beatrix-potter-drawn-from-nature</a></p> <p><a href="http://www.kew.org">www.kew.org</a></p> <p><a href="https://www.youtube.com/watch?v=fAy_imtiqVM">https://www.youtube.com/watch?v=fAy_imtiqVM</a></p> <p><a href="https://www.pinterest.co.uk/pin/803751864730589539/?nicv1=1aYcVjW2OVXE1oCaNiSttWs6hrMolwMLZymnF65ZzkbF8txJsBAeDJaXQDKa53NImu">https://www.pinterest.co.uk/pin/803751864730589539/?nicv1=1aYcVjW2OVXE1oCaNiSttWs6hrMolwMLZymnF65ZzkbF8txJsBAeDJaXQDKa53NImu</a></p> <p>Schools weekly lessons set on Teams</p>
	<b>Topic 2</b> Landscape, drawing from nature and observing the world around us.	<ul style="list-style-type: none"> <li>Exploring colour and how artists such as Vincent Van Gogh include aerial perspective.</li> <li>Drawing from life, creating "plein air" studies.</li> <li>Taking a photograph – how we set the scene and look for detail, perspective and a horizon.</li> <li>How we produce foreground and background; using texture to show detail.</li> <li>Looking at the work of Claude Monet and Camille Pissarro; showing an Impressionist style in a final outcome.</li> </ul>	<p>Schools weekly lessons set on Teams</p> <p><a href="https://www.youtube.com/watch?v=1s7dk96akE&amp;t=1s">https://www.youtube.com/watch?v=1s7dk96akE&amp;t=1s</a> – Lesson 1 video example (Colour)</p> <p><a href="https://www.youtube.com/watch?v=3gGEyTWPYFI">https://www.youtube.com/watch?v=3gGEyTWPYFI</a> – Lesson 2 video example (Photography/plein air study)</p> <p><a href="https://www.youtube.com/watch?v=2Vkg_5LXn1A&amp;t=114s">https://www.youtube.com/watch?v=2Vkg_5LXn1A&amp;t=114s</a> – Lesson 3 video example (Texture)</p> <p><a href="https://www.nationalgeographic.com/photography/photo-tips/landscape-photography-tips/">https://www.nationalgeographic.com/photography/photo-tips/landscape-photography-tips/</a> - we haven't got access to prairies or mountains, but some of the tips on here are worthwhile!</p> <p><a href="https://www.tate.org.uk/kids/explore/what-is/impressionism">https://www.tate.org.uk/kids/explore/what-is/impressionism</a></p>

Year 8	<b>Topic 1</b> Still Life studies	<ul style="list-style-type: none"> <li>- Looking at composition. Taking a still life photograph with lighting and focus.</li> <li>- Exploring the work of Patrick Caulfield. Using mixed media and Pop influences in still life.</li> <li>- Using collage to create still life. Working with found images to create a scene.</li> <li>- Drawing 3D forms with texture – developing a sense of colour and pattern.</li> <li>- Final outcome of a still life study. Combining resources to produce a final study.</li> </ul>	<p>All lessons can be found on Teams/Milk with teacher examples and detailed explanations.</p> <p><a href="https://www.tate.org.uk/kids/explore/who-is/who-patrick-caulfield">https://www.tate.org.uk/kids/explore/who-is/who-patrick-caulfield</a></p> <p><a href="https://www.poetryfoundation.org/poetrymagazine/poems/44212/the-love-song-of-j-alfred-prufrock">https://www.poetryfoundation.org/poetrymagazine/poems/44212/the-love-song-of-j-alfred-prufrock</a></p> <p><a href="https://www.everypainterpaintshimself.com/article/matisses-harmony-in-red">https://www.everypainterpaintshimself.com/article/matisses-harmony-in-red</a></p>
	<b>Topic 2</b> Portraiture with Still Life	<ul style="list-style-type: none"> <li>- Exploring colour and symbolism in Henri Matisse’s “Harmony in Red” 1908</li> <li>- Gridding up and drawing in perspective from a secondary source</li> <li>- Composing and cropping a photograph to show meaning. How do objects around us give visual clues to who we are?</li> <li>- Drawing a room in perspective, using line to create depth.</li> <li>- Looking at colour and expression in the portraits of David Hockney</li> <li>- Producing a final outcome from a primary source – combining portraiture and still life.</li> </ul>	<p><a href="https://youtu.be/pb1tZZ30S_g">https://youtu.be/pb1tZZ30S_g</a> Lesson 2 video example (Copying Harmony in Red)</p> <p><a href="https://youtu.be/GdexbyXzXA8">https://youtu.be/GdexbyXzXA8</a> Lesson 2 video example (Drawing the table)</p> <p><a href="https://youtu.be/UThWEFLXMdw">https://youtu.be/UThWEFLXMdw</a> Lesson 2 (Drawing the details)</p> <p><a href="https://youtu.be/YKK5ifPE5PEv">https://youtu.be/YKK5ifPE5PEv</a> Lesson 2 (Adding the figure)</p> <p><a href="https://youtu.be/9qu2kjTV7is">https://youtu.be/9qu2kjTV7is</a> Lesson 2 (Adding the Colour)</p> <p><a href="https://youtu.be/a21KSd_mICI">https://youtu.be/a21KSd_mICI</a> Lesson 4(Drawing the Background)</p> <p><a href="https://www.youtube.com/watch?v=1OmlBp-Wqws&amp;t=123s">https://www.youtube.com/watch?v=1OmlBp-Wqws&amp;t=123s</a> Lesson 4 (Extension task one-point perspective)</p> <p><a href="https://youtu.be/IDMXK--4VGU">https://youtu.be/IDMXK--4VGU</a> Lesson 5 (Drawing the figure in the foreground)</p> <p><a href="https://youtu.be/KXC9P13NBY">https://youtu.be/KXC9P13NBY</a> Lesson 6 (Adding colour to the background)</p> <p><a href="https://youtu.be/paOdniJCuzk">https://youtu.be/paOdniJCuzk</a> Lesson 6 (Layering and blending)</p>

			<a href="https://www.studentartguide.com/articles/one-point-perspective-drawing">https://www.studentartguide.com/articles/one-point-perspective-drawing</a> <a href="https://youtu.be/1OmlBp-Wqws">https://youtu.be/1OmlBp-Wqws</a>
Year 9	Exploring Cultures	<ul style="list-style-type: none"> <li>• Researching a culture of interest and making a plan.</li> <li>• Using primary and secondary sources to produce monochrome and colourful studies.</li> <li>• Exploring how artists from around the world interpret their own or each other's cultures.</li> <li>• The influence of African Art</li> <li>• Producing detailed studies – using tone and line to work from observation.</li> <li>• Designing and planning a final outcome.</li> </ul>	<p>Resources on the Open Drive (Art/Year 9). This includes secondary sources and artist examples to help develop personal research.</p> <p>Lessons on Teams (including student exemplar pieces)</p> <p>Using gallery websites from around the world (most give a virtual tour), such as -</p> <p><a href="https://www.youtube.com/watch?v=2Vkg5LXn1A&amp;t=114s">https://www.youtube.com/watch?v=2Vkg5LXn1A&amp;t=114s</a>  <a href="http://www.moma.org">www.moma.org</a>  <a href="http://www.tate.org.uk">www.tate.org.uk</a>  <a href="https://designmuseum.org/digital-design-calendar/into-the-archive/into-the-archive-ferrari-under-the-skin">https://designmuseum.org/digital-design-calendar/into-the-archive/into-the-archive-ferrari-under-the-skin</a></p> <p>Also Google Arts and Culture for virtual tours -</p> <p><a href="https://artsandculture.google.com/usergallery/oAKir0hqoP3eKw">https://artsandculture.google.com/usergallery/oAKir0hqoP3eKw</a></p> <p><a href="https://www.theguardian.com/artanddesign/2006/mar/15/art">https://www.theguardian.com/artanddesign/2006/mar/15/art</a> – the strong influence of African Artists on Picasso's work.</p> <p><a href="http://www.iam-africa.com/traditional-vs-contemporary-eddy-kamuanga-illunga/">http://www.iam-africa.com/traditional-vs-contemporary-eddy-kamuanga-illunga/</a> - looking at how Eddy Kamuanga Illunga explores his own culture.</p>
Year 10	Natural and Manmade Forms (Developing course work)	<ul style="list-style-type: none"> <li>• Using natural paints to produce natural form studies. Exploring the work of Natasha Clutterbuck</li> <li>• Investigating a variety of Lino Print artists. Producing copies in preparation for lino printing and working in pen to focus on line.</li> <li>• Experimenting with print. Producing and making printing inks at home – making an impression, monoprinting, lino and etching.</li> <li>• Researching the work of contemporary artist Oscar Murillo. Exploring personal</li> </ul>	<p>All lessons can be found on Teams with teacher examples (showing stages of the task).</p> <p><a href="https://www.natashaclutterbuck.co.uk/">https://www.natashaclutterbuck.co.uk/</a></p> <p><a href="https://www.youtube.com/watch?v=disyn_sNyGc">https://www.youtube.com/watch?v=disyn_sNyGc</a>  - monoprinting example</p> <ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=0p9nWlcHtCE">https://www.youtube.com/watch?v=0p9nWlcHtCE</a></li> <li>- <a href="https://www.youtube.com/watch?v=BZsO1ZDax1o">https://www.youtube.com/watch?v=BZsO1ZDax1o</a></li> </ul> <p><a href="https://www.youtube.com/watch?v=iAadETaIRMM">https://www.youtube.com/watch?v=iAadETaIRMM</a>  <a href="https://www.youtube.com/watch?v=iAadETaIRMM">https://www.youtube.com/watch?v=iAadETaIRMM</a></p>

		<p>and political themes within his work and understanding meaning in Art. Analysing his work and concepts using Form, Process, Content and Mood.</p> <ul style="list-style-type: none"> <li>• Producing a large, detailed study in pen.</li> <li>• Experimental painting – using similar styles to Murillo to show an effect.</li> <li>• Developing personal ideas from secondary sources. Manipulating images using the computer or collage to change an idea to create two ideas in one (producing deeper themes).</li> </ul>	<p>The videos above show a variety of methods for printing.</p> <p><a href="https://www.youtube.com/watch?v=b3LYvzRVees">https://www.youtube.com/watch?v=b3LYvzRVees</a></p> <ul style="list-style-type: none"> <li>- How to collagraph</li> <li>- <a href="https://www.youtube.com/watch?v=LWAVrkXQM84">https://www.youtube.com/watch?v=LWAVrkXQM84</a></li> <li>- Cardboard block printing</li> <li>- <a href="https://www.youtube.com/watch?v=2aNAHchBymU">https://www.youtube.com/watch?v=2aNAHchBymU</a></li> <li>- Glue gun printing</li> </ul> <p>The following links enable wider reading on the artist Oscar Murillo and give an insight into his life, ideas and art.</p> <p><a href="https://www.ft.com/content/109dabce-501f-11e9-9c76-bf4a0ce37d49">https://www.ft.com/content/109dabce-501f-11e9-9c76-bf4a0ce37d49</a></p> <p><a href="https://www.kettlesyard.co.uk/wp-content/uploads/2019/01/190405_KY-OM_Exhibition-Guide_A4_5.pdf">https://www.kettlesyard.co.uk/wp-content/uploads/2019/01/190405_KY-OM_Exhibition-Guide_A4_5.pdf</a></p> <p><a href="https://www.tate.org.uk/whats-on/turner-contemporary/exhibition/turner-prize-2019/oscar-murillo">https://www.tate.org.uk/whats-on/turner-contemporary/exhibition/turner-prize-2019/oscar-murillo</a></p> <p><a href="https://www.theguardian.com/artanddesign/2019/jun/16/oscar-murillo-interview-turner-prize-hold-a-mirror-to-this-country">https://www.theguardian.com/artanddesign/2019/jun/16/oscar-murillo-interview-turner-prize-hold-a-mirror-to-this-country</a></p> <p>An example of how Banksy shows two ideas in one in his work:</p> <p><a href="https://www.instagram.com/p/BrkqwhnlNjR/">https://www.instagram.com/p/BrkqwhnlNjR/</a></p>
Year 12	<p><b>Personal Project: analysing art (these tasks focussed on preparing students for writing Art History essays as part of their 60% course work).</b></p>	<p>Exploring the work of JMW Turner to focus on researching Art History and develop analytical and critical thinking skills.</p> <p>Researching areas of Art History associated with JMW Turner:</p> <ul style="list-style-type: none"> <li>- The Sublime</li> <li>- A sense of religion/God</li> <li>- The notion of light as the greatest importance.</li> <li>- Romanticism</li> <li>- How critics, such as John Ruskin, responded to the work of Turner.</li> </ul> <p>Plan for and write a response to the following essay question:  <b>“Explain how Turner portrayed a romantic view in his landscape painting.”</b></p>	<p>All lessons on Teams/Milk give detailed instructions of how to plan for an essay and include information on structuring and forming an argument.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.artlyst.com/previews/turners-relationship-sun-paintings-explored-hampshire-exhibition/">https://www.artlyst.com/previews/turners-relationship-sun-paintings-explored-hampshire-exhibition/</a></li> <li>• <a href="https://www.johnmcdonald.net.au/2013/j-m-w-turner-a-preview/">https://www.johnmcdonald.net.au/2013/j-m-w-turner-a-preview/</a></li> <li>• <a href="https://www.tate.org.uk/art/research-publications/the-sublime">https://www.tate.org.uk/art/research-publications/the-sublime</a></li> <li>• <a href="https://www.tate.org.uk/art/research-publications/the-sublime/alison-smith-the-sublime-in-crisis-landscape-painting-after-turner-r1109220">https://www.tate.org.uk/art/research-publications/the-sublime/alison-smith-the-sublime-in-crisis-landscape-painting-after-turner-r1109220</a></li> </ul>

	<p>Practical responses: Identity within a Space. (course work theme).</p>	<p><b>Using Harvard Referencing and reading around your subject.</b>  Practical responses to Turner – producing copies of his work to explore paint layering, scumbling and glazes.  Altering a personal outcome in the style of Turner; including light, a sense of the sublime and Romanticism.</p> <p>Creating a series of drawings from life on landscape.  Responding to a scene and working in timed conditions.  Producing accompanying photography to give examples to your work.</p> <p>Developing use of a personally chosen artist – analysing one artistic piece by an artist whose work shows links to your own. Using your skills from writing about Turner to confidently critique your own work and practice.</p> <p>Producing a personal plan from an artist analysis: how can you link your personal and practical responses? Creating multiple studies that show links to your artist to show concepts developing.</p> <p>Exploring the work of an artist from a different time period. How do the ideas of others inspire and alter our work? (Looking for counterargument).</p> <p>Creating a large scale outcome that summarises ideas explored from an artist analysis – using mixed media to exaggerate meaning.</p> <p>Working in charcoal: developing atmosphere and context in your own work.</p> <p>Drawing from life – building a portfolio and drawing the human form correctly:</p> <ul style="list-style-type: none"> <li>- Blind drawings</li> <li>- Scribble drawings</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/programmes/p016kv5r">https://www.bbc.co.uk/programmes/p016kv5r</a></li> </ul> <p>Useful websites to read around your subject area:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.smartarthistory.org">www.smartarthistory.org</a></li> <li>• <a href="http://www.arthistorynews.com">www.arthistorynews.com</a></li> <li>• <a href="http://www.theguardian.co.uk">www.theguardian.co.uk</a></li> <li>• <a href="http://www.tate.org.uk">www.tate.org.uk</a> and also <a href="http://www.tate.org.uk/research">www.tate.org.uk/research</a> - a number of essays are published here</li> <li>• <a href="http://www.ubu.com">www.ubu.com</a> - higher level writing and examples of analysis.</li> <li>• <a href="https://www.nationalgallery.org.uk/paintings/learn-about-art/paintings-in-depth">https://www.nationalgallery.org.uk/paintings/learn-about-art/paintings-in-depth</a> - Exploring the history behind paintings.</li> <li>• <b>Examples of how to correctly reference can be found on the General Teams page for Art.</b></li> </ul> <p>All accompanying PowerPoints on Teams give teacher examples and help – student exemplars are also included.</p> <p>Drawing from life - <a href="http://www.anneastinpearce.com/">http://www.anneastinpearce.com/</a> Anne Austin Pearce uses mixed media to draw the human form. Experimental studies to inspire colourful outcomes.</p>
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