

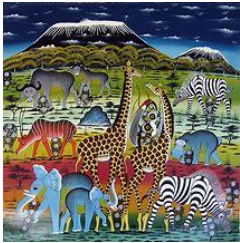





Arts Curriculum 2023-2024

# Alt Bridge School



## Art Curriculum

## Arts Curriculum 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring	Summer 1	Summer 2
<b>Year 7 ART</b>	<b>Tinga Tinga art</b> 	<b>Keith Haring</b> 	<b>Chinese New Year</b> 	<b>Lamb banana- Taro Chiezo</b> 	<b>Summer showcase</b> 	<b>Love Art Loan</b> 
<b>Cross Cluster thematic link</b>	<b>Black History-</b> To learn about African artist including Edward Saidi Tingatinga and the Tinga tinga art movement.	<b>Anti Bullying-</b> To develop an understanding of what bullying is	<b>Cultural Diversity-</b> To develop pupils knowledge on different cultures and continue to be interested in exploring, improving understanding of and showing respect for different faiths and cultural diversity and accept and respect diversity.	<b>Local Culture-</b> To allow pupils the opportunity to discuss and celebrate the history and cultural aspect of their local city.	<b>Share-</b> To communicate a personal response to share with others.	To see Art work first hand displayed in school and have the chance to critique and be inspired by it.
<b>What learners should know?</b>	<ul style="list-style-type: none"> <li>Learn about the fundamental elements of art.</li> <li>Understand the different ways artists use marks and mark making techniques to give art work pattern.</li> <li>start to learn about colour theory and how it is used in pieces of art</li> <li>about primary and secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>To develop knowledge and understanding of the elements of art</li> <li>Develop knowledge on colour theory and why it is important to artists.</li> <li>about primary, secondary, tertiary</li> </ul>	<ul style="list-style-type: none"> <li>To continue to develop knowledge and understanding of the elements of art</li> <li>To be able to experiment when creating an art piece</li> </ul>	<ul style="list-style-type: none"> <li>To continue to develop knowledge and understanding of the elements of art</li> <li>Develop an understanding of typography, and how text can be manipulated within art and design.</li> <li>Develop an understanding of typography, and how text can be</li> </ul>	<ul style="list-style-type: none"> <li>To use knowledge and understanding of the elements of art to create a final piece.</li> <li>Demonstrate they can use their knowledge of colour theory and art techniques to develop a final piece.</li> </ul>	<ul style="list-style-type: none"> <li>To identify the elements of art</li> <li>be able to use line, tone and colour within their art and why it is important to artists.</li> <li>Experience cultural opportunities first hand</li> </ul>

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	<ul style="list-style-type: none"> <li>Start to develop a sketch book to record their observations and use them to review and revisit ideas</li> <li>about great artists, craft makers and designers in history focusing on Edward Tinga Tinga and the Tinga Tinga art movement</li> <li>develop an understanding of line, pattern and colour are used within art and why it is important to artists.</li> </ul>	<p>and complementary colours</p> <ul style="list-style-type: none"> <li>continue to develop a sketch book to record their observations and use them to review and revisit ideas</li> <li>about great artists, craft makers and designers in history focusing on Keith Haring and his 'Best Buddies' art work</li> <li>use complementary colours in an art piece</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop a sketch book to record their observations and use them to review and revisit ideas</li> <li>To have knowledge of Chinese traditions and culture</li> </ul>	<p>manipulated within art and design.</p> <ul style="list-style-type: none"> <li>continue to develop a sketch book to record their observations and use them to review and revisit ideas</li> <li>about great artists, craft makers and designers in history focusing on Fiodor Sumkin and Taro Chiezo.</li> </ul>	<ul style="list-style-type: none"> <li>Use their observations and ideas in their sketch book to create a final idea for a Summer showcase.</li> <li>Use their knowledge of great artists craft makers and designers to generate a final idea for the Summer Showcase.</li> </ul>	<ul style="list-style-type: none"> <li>Give observations on art work</li> <li>Use techniques to improve their drawing accuracy</li> <li>explore the work of an arts organisation- Kirby art gallery</li> </ul>
<b>What skills they are developing</b>	<ul style="list-style-type: none"> <li>participate in arts activities</li> <li>Improve their mastery of art and design techniques focusing on shaded, blending and adding tone using coloured pencil.</li> <li>understand how to create tone using pencil</li> </ul>	<ul style="list-style-type: none"> <li>participate in arts activities</li> <li>Improve their mastery of art and design techniques focusing on creating a collage and developing skills using water coloured paints.</li> </ul>	<ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, focusing on oil pastels</li> <li>To improve mastery of art and design techniques focusing on collage.</li> <li>To develop techniques, including control using materials with creativity.</li> </ul>	<ul style="list-style-type: none"> <li>participate in arts activities</li> <li>Be able to understand how water and paint will react with oil and wax through use of mixed media.</li> <li>Develop an understanding of typography, and how text can be</li> </ul>	<ul style="list-style-type: none"> <li>participate in arts activities</li> <li>Improve their mastery of art and design techniques, focusing on media of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>participate in arts activities</li> <li>be able to use line, tone and colour within their art and why it is important to artists</li> </ul>


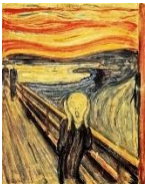




## Arts Curriculum 2023-2024

	<ul style="list-style-type: none"><li>• use contextual references to inform their work.</li><li>• share their artwork via Seesaw</li></ul>	<ul style="list-style-type: none"><li>• use contextual references to inform their work.</li><li>• share their artwork via Seesaw</li></ul>		<p>manipulated within art and design.</p> <ul style="list-style-type: none"><li>• use contextual references to inform their work.</li><li>• share their artwork via Seesaw</li></ul>	<ul style="list-style-type: none"><li>• Use their knowledge of contextual artists to inspire a final piece</li><li>• Sharing of their arts discovery through Seesaw and a Summer showcase</li></ul>	<ul style="list-style-type: none"><li>• use contextual references to inform their work.</li><li>• share their artwork via Seesaw</li></ul>
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## Arts Curriculum 2023-2024

<p><b>Why are they studying this now?</b> <b>How does it build on prior knowledge?</b></p>	<p>Black History Month is an opportunity to celebrate the contribution Black communities and individuals have made over the centuries in shaping the dynamic and diverse country we have today.</p> <p>The formal elements of art are the 'building block' for creating art. To develop as an artist pupils need to utilise at least a few of them. Knowing about the elements allows them to describe what an artist has done, analysis what's going on in a piece and communicate thoughts and findings using common language.</p>	<p>Anti-bullying week falls within this half term. This unit is designed to raise awareness of bullying to highlight ways to prevent and respond to it. By introducing the topic within art it allows pupils to explore different roles and perspectives. Focusing on Keith Haring 'best buddies' promotes the idea that friendships and Inclusion can help end Bullying.</p> <p>Pupils will continue to develop their knowledge about the fundamental elements of art. They will be introduced to different medium within art so they can develop skills and techniques.</p> <p>Pupils will focus on the formal element of colour to cement their understanding of colour theory.</p>	<p>To develop pupils knowledge on different cultures and continue to be interested in exploring, improving understanding of and showing respect for different faiths and cultural diversity and accept and respect diversity. Pupils will learn that Liverpool is a large multi-cultural population and a high percentage of which are Chinese. They will learn about Chinese traditions and Liverpool's vibrant China town. They will look at using different media to recreate some Chinese traditional art.</p>	<p>The unit has been chosen to allow pupils the opportunity to discuss and celebrate the history and cultural aspect of their local city. They will learn about how artists have gained inspiration from the city's history and created what is now a well-recognised sculpture and symbol closely linked with Liverpool City.</p>	<p>To showcase pupils work empowering them to engage further in learning, foster a deep sense of engagement and celebrate achievements. They will build on skills they have developed throughout the academic year and demonstrate they can master particular skills and techniques. They will create an independent project that will promote self-confidence and self-motivation. The unit will demonstrate skills and knowledge pupils have learnt and let them have freedom to make creative choices and decisions.</p>	<p>To allow pupils the opportunity to discuss and celebrate cultural opportunities in school and their local area. They will look at The Love Art scheme which provides the opportunity for them to look at and learn from working artists in school. They will be able to see Art work first hand displayed in school and have the chance to critique and be inspired by it. They will learn about how artists have gained inspiration for their work and focus on creating work inspired by them. They continue to develop their understanding of the formal elements of art which are the buildings blocks for any artist and demonstrate how they can use them in their art so they can become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>
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<p><b>Year 8 ART</b></p> <p><b>Cluster Crossover linked to NC:</b></p> <p>-Create sketch books to record observations and use them to review and revisit ideas.</p> <p>- improve mastery in art and design techniques</p> <p>-Learn and great artists, architects and designers in history</p>	<p><b>African masks</b></p> 	<p><b>Edward Munch- 'Scream'</b></p> 	<p><b>Japanese art Katsushika Hohusai</b></p> 	<p><b>Painted wings- Paul Curtis</b></p> 	<p><b>Summer showcase</b></p> 	<p><b>Love Art Loan</b></p> 
<p><b>Cross Cluster thematic link</b></p>	<p><b>Black History-</b> To learn about African culture and elements of great African art focusing on African masks</p>	<p><b>Anti- bullying-</b> To develop pupils knowledge on bullying and the impact it has on individuals. How colours can reflect emotions and feelings</p>	<p><b>Cultural Diversity-</b>To develop pupils knowledge on different cultures and continue to be interested in exploring, improving understanding of and showing respect for different faiths and cultural diversity and accept and respect diversity</p>	<p><b>Local Culture-</b> To develop pupils knowledge, understanding and appreciation of the arts by looking at art in the local area</p>	<p><b>Share-</b> To communicate a personal response to share with others.</p>	<p>To see Art work first hand displayed in school and have the chance to critique and be inspired by it.</p>
<p><b>What learners should know?</b></p>	<ul style="list-style-type: none"> <li>• Participation in arts activities</li> <li>• Learn about great African artists in history focusing on African masks and traditions</li> <li>• Start to develop a sketch book to record their</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in arts activities</li> <li>• Learn about great artists in history including Edward Munch and the expressionist movement</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in arts activities</li> <li>• Learn about great artists in history including Katsushika Hohusai</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in arts activities</li> <li>• Learn about great artists in history focusing on street art and local artist Paul Curtis</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in arts activities</li> <li>• To use knowledge and understanding of the elements of art to create a final piece.</li> <li>• Demonstrate they can use their knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the elements of art</li> <li>• be able to use line, tone and colour within their art and why it is important to artists.</li> </ul>

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	<p>observations and use them to review and revisit ideas</p>		<ul style="list-style-type: none"> <li>Continue to develop a sketch book to record their observations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop a sketch book to record their observations and use them to review and revisit ideas</li> </ul>	<p>of colour theory and art techniques to develop a final piece.</p> <ul style="list-style-type: none"> <li>Use their observations and ideas in their sketch book to create a final idea for a Summer showcase.</li> <li>Use their knowledge of great artists craft makers and designers to generate a final idea for the Summer Showcase.</li> </ul>	<ul style="list-style-type: none"> <li>Experience cultural opportunities first hand</li> <li>Give observations on art work</li> <li>Use techniques to improve their drawing accuracy</li> <li>explore the work of an arts organisation- Kirby art gallery</li> </ul>
<b>What skills they are developing</b>	<ul style="list-style-type: none"> <li>Pupils will start to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>Increase their proficiency in the handling of different materials including creating a 3D mask.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will continue to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>Improve their mastery of art and design techniques, focusing on mixed media.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will continue to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>Improve their mastery of art and design techniques, focusing on coloured pencils and print.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will continue to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>	<ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, focusing on media of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>participate in arts activities</li> <li>be able to use line, tone and colour within their art and why it is important to artists</li> </ul>

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	<ul style="list-style-type: none"> <li>Pupils will share their work via Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will share their work via Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will share their work via Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, focusing on block printing and spray paint.</li> <li>Pupils will share their work via Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>Use their knowledge of contextual artists to inspire a final piece</li> <li>Sharing of their arts discovery through Seesaw and a Summer showcase</li> </ul>	<ul style="list-style-type: none"> <li>use contextual references to inform their work.</li> </ul> <p>share their artwork via Seesaw</p>
<b>Why are they studying this now? How does it build on prior knowledge?</b>	<p>To develop pupils knowledge on African culture looking at a diverse continent that's home to many tribes or groups of people. Looking into cultural beliefs and practices and the role of rituals and ceremonies. Masks are one of the elements of great African art and influenced and inspired Western art. To allow pupils to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. They will develop their use of a range of techniques and media, including painting. They will analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p>	<p>To develop pupils knowledge on bullying and the impact it has on individuals. They will have knowledge on a range of emotions and expressions. They will be able to suggest colours to represent them. To allow pupils to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. They will develop their use of a range of techniques and media, including painting. They will analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p>	<p>To develop pupils knowledge on different cultures and continue to be interested in exploring, improving understanding of and showing respect for different faiths and cultural diversity and accept and respect diversity. They will have knowledge on a range of emotions and expressions. To allow pupils to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. They will develop their use of a range of techniques and media, including painting. They will analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</p>	<p>To develop pupils knowledge on local culture to embed creativity and build confidence, character and resilience through creativity bringing learning to life through arts and culture. To develop pupils knowledge, understanding and appreciation of the arts by looking at art in the local area</p>	<p>To showcase pupils work empowering them to engage further in learning, foster a deep sense of engagement and celebrate achievements. They will build on skills they have developed throughout the academic year and demonstrate they can master particular skills and techniques. They will create an independent project that will promote self-confidence and self-motivation. The unit will demonstrate skills and knowledge pupils have learnt and let them have freedom to make creative choices and decisions</p>	<p>To allow pupils the opportunity to discuss and celebrate cultural opportunities in school and their local area. They will look at The Love Art scheme which provides the opportunity for them to look at and learn from working artists in school. They will be able to see Art work first hand displayed in school and have the chance to critique and be inspired by it. They will learn about how artists have gained inspiration for their work and focus on creating work inspired by them. They continue to develop their understanding of the formal elements of art which are the building blocks for any artist and demonstrate how they can use them in their art so they can become proficient in drawing, painting, sculpture and other</p>



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						art, craft and design techniques
<p><b>Year 9 ART</b></p> <p><b>Cluster Crossover linked to NC:</b></p> <ul style="list-style-type: none"> <li>-use a range of techniques to record observations in sketchbooks</li> <li>-use a range of techniques and media, including painting</li> <li>- increase proficiency in handling different materials</li> <li>- analyse and evaluate work their own work, and that of others, in order to strengthen the visual impact of applications of their work.</li> <li>-learn about the history of art, craft, design and architecture, including periods, styles and movements from ancient times up to present day.</li> </ul>	<p><b>Arts Award-Explore Part A/B</b> <b>Ndebele art</b></p> 	<p><b>Arts Award-Explore Part A/B</b> <b>Quentin Blake</b></p>  <p><b>Dot- Art Schools</b> <b>Part C- Create your own art work</b> <b>Part D- Final piece</b></p> 	<p><b>Arts Award-Explore Part A/B</b> <b>Anime</b></p> 	<p><b>Arts Award-Explore Part A/B</b> <b>Another Place- Anthony Gormley</b></p> 	<p><b>Arts award- Explore Part C- Create your own art work</b> <b>Part D- Final piece</b></p>	<p><b>Arts Award-Explore Part A/B</b> <b>Kirby art gallery</b> <b>Love Art Loan</b></p> 

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Cross Cluster thematic link						
What learners should know?	<ul style="list-style-type: none"> <li>Participation in a range of arts activities, providing a personal response</li> <li>Pupils will take part in an art activity to extend their experience and understanding of the arts and develop their art skills.</li> <li>Identify what they have learnt from taking part in the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in a range of arts activities, providing a personal response</li> <li>Pupils will take part in an art activity focusing on illustration and the work of Quentin Blake. They will look at the BFG story and the struggles he faced.</li> <li>Experience creating an art piece to be part of an</li> </ul>	<ul style="list-style-type: none"> <li>Participation in a range of arts activities, providing a personal response</li> <li>Pupils will take part in an art activity focusing on Japanese comics. Looking at Anime animation and creating of characters.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in a range of arts activities, providing a personal response</li> <li>Pupils will take part in an art activity to extend their experience and understanding of the arts and develop their art skills.</li> <li>Identify what they have learnt from taking part in the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Identification of what they have enjoyed and achieved, and their communication of this to others.</li> <li>Pupils will communicate a basic personal response to others about their enjoyment and/or achievements from their Arts Award Explore experience.</li> <li>Pupils will share with others details of</li> </ul>	<ul style="list-style-type: none"> <li>participate in arts activities</li> <li>be able to use line, tone and colour within their art and why it is important to artists</li> <li>use contextual references to inform their work.</li> </ul> <p>share their artwork via Seesaw</p>

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		online exhibition.		<ul style="list-style-type: none"> <li>• Experience of arts organisations, artists and their work</li> <li>• Pupils will explore the work of artists Anthony Gormley. They will record what they found out about the work of artists.</li> </ul>	what they enjoyed and/or achieved and why.	
<b>What skills they are developing</b>	<ul style="list-style-type: none"> <li>• Experience of arts organisations, artists and their work.</li> <li>• Pupils will explore a style of African art</li> </ul>	<ul style="list-style-type: none"> <li>• To develop their techniques, including their control and their use of materials, with creativity,</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the importance of shape, proportion and colour within their work</li> <li>• Learn and gain a basic</li> </ul>	<ul style="list-style-type: none"> <li>• an understanding of Self portrait, and how different artists have used alternative methods to</li> </ul>	<ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, focusing on</li> </ul>	<ul style="list-style-type: none"> <li>• participate in arts activities</li> <li>• be able to use line, tone and colour within their art and why it is important to artists</li> </ul>

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	<p>practiced by the Southern Ndebele people of South Africa.</p> <ul style="list-style-type: none"> <li>• They will look at Ndebele tribes use of geometric wall art which includes bright and beautiful patterns.</li> <li>• They will record what they found out about the art style.</li> </ul>	<p>experimentation and an increasing awareness of different kinds of art, craft and design; focusing on illustration.</p>	<p>understanding of portrait drawing, and the proportions of the human face.</p>	<p>project their self image</p> <ul style="list-style-type: none"> <li>• Learn and gain a basic understanding of handling clay, and associated techniques</li> </ul>	<p>media of their choice.</p> <ul style="list-style-type: none"> <li>• Use their knowledge of contextual artists to inspire a final piece</li> <li>• Sharing of their arts discovery through Seesaw and a Summer showcase</li> </ul>	<ul style="list-style-type: none"> <li>• use contextual references to inform their work.</li> </ul> <p>share their artwork via Seesaw</p>
<p><b>Why are they studying this now? How does it build on prior knowledge?</b></p>	<p>To allow pupils the opportunity to explore a specific area of South African culture. They will learn about how artists from within the Ndebele community have</p>	<p>To develop pupils understanding of bullying through the whimsical illustrations of Quentin Blake. On developing and creating interesting</p>	<p>The unit has been chosen to allow pupils the opportunity to explore a very important theme of traditional Fine Art in Self-</p>	<p>The unit has been chosen to allow pupils the opportunity to discuss and celebrate the history and cultural aspect of their local</p>	<p>To showcase pupils work empowering them to engage further in learning, foster a deep sense of engagement and celebrate</p>	<p>To allow pupils the opportunity to discuss and celebrate cultural opportunities in school and their local area. They will look at The Love Art scheme which</p>

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	<p>developed this particular form of art and the importance it holds in their history and culture. They will gain an understanding of 3D shape, geometric shape, and fine tune their skills in painting. They will learn to consider colour, space and shape within their <u>work</u>.</p>	<p>characters. To inspire pupils to love learning about Quentin Blakes career and how he inspired people all over the world to read and draw. How Blake's illustrations make stories come alive.</p> <p>Pupils will take part in Dot-Art Schools competition giving them the opportunity to develop their artistic side, have their skills recognised and envision a future career in the arts. Have the opportunity to celebrate their work on an online platform.</p>	<p>Portraiture, and combine with popular theme of modern pulp culture in Anime design. They will learn about how artists from within the Anime movement gained inspiration and defined the key features of Anime design. They will also gain a good understanding of self-portraiture, and the concept of self-representation. They will gain an understanding of portraiture, proportion and representing human emotion through exaggeration, facial features, colour, shape and animation</p>	<p>city. They will learn about how artists have gained inspiration from the city's history and created what is now a well-recognised sculpture and symbol closely linked with Liverpool City. They will gain an understanding of Sculpture, and how different artists have used different skills and materials to portray their own self image. They will learn about handling and forming clay and other materials to create a piece of art</p>	<p>achievements. They will build on skills they have developed throughout the academic year and demonstrate they can master particular skills and techniques. They will create an independent project that will promote self-confidence and self-motivation. The unit will demonstrate skills and knowledge pupils have learnt and let them have freedom to make creative choices and decisions</p>	<p>provides the opportunity for them to look at and learn from working artists in school. They will be able to see Art work first hand displayed in school and have the chance to critique and be inspired by it.</p>
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## **Arts Curriculum 2023-2024**