



## Co-op Academy Walkden Art Curriculum Overview 2022-23

### Key Stage 3/4

Year Group		AU1	AU2	SP1	SP2	SU1	SU2
7	Core Theme	THE FORMAL ELEMENTS		FUNKY FISH CLAY SCULPTURE		CULTURAL PATTERN POLY PRINTING	CUBISM
	Unit of Work	<p><b>Key components</b></p> <p><b>Line:</b> mark making, gestural, continuous, contour, blind contour.  <b>Tone:</b> tonal range, gradients, contour shading and highlights  <b>Shape &amp; Form:</b> 3D form drawings  <b>Colour:</b> colour theory, colour mixing.  <b>Pattern:</b> tessellation  <b>Texture:</b> visual &amp; actual  <b>Visual concepts/composition:</b> Understanding the visual world of art and design</p> <p><b>Artist and cultural influence - Exploring culture and the environment</b> - looking at traditional art movements through to contemporary political, BLM and LGBTQ artists and public art.</p> <p><b>Timeline:</b> 1500 - present</p>		<p><b>Key components</b></p> <p><b>Ceramics:</b> understanding of clay and firing process  <b>3D Form:</b> pinch pot technique, clay joining, hand mounding  <b>Colour and tone:</b> painting on 3D surface</p> <p><b>Artist and cultural influence</b> - contemporary and digital design - J Scarpace and the App Clay-jam.</p> <p><b>Timeline:</b> 1890 - present</p>		<p><b>Key components</b></p> <p><b>Pattern:</b> cultural patterns including Islamic and Mandalas.            Detailed design work  <b>Composition:</b> rotational pattern and balance  <b>Printing:</b> poly printing method and technique</p> <p><b>Artist and cultural influence-</b> Investigating traditional and contemporary Muslim art (cultural pattern)</p> <p><b>Timeline:</b> 1200 - present</p>	<p><b>Key components</b></p> <p><b>Shape:</b> geometric shapes in relation to cubist artwork</p> <p><b>Colour:</b> colour pencil application including tone and blending.</p> <p><b>Composition:</b> Application of multiple perspectives</p> <p><b>Artist and cultural influence</b> - P. Picasso, G. Braque.</p> <p><b>Timeline:</b> 1907 - present</p>



8	Core Theme	SWEETS AND TREATS ACRYLIC PAINT	RAINFOREST DRAWING	PATTERN COLLAGE	DOODLE ART DESIGN
	Unit of Work	<p align="center"><u>Key components</u></p> <p><b>Still life / Observation drawing:</b> Drawing from primary &amp; secondary observation  <b>Form:</b> Realism of 3D forms  <b>Texture:</b> Detailed texture  <b>Colour:</b> Mixing tints &amp; shades/ light &amp; dark Acrylic paint blending  <b>Tone:</b> Using tone to create form highlights, reflections, shadow &amp; lettering  <b>Composition:</b> Scale and grid theory</p> <p><b>Artist and cultural influence:</b> Hyperrealism - Sarah Graham. Pop artist Wayne Thiebaud</p> <p><b>Timeline:</b> 1950 - present/ contemporary</p>	<p align="center"><u>Key components</u></p> <p><b>Colour:</b> Colour pencil layer and blending  <b>Paint:</b> Watercolour paint techniques (wash, blend, wet in wet, gradient)            Biro texture  <b>Mixed Media:</b> Drawing on mixed media background and oil pastel blending  <b>3D Form:</b> 3D wire sculpture</p> <p><b>Artist and cultural influence -</b> Stationary artists (Henri Rousseau)  <b>Industry links:</b> Contemporary Mix media artists</p> <p><b>Timeline:</b> 1900 - Contemporary/present</p>	<p align="center"><u>Key components</u></p> <p><b>Collage:</b> Drawing with scissors  <b>Composition:</b> Complex abstract collage (layering)  <b>Pattern:</b> Pattern in response to stimulus</p> <p><b>Artist and cultural influence-</b> Exploring collage and abstract artists. Beatriz Milhazes and Henri Mattese</p> <p><b>Timeline:</b> 1900 - contemporary/present</p>	<p align="center"><u>Key components</u></p> <p><b>Industry links:</b> Working to a design brief            Drawing from imagination  <b>Line:</b> Contour drawing  <b>Mixed media:</b> Ink/spray background techniques</p> <p><b>Artist and cultural influence -</b> Doodle artists Jon Bergermann and Mr Doodle. Exploring public art.</p> <p><b>Timeline:</b> 1960 - contemporary/present</p>



9	Core Theme	FANTASTIC AND STRANGE ILLUSTRATION	PORTRAIT	NATURAL / MECHANICAL FORMS	CULTURE OIL PASTEL	MANGA SELFIE
	Unit of Work	<p><b>Key components</b></p> <p><b>Contextual study:</b> Illustration in response to literature</p> <p><b>Mixed Media:</b> Watercolour and biro texture Fine liner tone and texture drawing</p> <p><b>Amalgamation:</b> Small scale illustration and selecting/using multiple resources to create a <b>personal response</b></p> <p><b>Artist and cultural influence</b> - Exploring the world of illustration (<b>industry</b>) and fictional literacy. Illustrator and artist Tony Meeuswissen</p> <p><b>Timeline:</b> 1900 - present/contemporary</p>	<p><b>Key components</b></p> <p><b>Tone</b> - using tone to create the illusion of depth, highlights and reflections</p> <p><b>Composition</b> - basic facial proportions, triangular grid technique</p> <p><b>Form</b> - using tone to create the form of the facial features</p> <p><b>Texture</b> - mark making techniques to create hair and facial hair</p> <p><b>Artist and cultural influence</b> - Van Gogh, Frieda Kahlo, Bisa Butler, Julian Opie</p> <p><b>Timeline:</b> 3100 BC - present</p>	<p><b>Key components</b></p> <p><b>Mixed media:</b> Mixed media drawings (backgrounds, water colour, colour pencil, inks, fine liner)</p> <p><b>Observational drawing:</b> Drawing from still life</p> <p><b>Composition:</b> Using viewfinders and <b>rule of thirds</b></p> <p><b>Contextual analysis:</b> Analysis and presentation</p> <p><b>Wire 3D work:</b> Creating 3D work in response to 2D artwork</p> <p><b>Artist and cultural influence</b> - Exploring mix media artwork Researching contemporary mixed media artists</p> <p><b>Timeline:</b> present/contemporary</p>	<p><b>Key components</b></p> <p><b>Colour theory/ concepts:</b> Oil pastel blending</p> <p><b>Pattern:</b> Pattern design in response to cultural stimulus</p> <p><b>Composition:</b> Understanding composition &amp; balance</p> <p><b>Shape:</b> Organic and geometric shapes</p> <p><b>Artist and cultural influence-</b> Investigating patterns from around the world</p> <p><b>Timeline:</b> 1200 - present/contemporary</p>	<p><b>Key components</b></p> <p><b>Tone</b> - using tone to create the illusion of depth, highlights and reflections</p> <p><b>Composition</b> - basic facial proportions, triangular grid technique</p> <p><b>Form</b> - using tone to create the form of the facial features (exaggerated/manga style)</p> <p><b>Texture</b> - mark making techniques to create hair and facial hair</p> <p><b>Artist and cultural influence</b> - Japanese Culture and Manga illustrations, Hayao Mayazaki</p> <p><b>Timeline:</b> 1950-present</p>



10	Core Theme	<b>The Culture Project</b>	
	Unit of Work	<b>COURSEWORK 60%</b>  <u>Key components</u>  <b>ART &amp; DESIGN - CULTURE MASK PAINTING</b>  <b>A01 - Contextual studies</b> - Research and analysis of ancient & modern day cultures. Visual investigations inspired by cultural stimuli.  <b>A02- Tone and colour theory</b> - Acrylic paint blending (anatomical head) <b>Amalgamation</b> - Cultural mask designs <b>Experimentation</b> - Paint techniques (scraping, stippling, blending, dry brush, sgraffito)  <b>A03- Tone and line</b> - Observational drawings of cultural masks / artefacts  <b>A04- Personal response</b> - Mask painting <b>Mixed media</b> - (including cardboard relief and mixed media) <ul style="list-style-type: none"><li>• Timescale Sep - Jan - Prep</li><li>• Jan - July - Final outcome</li></ul> <b>Artist and cultural influence</b> - Exploring traditional and modern cultures <ul style="list-style-type: none"><li>• Timescale AO1 - AO3 Sep - Jan</li><li>• Timescale AO4 (final personal outcome) - Jan - July</li></ul> <u>Additional Support</u>	



		Pupils will be offered basic equipment and a portfolio to aid organisation and home studies.			
11	<b>Core Theme</b>	<b>INDEPENDENT PROJECT</b>	<b>EXTERNALLY SET TASK (ART EXAM)</b>	<b>COURSEWORK AMENDMENTS</b>	
	<b>Unit of Work</b>	<p><b>ART AND DESIGN</b></p> <p><b>A01- Contextual studies</b> - Ideas developed through investigations informed by artists, crafts people and designers</p> <p><b>A02 - Experimentation and mixed media</b> - Experimentation of materials, techniques and processes</p> <p><b>A03 - Line and Tone</b> - Observational drawings and recordings</p> <p><b>A04 - Personal response</b> - Final piece based on AO1-AO3</p> <p><b>Additional Support</b> Additional bespoke learning framework and schedule is to be given out to individual pupils.</p> <p><b>Timescale</b> - Sep - Dec</p>	<p><b>EXTERNALLY SET EXAM - 40%</b></p> <p><b>ART AND DESIGN</b></p> <p>Title chosen from exam paper - Pupils will follow through the AO1- AO4 criteria as described on the independent project. A 10 hour exam (2x5hr) will allow the pupils to complete a final piece (<b>AO4</b>) in response to <b>AO1-AO3</b></p> <p><b>Timescale</b> - <b>AO1-AO3</b> Jan-mid March <b>AO4 Final piece</b> - End of March</p>	<p>Introduction to using a digital camera - primary resources to aid and improve <b>AO2</b> and <b>AO4</b></p>	



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