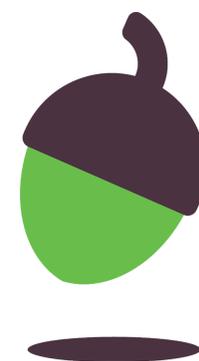


Art

Secondary: Key Stage 3, Key Stage 4

Curriculum plan 2020-21



OAK
NATIONAL
ACADEMY

1. Curriculum Principles

The Oak art curriculum is structured around the National Curriculum aims to ensure that students are encouraged to:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Oak's Art curriculum will engage, inspire and challenge students. It will train students in the necessary techniques to be able to produce creative work, explore ideas, think creatively and critically and become inventive. The curriculum will begin by ensuring that all students have the correct grounding in artistic techniques. Once this is established the thematic projects can be worked through in our suggested sequence or in the school's preferred order.

In planning our curriculum we have taken into account the below principles:



Curriculum flexibility

The first unit at KS3 is the building block for the curriculum. By ensuring that students have a solid grounding in essential techniques and knowledge, the following units can be taught in any sequence. The units are designed to be transferable and act as building blocks to create your own curriculum sequence.

KS4 lessons will be single lessons, essentially 'masterclasses', allowing students to develop essential skills to be highly proficient at KS4. It would not be appropriate to prescribe coursework themes as schools will be choosing a diversity of coursework projects.

The structure of art

The topics and proposed sequence of units across Oak are organised around thematic units. Each unit teaches knowledge of the artists and their art, as well as the techniques they use. Pupils build a cumulative understanding of art through the knowledge they acquire and the techniques they practise.

Content selection

We are seeking to support schools to deliver the National Curriculum to children who cannot attend school. Our choice of what to teach will be guided by the content specified in the National Curriculum. In some cases we have chosen to broaden this to add increased challenge (e.g. to include more personal responses to artists and themes at KS3).



Decisions about knowledge selection have been guided by the National Curriculum and the work of the NSEAD. The knowledge learnt will enable students to be visually literate. The diversity of the curriculum will promote depth and understanding across the art world and connect students to the real world.

This curriculum provides a broad and varied selection of artists and cultures. Teachers will want to provide students with alternative examples within their own curriculum offer. For example, you may wish to provide your students with opportunities to engage with other artists or craft people.

When studying modern artists and artistic movements we will draw links between the artists being studied and the great artists of the past that influenced their work, in order to expose pupils to the full wealth of artistic tradition.

Inclusive and Ambitious

We want Oak's art lessons to be able to support all children. Our lessons will be pitched so that all can get an early sense of success. Students need to spend as much time as possible developing their skills to become proficient within the subject, where application of skills is often the evidence of knowledge and understanding. In this approach the teacher is the subject expert and the emphasis is on instruction and explanation, followed by deliberate practice supported by modelling, guided practice and scaffolding.

Our resources are written in a style that minimises potential barriers to understanding and is accessible to the widest range of students. Where appropriate, skills will be modelled, or in the case of written tasks, model answers will be given after work is complete so that pupils can develop a concept of good analytical and evaluative writing.



Pupil Engagement

Pupil engagement is built through the creative process: the intrinsic need to want and enjoy creating. Where themes allow, we will include examples that are topical, complex and thought provoking.

We need pupils to be thinking during art lessons - to engage with the subject and to grasp the skills and ideas being taught. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons with key 'pause points' for students to follow teacher demonstrations. This will also involve questions throughout instruction, just as we would with classroom teaching.

Motivation through Learning

Through carefully selected engaging projects, our teachers will reveal the intrinsic value in learning about the world around us through art. Tasks and activities will be carefully designed so that pupils can get a sense of success and therefore feel motivated to keep learning more. The intention is that pupils feel so motivated that they feel the need to go beyond the lessons and wish to find out more about the artists, techniques, skills, cultures and movements we explore.

We will instill a sense of togetherness in the way we motivate students; we will use the collective 'we' and 'our' work so as to ensure students feel a sense of camaraderie and do not feel alone in their studies.



A Curriculum of Quality

The curriculum ensures that students acquire new skills, knowledge and understanding beyond their everyday experiences, allowing them to make sense of the world around them.

This curriculum is ambitious because it is skill and knowledge-rich, promotes deep thinking, allows students to think, apply and question like artists; encouraging them to engage with the world. From this base, students will be able to be creative and engage with future/ alternative ideas beyond the curriculum.



2. Subject structure overview

KS3	Unit title	Length of unit	Prior knowledge required
	INTRODUCTION TO ART: UNDERSTANDING THE BASICS - LINKING WORK TO SELF.	15 lessons	None
	POP ART: MODERN POPULAR CULTURE.	11 lessons	Introduction to art unit
	ABSTRACT ART BEYOND THE NORMAL	11 lessons	Introduction to art unit
	ARCHITECTURE: UNDERSTANDING THE WORLD AROUND US	16 lessons	Introduction to art unit
	3D SCULPTURE - DEVELOPING FINE MOTOR SKILLS	11 lessons	Introduction to art unit
	IDENTITY: WHO I AM	12 lessons	Introduction to art unit
	WAR AND CONFLICT: THOSE WHO CANNOT REMEMBER THE PAST ARE CONDEMNED TO REPEAT IT	13 lessons	Introduction to art unit
	EMPOWERMENT AND EQUALITY	11 lessons	Introduction to art unit
KS4	SKILL DEVELOPMENT	38 lessons	Introduction to art unit



3. Suggested sequence

KS3

The units that follow are flexible in that as long as students have the grounding from unit 1 they are able to access the units. The suggested sequence shows a progressively challenging thematic approach whereby students look at themes and issues which ask challenging questions.

Lessons within a unit follow the broad format of 1) exposure to new concepts and ideas 2) skill development and/or exploration of media 3) application of the skills/ideas taught.

This ensures that students are given specific opportunities to learn the skills and relevant theory that they need to progress.

KS4

KS4 lessons are single lessons which can be accessed depending on the students' needs. There are no thematic units as schools will be leading their own choices on this. This approach of single 'masterclasses' will allow students to access the particular skill in which they need to develop. This can be directed by a teacher or accessed independently.

KS4 lessons can also be accessed by KS3 students who wish to access higher ability content. This can be directed by a teacher to advanced students, and also begun in Year 9 once students have made their choices.



The single lessons ensure students can develop the essential skills to provide evidence for the Assessment Objectives for GCSE.

KEY STAGE	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
3	Introduction to art: Understanding the basics	Pop art: Modern popular culture	Abstract Art: Beyond the normal	Architecture: Understanding the world around us	Sculpture Developing fine motor skills	Identity: Who I am	War and conflict: Those who cannot remember the past are condemned to repeat it	Empowerment and equality
4	Skill development							



4. Unit specifics

Lesson number	Core content
15 lessons	INTRODUCTION TO ART: UNDERSTANDING THE BASICS
1	Mark making – use of line – Vincent van Gogh -NC link 1,2,3,4
2	Approaches to drawing – Objects that link to self – -NC link 1,2
3	Approaches to drawing – objects that links to self – -NC link 1,2
4	Approaches to drawing – Exploring use of line -NC link 1,2
5	Approaches to drawing – Exploring line and negative space -NC link 1,2
6	Approaches to drawing – -NC link 1,2
7	Understanding colour - Primary, secondary tertiary - -NC link 3
8	Approaches to painting – Dry brushing and Sgraffito -NC link 1,2
9	Approaches to painting –



	Impasto - inspired by Vincent Van Gogh -NC link 1,2
10	Approaches to painting – -NC link 1,2
11	Approaches to painting – -NC link 1,2
12	Collage - Exploring surface qualities -NC link 1,2
13	Photography - Creative viewpoints. -NC link 1,2
14	How to analyse an artist's work - -NC link 1,2
15	How to annotate your work - -NC link 1,2
11 lessons	ABSTRACT ART BEYOND THE NORMAL
1,2	Inspired by Wassily Kandinsky -NC link 1,2,3,4
3,4	Inspired by Henri Matisse -NC link 1,2,3,4
5,6	Inspired by Robert Delaunay -NC link 1,2,3,4
7,8	Inspired by Pablo Picasso -NC link 1,2,3,4
9,10	Inspired by Ben Nicholson Piet Mondrian NC link 1,2,3,4
11	Evaluate project NC link 3,4
11 lessons	POP ART MODERN POPULAR CULTURE
1,2	Inspired by Julian Opie - Portraits



	NC link 1,2,3,4
3,4	Inspired by Andy Warhol - Digital art NC link 1,2,3,4
5,6	Inspired by Richard Hamilton - Collage NC link 1,2,3,4
7,8	Inspired by Wayne Thiebaud - Sweets NC link 1,2,3,4
9,10	Inspired by Claus Oldenberg - Sweets sculpture NC link 1,2,3,4
11	Evaluate project NC link 3,4
	ARCHITECTURE: UNDERSTANDING THE WORLD AROUND US
1,2	Inspired by John Piper - -NC link 1,2,3,4
3,4	Inspired by Sunga Park – Pen and Wash -NC link 1,2,3,4
5,6	Inspired by Minty Sainsbury - Negative space -NC link 1,2,3,4
7,8	Inspired by Stephen Wiltshire – Pen work -NC link 1,2,3,4
9,10	Inspired by Lucy Jones - Collage -NC link 1,2,3,4
11,12	Inspired by ROA - Mark making -NC link 1,2,3,4
13	Composition ideas -NC link 1,2,3,4



14,15	Final piece -NC link 1,2,3,4
16	Evaluate work -NC link 3,4
11 Lessons	3D SCULPTURE: IMPROVING MOTOR SKILLS
1	Paper manipulation -NC link 1,2
2	Paper manipulation -NC link 1,2
3,4	Cardboard Sculpture -NC link 1,2
5	Notan -NC link 1,2
6	Research into the work of Barbara Hepworth and Henry Moore -NC link 1,2,4
7	Design ideas for soap carving -NC link 1,2
8	Soap carving -NC link 1,2
9	Assemblage art -NC link 1,2
10	Land art inspired by Richard Long -NC link 1,2,4
11	Drawing of sculpture NC link 1,2
12 Lessons	IDENTITY: WHO I AM
1,2	Inspired by Jasper Johns -NC link 1,2,3,4
3,4	Inspired by Peter Blake -NC link 1,2,3,4



5,6	Inspired by DAIN - Portrait -NC link 1,2,3,4
7	Inspired by Adam Hale - Collage -NC link 1,2,3,4
8	Inspired by Tyler Spangler - Text -NC link 1,2,3
9	Inspired by Dan Hillier, Dave McKean - Mixed media. -NC link 1,2,3
10	Inspired by Dan Hillier - Photography. -NC link 1,2,3
11	Final Piece Inspired by previous artists. -NC link 1,2,3
12	Evaluate work. -NC link 4
13 Lessons	WAR AND CONFLICT: THOSE WHO CANNOT REMEMBER THE PAST ARE CONDEMNED TO REPEAT IT
1	Pencil study -NC link 1,2,3
2	Biro study -NC link 1,2,3
3	Painting -NC link 1,2,3
4	Collage -NC link 1,2,3
5	Text -NC link 1,2,3
6	Use of pattern -NC link 1,2,3



7	Mixed media -NC link 1,2,3
8	Photography -NC link 1,2,3
9	Analysis. – Picasso Guernica NC link 3,4
10	Composition ideas for final work. – NC link 1,2,3,4
11,12	Final piece. NC link 1,2,3
13	Evaluate work. NC link 4
11 Lessons	EMPOWERMENT AND EQUALITY
1	Self portraits photoshoot – Poses that communicate empowerment. NC link 1,2
2,3	Inspired by Gabriel Garcia Roman – NC link 1,2,3,4
4,5	Inspired by Tim Okamura – NC link 1,2,3,4
6,7	Inspired by Kehinde Wiley – NC link 1,2,3,4
8	Composition ideas for final piece – NC link 1,2,3,4
9,10	Final piece. – NC link 1,2,3
11	Evaluate work. – NC link 4
38 lessons	KS4 SKILL AND DEVELOPMENT
	Drawing techniques:
1	Embedding drawing fundamentals - Pencil - AO link - 2,3



2	Embedding drawing fundamentals - Pen and ink - AO link - 2,3
3	Embedding drawing fundamentals - Tone and shadows - AO link - 2,3
4	Embedding drawing fundamentals - Perspective - AO link - 2,3
5	Exploring Texture - Mixed media - AO link - 2,3
6	Expressive mark making - Drawing with paint AO link - 2,3
	Painting techniques:
7	How to create a Wash. AO link - 2,3
8	Exploring Tints and shades. AO link - 2,3
9	Colour mixing with acrylic paint. AO link - 2,3
10	Building texture - Inspired by Vincent Van Gogh AO link - 2,3
11	Mark making, inspired by Vincent Van Gogh and Robert Delaunay. AO link - 2,3
	People:
12	Proportions of the face AO link - 2,3
13	Facial features - How to draw eyes AO link - 2,3
14	Facial features - How to draw ears



	AO link - 2,3
15	Facial features - How to draw mouth AO link - 2,3
16	Facial features - How to draw nose AO link - 2,3
17	Hair - How to draw different hair styles and textures. AO link - 2,3
18	How to accurately draw the proportions of the human figure. AO link - 2,3
19	How to draw the human figure with reference to the work of Antony Gormley. AO link - 2,3
	Theory:
20	How to develop ideas from a starting point. AO link - 1,4
21	How to analyse using a framework. AO link - 1
22	Linking work to a theme AO link - 1
23	Annotating work - Prompts and presentation - AO link - 1,3
24	Evaluating work using a framework. AO link - 1, 4
	Sketchbook:
25	Presentation - The visual journey of a sketchbook. AO link - 1,2,3,4
	Digitalwork:
26	Exploring new media - Handwritten moodboards - AO link - 2,3
27	Exploring new media -



	Handwritten Sagmeister - AO link - 2,3
28	Exploring new media - Shirin Neshat and Walsh - AO link - 2,3
	Photography:
29	Exploring lighting and composition. AO link - 2,3
30	Experimenting with meaning and visual impact.AO link -2,3
31	Physical experimentation - Freelensing - AO link - 2,3
32	Physical experimentation - Angles and Viewpoints AO link - 2,3
33	Digital experimentation - Contact strip and basic editing AO link - 2,3
34	Digital experimentation - Layering and translucency. AO link - 2,3
	Experimenting:
35	Experimenting with work - Techniques - processes - linear AO link 2,3
36	Experimenting with work - Techniques - processes - washes AO link 2,3
37	Experimenting with work - Techniques - processes - collage AO link 2,3
38	Final response -Showing a link -



Inspired by the work of Paul Kenton AO link 1,2,3,4
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