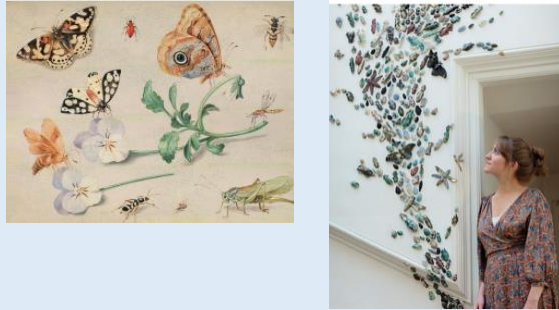












## Art Curriculum

	Autumn Term	Spring Term	Summer Term
<p><b>Year 5</b> (45 minutes a week)</p>	<p><b>Mini Beasts &amp; The Lion, the Witch &amp; The Wardrobe</b></p> <p>The aim of these initial projects are to introduce pupils to a range of art skills through an engaging and stimulating series of outcomes, inspired at first by insects and then moving into a cross-curricular imaginative mask project linked to their novel study in English.</p> 	<p><b>Ancient Greeks</b></p> <p>The aim of this project is further develop pupils' skills in 3D design using a variety of media. Art links once again to another subject, this time their learning in History. Pupils apply their knowledge of Ancient Greece and create their own Greek coin, made first from card, then from clay.</p> 	<p><b>Exploring Art</b></p> <p>The aim of this project is to allow pupils to experience the work of a range of different artists through learning about their life and work and creating outcomes inspired by their most famous pieces. These outcomes are produced individually, in pairs and collaboratively in groups.</p> 
	<p><b>Visually observe:</b> pencil and pen drawings of insects in glass and cut out silhouettes of insects using card. These designs are then inspiration for a final 3D insect, created using card, metallic oil pastel and coloured acetate.</p> <p><b>Research and analyse:</b> Exploring colour theory and researching the work of other artists using tablets and presenting a personal response.</p> <p><b>Make and Experiment:</b> Pupils use their developing drawing skills to design ideas for a final outcome linked to the novel The Lion, the Witch and the Wardrobe. Working with the class, their Art teacher will discuss possible outcomes such as a illustrative print inspired by the text or a shoebox wardrobe.</p> <p><b>Review and Respond:</b> To the work of artists who have used insects as their inspiration, from Jan Van Kessel in the 17<sup>th</sup> Century to Damien Hirst and Anna Collette-Hunt.</p>	<p><b>Visually observe:</b> Observed self-portraits in profile, drawings of Greek vases and coins inspired by images from their research.</p> <p><b>Research and analyse:</b> Responding to the visual art of Ancient Greece, both 2D and 3D.</p> <p><b>Make and Experiment-</b>Experiment with using a range of new media, including cardboard relief, acrylic paints and clay.</p> <p><b>Review and Respond:</b> Review and modify their own work and others' artwork as it progresses and respond using their own knowledge and opinion, to the art and culture of Ancient Greece.</p>	<p><b>Visually observe:</b> Observed drawings and paintings of the work of other artists, using still life objects.</p> <p><b>Research and analyse:</b> Responding to the work of other artists verbally and in written reflections. Artists include: Wassily Kandinsky, Hunderwasser, Matisse and Haring.</p> <p><b>Make and Experiment-</b>Experiment with using a range of new media, such as coloured tape and collage, while developing skills in more familiar media of chalks and paint. They also link in with Computing to learn about and create early animation techniques, such as the thaumatrope and zoetrope.</p> <p><b>Review and Respond:</b> Responding to their own and others' work, developing a vocabulary of art specific words and phrases to help them express their feelings and opinions about artwork.</p>
	<p><b>KEYWORDS AND TERMS:</b> Sketch, detail, tones, texture, decoration, tonal ladder, primary and secondary colours, silhouette, design, upcycling, annotation (labelling)</p>	<p><b>KEYWORDS AND TERMS:</b> Portrait profile, card relief, tone and texture, engraving, mould and shape, clay slip</p>	<p><b>KEYWORDS AND TERMS:</b> Composition, colour, shape, pattern, texture, colour mood, temperature, symbolism, figurative, abstract, expression.</p>




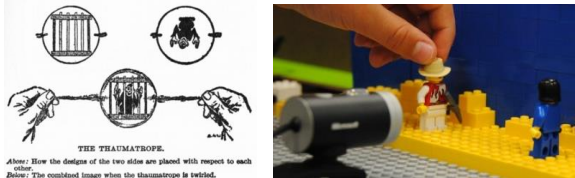

	Autumn Term	Spring Term	Summer Term
<p>Year 6 (45 minutes a week)</p>	<p><b>Pop Art: Food &amp; Drink</b></p> <p>The aims of this project are to develop all pupils' observed drawing and graphic design skills while learning about the colourful and fun Pop Art period of the 1960's onwards, particularly in America.</p> 	<p><b>Tribal masks</b></p> <p>The aim of this project is to develop pupils' knowledge of masks and tribal headgear their uses in different cultures. Focusing on African and Aztec culture, pupils apply their new found knowledge of the Aztecs from their History lessons and African music from their Music lessons.</p> 	<p><b>Cranborne Views</b></p> <p>The aim of this project is to develop pupils' observational skills and painting techniques when depicting landscapes first from images and outside in the open air. A visit to Cranborne Manor gardens or the Ancient Technology Centre by the whole year group at the start of the project is the inspiration for a final 2D picture exhibited in school, hosted by Images Art</p> 
	<p><b>Visually observe:</b> pencil and felt pen drawings of cans and their own favourite objects.</p> <p><b>Research and analyse:</b> Research and select their own familiar object which will form the basis of their final piece. Analyse the work of Andy Warhol and Roy Lichtenstein.</p> <p><b>Make and Experiment</b>-Experiment with a range of media and techniques, such as monoprinting and 3D modelling with card and paper.</p> <p><b>Review and Respond:</b> To the work of famous Pop Artists from the 1960's: Andy Warhol, Roy Lichtenstein, Claes Oldenburg and Wayne Thiebaud.</p>	<p><b>Visually observe:</b> Observed drawings from secondary source materials and artefacts from both cultures.</p> <p><b>Research and analyse:</b> Continuing research into the use of masks and different pattern and decoration and their meaning.</p> <p><b>Make and Experiment</b>-Experiment with card, cardboard and papier mache to obtain 3D shape and textures, as well as colour mixing to obtain authentic colours and tones.</p> <p><b>Review and Respond:</b> Compare and contrast the masks of the Aztec and African cultures.</p>	<p><b>Visually observe:</b> Observed drawings and paintings which take place outside in the school grounds, as well as during the trip to Cranborne Manor. Introduction to photographic techniques to improve composition and used as inspiration for final piece.</p> <p><b>Research and analyse:</b> Learn techniques from great masters, such as Cezanne, Turner and Van Gogh.</p> <p><b>Make and Experiment</b>-Experiment with using a range of wet media, including watercolour, acrylic and silk paint.</p> <p><b>Review and Respond:</b> Responding to their own and others' work, developing a vocabulary of art specific words and phrases to help them express their feelings and opinions about artwork.</p>
	<p><b>KEYWORDS AND TERMS:</b> Popular culture, familiar, everyday, repeat pattern, lettering, mono and screen printing, packaging net, graphic design, guidelines, logo.</p>	<p><b>KEYWORDS AND TERMS:</b> Pattern, decoration, shape, tribal, carving, symbolism, construction, layering, depth.</p>	<p><b>KEYWORDS AND TERMS:</b> Sketch, back/mid/foreground, landscape, cityscape, composition, depth, perspective, proportion, shadow, texture.</p>



	Autumn Term	Spring Term	Summer Term
<p><b>Year 7</b> (45 minutes a week + occasional homeworks)</p>	<p align="center"><b>Gargoyles</b></p> <p>The aims of this project are for pupils to develop their observational drawing skills, particularly in pencil and charcoal, in order to design and create their own design for a gargoyle. Pupils learn about the real history behind gargoyles, spanning many centuries and how they have influenced modern fantasy film makers today.</p> 	<p align="center"><b>Graphic Design</b></p> <p>The aim of this project is for pupils to learn different low tech graphic design techniques, using a combination of photography and photo editing to create a redesign of their own favourite book or music album. The graphic designer, Saul Bass is one of their influences for their final piece.</p> 	<p align="center"><b>Mixed Media Natural forms</b></p> <p>The aim of this project is for pupils to apply their knowledge of photographic techniques to take a landscape photo which is used as a basis for an abstract composition, inspired by the contemporary printmaker, Angie Lewin</p> 
	<p><b>Visually observe:</b> pen and pencil studies of faces and expressive features, designs of gargoyles drawn using shading techniques.  <b>Research and analyse:</b> Research own gargoyle images needed to develop their ideas and make their own, original clay gargoyle.  <b>Make and Experiment</b>-Experiment with a range of pen and ink techniques, journaling different clay techniques while creating in clay over the span of 2-3 lessons.  <b>Review and Respond:</b> To review their own work as it progresses and to collaborative and respond weekly to the artwork of others.</p>	<p><b>Visually observe:</b> observed drawings of objects related to a range of symbolism, connected to lyrics and book titles. Graphical lettering techniques taught and practised.  <b>Research and analyse:</b> Research into objects and images symbolising their question and analysis of their ideas as they progress.  <b>Make and Experiment</b>-Experiments with card cut out techniques, photography and photo editing using photos, text and effects.  <b>Review and Respond:</b> Develop a knowledge of the life and work of the graphic designer, Saul Bass and the designers of some of the most famous album covers of all time, such as Peter Blake.</p>	<p><b>Visually observe:</b> Pupils take own photographs of landscapes, applying basic photographic principles.  <b>Research and analyse:</b> Learn techniques from local Dorset artist Dick Hewitson and analyse a range of his paintings.  <b>Make and Experiment</b>-Experiment with a range of collage and relief techniques using: papier mache, string, organic materials such as sand and rice. Experiment with different painterly techniques to add tone, texture and depth.  <b>Review and Respond:</b> Responding to their own and others' work, developing a vocabulary of art specific words and phrases to help them express their feelings and opinions about Lewin's work and those of others'.</p>
	<p><b>KEYWORDS AND TERMS:</b> Pencil, blending shading, layering, 3D form, wrinkles, expression, mark making, texture. Clay construction, clay slip, texturise, bisque firing.</p>	<p><b>KEYWORDS AND TERMS:</b> Ultimate question, paper cut out, low tech, layering, detail, lettering, font, serif, sans serif, graphic design, photo montage</p>	<p><b>KEYWORDS AND TERMS:</b> Photography, composition, Golden Section, rule of thirds, focal point, viewpoint, abstract, contemporary, colour mixing, mixed media, depth, perspective.</p>





	Autumn Term	Spring Term	Summer Term
<p><b>Year 8</b> <b>(45 minutes a week + weekly homeworks)</b></p>	<p align="center"><b>Little things LARGE</b></p> <p>The aims of this project are for pupils to develop and extend their observational drawing skill, using a variety of small objects in a range of media. Different enlarging techniques are taught and pupils' research and analyse the work of a chosen artist who also explores scale and viewpoint.</p> 	<p align="center"><b>Animation: a Journey through Time</b></p> <p>The aims of this project are to learn about and explore techniques from a variety of early animation technique, culminating in a simple stop motion animation challenge using low tech props using Zu3D in our Computing suites.</p> 	<p align="center"><b>Summer Transfer-Animals in Art</b></p> <p>This final Art project at Cranborne Middle allows the pupils to develop and show off their skills in a range of media, using animals in Art as a primary influence. Bringing together all of the middle schools in a project like this means that the Upper Schools can see the potential of each student, when they show them their final piece at the start of Year 9.</p> 
	<p><b>Review and Respond:</b> To review their own work as it progresses and to collaborative and respond weekly to the artwork of others.</p> <p><b>Visually observe:</b> small objects with a range of textures, enlarging using a grid method and zooming in using a viewfinder.</p> <p><b>Research and analyse:</b> Research a chosen artist from a selection who use the theme of enlargement or abstraction and analyse their work. Artists range across time and places, from Karl Blossfeldt to Georgia O'Keeffe and Rachael Whiteread.</p> <p><b>Make and Experiment</b>-Experiment with a range of media, including: pencil, oil and chalk pastel, fineliner, paint and photography.</p>	<p><b>Visually observe:</b> Different types of animation device and to draw objects that work well on these devices. These drawings are from a range of different sources.</p> <p><b>Research and analyse:</b> Analyse the workings of different animation devices and own ideas (with a partner) for a stop motion animation.</p> <p><b>Make and Experiment</b>-Experiment while making own animation devices: thaumatrope, zoetrope, praxinoscope, flick book, as well as designing backdrops and props for stop motion photos, taken on a tablet.</p> <p><b>Review and Respond:</b> Develop a knowledge of the history of animation and understand the persistence of vision: the ability for the eye to hold on to images to enable a series of still images to become animated.</p>	<p><b>Visually observe:</b> Pupils are given a range of animals to draw from observation, including their own pets, in homework.</p> <p><b>Research and analyse:</b> Pupils research artists who depict animals and art, from a broad range given to them by their Upper School.</p> <p><b>Make and Experiment</b>-Pupils experiment with different media and create pastiches of artists like Jake Winkle.</p> <p><b>Review and Respond:</b> Responding to their own and others' work, developing a vocabulary of art specific words and phrases to help them express their feelings and opinions about their own and others' work.</p>
	<p><b>KEYWORDS AND TERMS:</b> Composition, proportion, enlargement, grid enlargement, viewfinder, texture, tone, shading</p>	<p><b>KEYWORDS AND TERMS:</b> Thaumatrope, zoetrope, praxinoscope, flick book, persistence of vision, backdrop, scene, storyboard, frame, frames per second, cut outs, edit.</p>	<p><b>KEYWORDS AND SKILLS:</b> Formal elements of art: line, tone, 3D form, mark making, pattern, texture, pastiche</p>