

Art

**“Before a child speaks it sings. As soon as they stand they dance.
Before they write they paint. Art is the basis of human expression” *Phylcia Rashad***

Summerhill students will be **valuable members of society**

Our students will be encouraged to express themselves through a medium of endless possibility.

We will actively promote curiosity at the work of others, celebrating art, artists and cultures from around the world. Thus encouraging diversity in thinking and doing.

Students will develop an awareness of the direct and indirect impacts of art on society and be able to share positives and learn from others. They will then be able apply this way of thinking to the wider world with creativity, developing valuable and transferrable skills for future careers and life.

Summerhill students will be **skilled communicators**

Students will develop the key skills of interpreting art and communicating the personal intellectual and emotional reactions it evokes.

Communication can take many forms: creating art is one of the most individual and powerful forms of communication and has been used to great effect by artists for hundreds of years.

We aim to provide students with the tools to communicate via any number of methods in both the creation of individual pieces and interpretation of art from their peers and around the world.

Summerhill students will be **knowledgeable**

Our curriculum will be rich in knowledge and skills. We will provide students with an experience that is exciting and ensure that our students combine practical skill with creative thinking.

Through diverse interactions with art students will gain insight into fields beyond the direct scope of the subject matter. Students will discover a range of artist movements, material, techniques and will learn to analyse contextual sources.

Our students will gain knowledge and motivation for creating art of any form and why it is essential in interpreting it in the context in which it was created and in the context of the modern world where it now sits.

Our curriculum is underpinned by four key values:

- Courage** – doing what is right; being truthful; trying new experiences; taking risks in the pursuit of personal development
- Ambition** – having the highest aspirations and expectations of ourselves / others; being brilliant in all we do; having belief that challenges can be overcome with the right attitude and hard work
- Respect** – thinking about the way we interact with others; being considerate to ourselves, others and the environment; responding to expectations and working together in teams
- Effort** – investing time and energy to achieve success; always giving our best in everything we do; demonstrating resilience

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Year	Key Features	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	All students Mixed ability 1 single period per week	Basic Skills: Drawing and Painting Techniques Observational Drawing Colour Wheel Art Styles and research		Portraits: Drawing and Painting Techniques Observational Drawing Experimentation Mixed media and collage Artist study: Teesha Moore		Landscapes and Cityscapes: Observational drawing Mark-making techniques Artist study: Hundertwasser Painting techniques Clay tiles	
8	All students Mixed ability 1 single period per week	Still Life: Observational skills, with focus on tone Artist study: Patrick Caulfield Computer-aided artwork Graphical still-life work Selection of appropriate media		Sculpture 'Food': Observational drawing Representing tone Colour palettes Artist study: Alexander Henry/ Claes Oldenburg Creating objects in 3D		Natural forms: Drawing from imagination Mark-making Perspective and tone Artist study: Helen Wells Mixed media, print and textured surfaces	
9	Optional 1 double period per week	Illustrated words: Conveying meaning Artist: Tom Phillips Working from books and narratives	Graffiti tags: Doodle style Artist: Burgerman Graphic composition	Sea Creatures 2D: Line/pattern drawing Waxes and inks Mixed media	Sea Creatures 3D: Designing 3D ideas in 2D Clay in 3 dimensions Artist: Scarpace	Portraits 1: Black colour Digital manipulation How to choose a good artist to study	Portraits 2: Acrylics Working on canvas
10 GCSE	Optional 3 periods per week GCSE Art and Design (OCR J171)	GCSE Skills 1: Line drawings Pen, Indian ink Tonal pencil drawings Reflections in glass Colour Brusho Dye	GCSE Skills 2: Form, Shape, Texture 3D modelling Mono, block printing Oil pastels Pattern Relief work, Layering	Drawing and pastels Composition GCSE Controlled Assessment of a chosen theme	Pen and acrylic Mounting GCSE Controlled Assessment on a chosen theme	Printing and ink work Portfolio development GCSE Controlled Assessment on a chosen theme	Brusho, watercolour and charcoal GCSE Controlled Assessment on a chosen theme
11 GCSE	Optional 3 periods per week GCSE Art & Design (OCR J171)	Development of ideas through experimentation Final outcomes for GCSE Controlled Assessment	Independent personal responses Final outcomes for GCSE Controlled Assessment	GCSE Examination preparation, research, using previously-developed skills and knowledge	GCSE Examination preparation, research, using previously-developed skills and knowledge		