

### Intent

At Pimlico Academy we study Art to explore both its making and its meaning; the importance of each is reflected through a balanced weighting in our curriculum and in our teaching. The curriculum is designed to expand a student's creativity through their understanding and knowledge of both a number of practical skills and key artists and artworks from western and non-western art. Art's modes and means of communication are a form of visual language and we believe in teaching our pupils ways to recognise, read and interpret this language, anticipating that it will stand them in good stead beyond their time in the art rooms. The curriculum is intended to foster in all its pupils a lifelong interest in, and sensitivity towards, the arts.

Within the art curriculum, from KS3 right through to KS5, students will be asked to develop ideas through contextual studies, explore their use of a variety of media, record their ideas and observations through drawing and present personal and meaningful outcomes based on their work. To facilitate this, students study a cumulative curriculum, developing core disciplinary knowledge and the skills required to both produce and to be able to analyse artwork. The curriculum is planned cumulatively so that each year students add layers to this knowledge to further deepen their understanding of the skills and how to apply them successfully.

Students develop their substantive knowledge of art across historical, cultural and social contexts through exploration of artists and styles ranging from the ancient art of the Egyptians and Minoans right through to modern movements such as cubism.

This range of artworks allows students to interact with different styles, cultures and artistic approaches, affording them the opportunity to explore the diverse offering Art has contributed to the creative world. They use this disciplinary knowledge to fuel their creativity and develop practical and expressive skills which enable them to creatively problem solve and produce their own work in an effective manner.

At Pimlico we believe that education is about the development of the whole child and art will naturally play an important part in increasing the cultural capital for each student. Alongside the cultural knowledge it will provide, it also plays a vital role in allowing them to bring their own interests and cultures into the classroom in a constructive way; this gives them ownership of their work and an ambition to achieve. Our ambition is to inspire all students to develop not only a high level of artistic ability but also a well-rounded, critical and literate approach to the subject.

### Implementation

	Unit 1	Unit 2	Unit 3
Year 7	<p><b>Theme:</b> Environment  <b>Visual Concepts:</b> Shape, Pattern, Colour  <b>Media:</b> Painting</p> <p>In this first project we focus on building up some basic skills in drawing and painting. We develop student's use of shape and proportion in their drawing and work on getting these accurate before moving on to adding more details in Y8. In painting we cover key skills such as brush control and colour mixing which are fundamental to any painting style.</p> <p><b>Artworks:</b>  La Ville - Fernand Leger  Surprised! Tiger in a Tropical Storm - Rousseau</p>	<p><b>Theme:</b> Decoration in Egyptian Culture  <b>Visual Concepts:</b> Pattern, Colour, texture  <b>Media:</b> Clay</p> <p>In this clay project we learn about the properties of clay and the basic decoration techniques of incise, impress and applied. We look at the decoration and pattern used in Egyptian artefacts and students will create a low relief clay piece. In our drawing we continue our focus on shape but begin to think about how we can use pattern to show texture.</p> <p><b>Artworks:</b>  Winged Scarab Brooch, Tutankhamun's Tomb</p>	<p><b>Theme:</b> Environment  <b>Visual Concepts:</b> Shape, Pattern, Colour  <b>Media:</b> Painting</p> <p>In this first project we focus on building up some basic skills in drawing and painting. We develop student's use of shape and proportion in their drawing and work on getting these accurate before moving on to adding more details in Y8. In painting we cover key skills such as brush control and colour mixing which are fundamental to any painting style.</p> <p><b>Artworks:</b>  La Ville - Fernand Leger  Surprised! Tiger in a Tropical Storm - Rousseau</p>
Year 7 - Journey through art focus	Minoan Town Fresco c.1500 BC	Portrait of Nefertiti, Thutmose c.1340 BC	These lessons are standalone Art History lessons which are taught in a chronological order throughout KS3. They are designed to teach students how to analyse the artwork and discover the meanings and messages hidden in them.
Year 8	<p><b>Cubist Portraiture</b>  <b>Visual Concept:</b> Tone, Form and Tonal Colour</p> <p>In this project students will focus on the use of tone in both drawing and painting. This, combined with the work on shape and proportion they did in Y7 will allow them to produce more accurate work. Moving on from the basic colour mixing we did in Y7 we will also look at how to mix different tones of each colour and the colour theory surrounding this. Students will produce a tonal cubist portrait in paints.</p> <p><b>Artworks:</b></p>	<p><b>Royal Portraiture and Playing Cards</b>  <b>Visual Concept:</b> Line, Tone and pattern</p> <p>In this project we study the links between royal portraiture, playing card design and narrative artworks such as the Alice in Wonderland illustrations. Students will build on their work on tone and pattern and look at how this can be shown in a print. Students will produce a lino print of their own playing card design based on the self-portraits they did in the last project.</p>	

	Hand with Reflecting Globe - MC Escher Picasso's cubist portraits (including The Weeping Woman)	<b>Artworks:</b> Hand with Reflecting Globe - MC Escher Holbein- Portrait of Henry 8 <sup>th</sup> Tenniel- Alice in Wonderland illustrations	
Year 8 - Journey through art focus	The Arnolfini Portrait, Jan Van Eyck 1434	The Ambassadors, Hans Holbein 1553	
Year 9	<b>Theme:</b> Change & Transform <b>Visual Concepts:</b> Texture, Form <b>Media:</b> Clay sculpture  In this project students will develop the clay skills they learnt in Y7 to include clay building techniques such as pinch pots and slab building. In their drawings they will develop their accuracy by focussing on texture and form. Students will produce a clay sculpture of a human combined with an animal. <b>Artworks:</b> Death Mask of Tutankhamun Charles le Brun's Physiognomies Picasso's Fish	<b>Theme:</b> Mythical Creatures <b>Visual Concepts:</b> Texture <b>Media:</b> Painting  This painting project will continue to develop the idea of texture and will look at how you can use paint to achieve this effect through washes and mark making. Students will produce a painting of their own mythical creature  <b>Artworks:</b> Durer's Rhinoceros Surrealism Max Ernst's Frottage works	<b>Theme:</b> Change & Transform <b>Visual Concepts:</b> Texture, Form <b>Media:</b> Clay sculpture  In this project students will develop the clay skills they learnt in Y7 to include clay building techniques such as pinch pots and slab building. In their drawings they will develop their accuracy by focussing on texture and form. Students will produce a clay sculpture of a human combined with an animal. <b>Artworks:</b> Death Mask of Tutankhamun Charles le Brun's Physiognomies Picasso's Fish
Year 9 - Journey through art focus	Guernica, Pablo Picasso 1937	Number 30, Jackson Pollock 1950	
Year 10	<b>Theme:</b> Combinations <b>Visual Concepts:</b> Pattern, texture, Line <b>Media:</b> Drawing and Lino Print  In this project we will revisit the visual concepts of line, tone, and texture and will look at how these can be shown in pen rather than pencil. Students will explore the theme of combinations through drawing, paint collage and print. Students will develop the printing skills they used in Y8 and will produce a two colour reduction lino print as a final outcome.	<b>Theme:</b> Combinations <b>Visual Concepts:</b> Form, texture <b>Media:</b> Clay  In this project students will develop the theme they looked at in unit one and the clay skills they developed in Y9 to produce a clay sculpture based on the theme of combinations. In their drawings they will focus on drawing for 3D design by concentrating on their use of form and texture.	<b>Painting Skills:</b> theme TBC <b>Visual Concepts:</b> Tone, Colour, Shape, Form <b>Media:</b> Painting  In this project we will revisit all the main painting skills learnt in KS3 and will focus on how media use and colour can show meaning and moods in paintings. In students drawings they will focus on how the composition of their work can be used to show an idea.
Year 11	<b>Painting and Mixed media project- Personal theme</b> <b>Visual Concepts:</b> Tone, Colour, Shape, Form <b>Media:</b> Painting, mixed media  In this project students will develop the theme they were working on in year 10 by selecting a personal brief based on their initial ideas and work. Students will work mainly in paint but will have the option to develop some use of mixed media to complement their ideas.	<b>EXAM UNIT- Theme set by exam board</b>  Students will decide themselves what visual concepts and media they select to work in. This will be done with guidance from their teacher who will ensure that all assessment objectives are covered.	
Year 12	<b>Theme:</b> Covert and/or Obscure <b>Visual Concepts:</b> Shape, Line, Texture, Tone, Colour <b>Media:</b> Painting and reduction lino printing	<b>Theme:</b> TBC <b>Visual Concepts:</b> Shape, Line, Texture, Tone, Colour <b>Media:</b> Collage and mixed media and student choice	

	<p>In this introductory projects students will continue to develop their skills in drawing but will look specifically at how to show meaning and ideas through their use of the visual concepts and composition. We will also develop skills in both printing and painting and will expand these by introducing new techniques and materials. Students will produce an outcome in both media.</p>	<p>In this unit all students will develop skills in collage and mixed media and will continue to develop their drawing skills. Beyond this students will have choice over the media they select to work in in order to prepare them for their personal investigation in Y13.</p>	
Year 13	<p><b>Personal Study</b> The personal study is a separate piece of writing which must comprise of a minimum of 1000 words of continuous prose. This is an independent research project based on their practical work and the artists they study to develop their ideas for this.</p>	<p><b>Personal Investigation</b> The personal investigation is a practical project where the theme, media and visual concepts studied are decided on by the student with support and guidance from their teacher. Students will have to research a theme, develop their ideas through drawing and media and produce a final outcome based on their investigations.</p>	<p><b>EXAM UNIT- Theme set by exam board</b> Students will decide themselves what visual concepts and media they select to work in. This will be done with guidance from their teacher who will ensure that all assessment objectives are covered.</p>