

# Year 7

	Cycle A & B	Cycle C & D
What do we teach in Creative Arts?	Baseline tomato Formal elements Colour theory Textiles - material manipulation	Watercolour Experiments Watercolour Landscapes Insects
How does this meet the National Curriculum?	<p>This topic covers the following aims of the National Curriculum:</p> <ul style="list-style-type: none"> <li>• Students to become proficient in drawing &amp; painting (Aim 2).</li> <li>• Students to evaluate and analyse creative works using the language of art (Aim 3).</li> <li>• Students to explore their ideas and record their experiences (Aim 1).</li> <li>• Students to know about great artists and understand the historical and cultural development of their art forms (Aim 4)</li> </ul>	
Why does this knowledge matter?	<p>This topic covers the very foundations of art education without which students could not access the subject. It also lays the groundwork for key vocabulary, theory and technical skills required by all artists. Both contemporary and traditional artists are introduced because it gives students a well-rounded understanding of the evolution of art and helps them appreciate different styles, techniques, and perspectives. Students experiment with a range of media's in order for them to make authentic opinions and choices about their own work and the art of others.</p>	
Why do we teach in this sequence?	<p>Vocabulary is taught first to ensure that this can be understood when used in subsequent lessons. Basic fine motor skills are practiced in sketchbooks first before moving onto more complicated drawing. Next colour is introduced to enhance the skills developed thus far. Finally a personal final composition is created using all the skills from the topic.</p>	
What career links are made?	<p>References are made to the application of drawing skills to the wider world of work not just within creative fields but also appreciating transferrable skills.</p>	

# Year 8

	Cycle A & B	Cycle C & D
What do we teach in Creative Arts?	Tonal drawing Portraiture	Printmaking Architecture
How does this meet the National Curriculum?	This topic covers the following aims of the National Curriculum: <ul style="list-style-type: none"><li>• Students to become proficient in drawing, painting, sculpture and other art, craft and design techniques (Aim 2).</li><li>• Students to evaluate and analyse creative works using the language of art (Aim 3).</li><li>• Students to explore their ideas and record their experiences (Aim 1).</li><li>• Students to know about great artists and understand the historical and cultural development of their art forms (Aim 4)</li></ul>	
Why does this knowledge matter?	Portraiture is one of the oldest and widely documented art forms that features heavily in all forms of art education from early years through to Degree level. An understanding and appreciation of portraiture across a variety of disciplines is essential in order to achieve an artistic education. We introduce architecture, making connections through different disciplines and skills, learning from a range of traditional and contemporary artists.	
Why do we teach in this sequence?	Drawing and observational skills are developed through self-portrait drawings in sketchbooks when rules of composition and proportion are taught. These rules are then subsequently challenged by looking at mix media and abstract styles of portraiture. The works of both traditional and contemporary artists are discussed, and students are taught in-depth pencil, painting, mix media, printmaking and photography. When looking at architecture students are introduced to a conceptual way of thinking; reflecting on how art is influenced by the world around us and comment on the current issues around housing.	
What career links are made?	References are made to working contemporary artists, their current exhibited works allowing students to engage with art within a professional context.	

# Year 9

	Cycle A & B	Cycle C & D
What do we teach in Creative Arts?	Identity Printmaking	Street Art Optical Illusions
How does this meet the National Curriculum?	<p>This topic covers the following aims of the National Curriculum:</p> <ul style="list-style-type: none"> <li>• Students to become proficient in drawing painting, sculpture and other art, craft and design techniques (Aim 2).</li> <li>• Students to evaluate and analyse creative works using the language of art (Aim 3).</li> <li>• Students to explore their ideas and record their experiences (Aim 1).</li> <li>• Students to know about great artists and understand the historical and cultural development of their art forms (Aim 4).</li> </ul>	
Why does this knowledge matter?	<p>The theme of identity allows students to personalize artworks, inspired further through the contemporary study of Grayson Perry. It is important students see how artists respond to society's current trends and issues, celebrated artists in the LGBTQ+ community. Students build on from printmaking learnt in year 8, developing a more complex and professional technique. Street art is a form of identity and allows students to explore this theme in an alternative artistic avenue. It encourages creativity by challenging traditional boundaries and offers a platform for students to explore themes like identity, activism, and personal expression.</p>	
Why do we teach in this sequence?	<p>It is important that students feel connected to the theme of their artworks, introducing new disciplines such as printmaking to explore their responses. The theme-based projects prepare students for GCSE and building upon their initial artist research. By learning about street art, students can understand its role in modern society and how it serves as a powerful form of communication.</p>	
What career links are made?	<p>References are made to working contemporary artists such as Grayson Perry and Banksy and their current exhibited works, programmes and books, allowing students to engage with art within in a professional context. Teaching street art fosters an understanding of how art can be used to strengthen communities and promote social cohesion.</p>	