**Intent**

The Belvue Art curriculum seeks to empower pupil’s enjoyment of self-expression through the exploration of artists, art materials and ideas.

Pupils practice organising art compositions, tools and materials to generate their own creations. Through voicing their own opinions about art they develop confidence in their individuality. They explore new artists, images and ideas through a wide range of materials and are encouraged to express themselves verbally and visually throughout. Through this they experience many sensory materials and have the opportunity to play with their potential to create art.

They see the respect that adults have for their artwork and come to understand the value of their own and others vibrant and sensitive creations.



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**Overview**

Through their Art study at Belvue we want pupils to:

Understand and develop their ability and confidence to express themselves both through making art and in responses to art that they look at.

Develop and fine tune a range of art making skills through focus, care and discipline.

To enjoy engaging with art materials playfully thereby encouraging invention, imagination and the process of making art.

To approach their art making with individual intention and respectful ownership

Respond to, discuss and reflect on their own work and the work of others.

KS3 students receive one 40 minute lesson per week. Over a year students study one area of focus from the viewpoint of several different artists. These Artists will vary through modern, historical, European and global incorporating a spectrum of cultures, specifically those represented amongst the students in the school.

Students in KS3 and for whose learning difficulties are greater will study more sensory schemes of work which access experience of art materials and activities focussing on sensory, fine motor development and a wider range of opportunities to experience and enjoy making art. The topics of these themes often follow a story or poem, but will be changed and adjusted in according to the needs, interests and preferences of students. The schemes of work outlined here document themes covered recently.

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| KS3 MLD | Autumn | Spring | Summer |
| **Cycle 1** | ***Landscapes*** | ***Landscapes/cityscapes*** | ***Cityscapes*** |
| Overview | Students will study Landscape paintings from history and investigate what life was like at that time. They will experiment with copying these landscapes using different mediums. They will understand the terms: Horizon, Skyline, Landscape, Vanishing point and variations in Sea scape, city scape and landscapes. | Students will visit a place where they can see a real Landscape and make drawings, paintings and take photographs of this so they can build up their observations once back at school.  With their understanding of how to observe a landscape students will then explore an artist whose work is of City or TownScapes. They will use a variety of art tools and materials to make their own copies of these pictures. | Students will draw upon their previous learning about city and townscapes to develop a group town of their own. Having made a lot of 2d work over the year this term explores 3d construction whether in card, clay, wood or plaster. Students will build a class town and make shared choices about the layout and management of their town. |
| **Cycle 2** | ***Colours*** | ***Colours and shapes*** | ***Colours and shapes.*** |
|  | Students will be introduced to an artist whose work explores and highlights colour and how certain colours work together in contrast or in harmony. Students will experiment with a wide range of art tools and materials to emulate the style of this artist and how secondary and primary colours can be created. | To expand their exploration of colours students will experiment with smaller and larger areas of colours as well as monochrome imagery. They will be introduced to, and make work that emulates artists whose work investigates colourful shapes and/or monochrome images. | Students will begin to work in more independent ways specific to their own responses to colours and shapes: they will begin to favour a certain artists styles and begin to make their own designs according to their choices in colours and shape. All students will make a 3d colour sculpture during this term. |
| Cycle 3 | ***The Story in a picture: Investigating*** | ***The Story in a picture: devising picture compositions*** | ***The story in a picture: Creating images for a story.*** |
|  | Students will be introduced to different narrative paintings from history. They will learn to ask themselves questions about what is happening in these pictures and how the people in them are feeling. They will make drawn, photographic and painted recreations of these paintings. They will also explore what life was like for people living at the time the painting was made. | Students will learn about composition and to ask why the artist has chosen a particular viewpoint. They will experiment with making narrative pictures from the point of view of a different person in the picture. | Students will transfer their understanding of extracting a story from a picture into creating a picture from a story. They will be introduced to artwork that illustrates a story and then experiment with creating a picture from a story that they are told. They will use a range of different art techniques and materials for this purpose. |
| KS3 SLD | Autumn | Spring | Summer |
| **Cycle 1** | ***Bees*** | ***Hives*** | ***flowers*** |
| Overview | Students will use collage, painting and drawing to explore the structure of a bees body before working collaboratively to build a giant bee sculpture together | Continuing the narrative of a bee we use collage and 3d art making skills to compare a bee hive with our own homes and construct a bee hive and smaller bees that live inside the hive. | Student use the opportunity that summer brings to observe and make art about the flowers and the bees that move around them. They draw, paint and make 3d art around the structure and colours of different flowers. They enact the movement of the bees between their hive and flowers sculptures. |
| **Cycle 2** | ***The Owl and the Pussycat (verse 1)*** | ***Verse 2*** | ***Verse 3*** |
|  | Using collage and painting skills students explore the imagery around the first stanza of this poem: the animals, their fur/feathers. The concept of love and how it is expressed.: They build a boat and seek to sail it as well as printing money and making drawings and paintings of honey. | Using imagery from the next stanza student explore the marriage ceremony and make photographs and paintings of weddings. They also explore the imagery of pigs, turkeys and a range of extraordinary trees using a variety of art techniques. | Using 3d techniques students construct the moon and create puppets to enact a dancing video which the student create together. |
| Cycle 3 | ***The poems of Struwelpeter*** | ***Fidgetty Phil*** | ***Harriet and the matches*** |
|  | Using the Struwelpeter story students examine ideas around the Dirty boy making paper pulp sculptures of him with filthy hands and hair. They use several art materials to reconstruct him including earth, wool, fabrics and plastic to collage their 3d sculpture. | Students recreate the order and promise of a table laden with food. They make collages and models of their favourite foods and table items. Following the naughty boy pulling the cloth to the floor they experiment with making art about mayhem and danger. | Exploring this poem students can make paintings, prints and collages that explore misunderstandings abut fire and its potential for damage. They use fabrics , charcoal and wool to make art that recreates the devastating final scene |



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