
















## St Paul's Academy

### Art Curriculum Overview

Why we teach Art at St Paul's Academy	Disciplinary Knowledge	Substantive Knowledge
<p><b>"Art is not what you see, but what you make others see"</b></p> <p><b>Edgar Degas</b> At St Paul's Art is an important part of the curriculum as it underpins all the other subjects. In art we learn to observe the world and everything around us, which helps us to understand ourselves and have appreciation for the world.</p> <p>In Art we also learn skills in drawing, painting, printmaking, textiles, photography and 3D. We learn to develop these skills in creative and interesting ways. There is also an element of Critical and Contextual studies where students learn about important periods in Art History and global culture.</p>	 Growth mindset	<div style="background-color: #4a86e8; color: white; padding: 5px;"><b>Observational skills</b></div>  <ul style="list-style-type: none"> <li>Formal Elements (observational drawing) – line, tone, colour, pattern, texture, form, shape, space</li> </ul>
	 Creative thinking	
	 Problem solving	
	 Exploratory with ideas and materials	
	 Evolution of the creative process	<div style="background-color: #f4a460; color: white; padding: 5px;"><b>Research</b></div>  <ul style="list-style-type: none"> <li>Research – knowledge of world culture and art history. Developing analysis skills</li> </ul>
<p><b>School values/Careers Links</b></p> <p>Our ambitious curriculum incorporates knowledge and understanding of a diverse range of artists from different backgrounds. With the mastery of this knowledge, students grow in confidence in creating their own art, and broaden their understanding of culture.</p> <p>Our curriculum prepares young people for careers in the arts and design industry. the list of possible careers is long and varied. The Arts industries account for ££££ of the economy.</p>	 Playful with the formal elements and ideas	<div style="background-color: #ffeb3b; color: white; padding: 5px;"><b>Creativity</b></div>  <ul style="list-style-type: none"> <li>Creativity and expression – understanding the creative process through experiential knowledge</li> </ul>
	 Innovative	<div style="background-color: #9c27b0; color: white; padding: 5px;"><b>Self-awareness</b></div>  <ul style="list-style-type: none"> <li>Self-awareness – growth mindset through a self-discovery process</li> </ul>
	 Original and unique	
	 Developing personal interests	

**St Pauls Academy**  
**Art Key Stage 3 Curriculum Map – Topics by Term**

SK Themes and colours	Line, tone, texture, shape, colour	Figurative, colour, cultural pattern	Culture, tradition, motif, design	Dream, symbolism, subconscious	Pattern, motif, repetition	Revisiting line, tone, form	Street art, graffiti, symbolism	Structure, dimension, space	Stencil, logo, typography
DK Big Ideas and colours	Explore and apply visual elements	Use symbolism and bold colour	Combine shape, proportion, and pattern	Use imagination and abstract concepts	Transfer designs using printing techniques	Refine drawing using formal elements	Layer imagery and text with meaning	Draw with depth and accurate perspective	Create impactful visual messages

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Formal Elements</b> <b>KQ:</b>  Line, tone, texture, shape, pattern, space, colour, form	<b>Black history month –</b> <b>Chris Ofili;</b> <b>No Woman No Cry</b>  Contemporary Art, racism, justice, pattern, colour, form, shape	<b>Insects and bugs</b> <b>Design and develop</b>  Shape, line, tone, colour, Texture, design	<b>Pop Art</b>  Consumerism, popular Culture, innovation, Repetition, industrial, advertising	<b>Printmaking</b>  Design, pattern, motif	<b>Drawing</b>  Re-visit the formal elements
	SK					
	DK					
<b>Year 8</b>	<b>Formal Elements</b>  Line, tone, texture, shape, pattern, space, colour, form	<b>Black history month –</b> <b>Lubamia Himid</b>  Figurative, colour, pattern	<b>African Masks</b>  Tradition, culture, pattern, Design, motif, shape, Proportions, portrait	<b>SURREALISM</b>  Subconscious, dream, Landscape, symbolism, Figure, exquisite corpse,	<b>Printmaking</b>  Design, pattern, motif	<b>Drawing</b>  Re-visit the formal elements



<b>Year 11</b>	Working towards MOCK EXAM AO1, AO2, AO3	MOCK EXAM Personal realisation AO4	Refine and Develop Personal portfolio – unit 1 Begin EXAM PAPER – unit 2	<b>Working towards EXAM AO1, AO2, AO3</b>	<b>Exams AO4</b>	EXHIBITION and Moderation
	SK					
	DK					

**St Pauls Academy  
Art Curriculum Map – KS3 Disciplinary Knowledge Map**

<b>Year 7</b>	GROWTH MINDSET Playful with the formal elements	EXPLORATORY With processes and Materials PROBLEM SOLVING	EVOLUTION OF THE CREATIVE PROCESS	INNOVATIVE, ORIGINAL & UNIQUE – developing own ideas	CREATIVE THINKING DEVELOPING PERSONAL INTERESTS
<b>Year 8</b>	GROWTH MINDSET Playful with the formal elements	EXPLORATORY With processes and Materials PROBLEM SOLVING	EVOLUTION OF THE CREATIVE PROCESS	INNOVATIVE, ORIGINAL & UNIQUE – developing own ideas	CREATIVE THINKING DEVELOPING PERSONAL INTERESTS
<b>Year 9</b>	GROWTH MINDSET Playful with the formal elements	EXPLORATORY With processes and Materials PROBLEM SOLVING	EVOLUTION OF THE CREATIVE PROCESS	INNOVATIVE, ORIGINAL & UNIQUE – developing own ideas	CREATIVE THINKING DEVELOPING PERSONAL INTERESTS

**St Pauls Academy  
Art Curriculum Map – KS4 Disciplinary Knowledge Progression**

	GROWTH MINDSET	EXPLORATORY	EVOLUTION OF THE	INNOVATIVE, ORIGINAL &	CREATIVE THINKING
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<b>Year 10</b>	Playful with the formal Elements AO1 – Record and develop	With processes and Materials PROBLEM SOLVING AO3 – Explore and refine	CREATIVE PROCESS AO2 – Critical and contextual	UNIQUE – developing own Ideas AO3, AO4	DEVELOPING PERSONAL INTERESTS AO4 – Personal response
<b>Year 11</b>	GROWTH MINDSET Playful with the formal Elements AO1 – Record and develop	EXPLORATORY With processes and Materials PROBLEM SOLVING AO3 – Explore and refine	EVOLUTION OF THE CREATIVE PROCESS AO2 – Critical and contextual	INNOVATIVE, ORIGINAL & UNIQUE – developing own Ideas AO3, AO4	CREATIVE THINKING DEVELOPING PERSONAL INTERESTS AO4 – Personal response