

ARMTHORPE ACADEMY

CURRICULUM INTENT 2020-2021



SUBJECT: ART

FACULTY: PRACTICAL AND DESIGN

Approach:

The Art department at Armthorpe is a nourishing, safe and creative environment. Students are encouraged to expand on their knowledge of Art, they are supported to develop their own ideas and are given the freedom to make choices and navigate their own learning. Students engage in art history – learning about art all of the world, past to present. Topics are specifically designed to enthuse and are inclusive of needs, ability and interest.

What are the minimum expectations of the National Curriculum/Exam Specifications?

The national curriculum stipulates that a “high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject content

Key stage 3

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

GCSE Content

At GCSE for Art and Design: Fine Art and Art and Design: 3D Design, students must study the following components:

- Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.
- In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

Where/how do we exceed the minimum expectations of the National Curriculum/Exam Specification?

The national curriculum requirements stated above are solely used as a basic checklist. The curriculum delivered through the Art Department exceeds this expectation in the following ways:

- Students are offered a wide range of media to use within their study; graphite, ink, acrylic and watercolour painting, spray paint, collage, photography, printmaking and 3D mediums in the form of wood constructions, clay sculpture, wire forming and mixed media approaches.
- Students are supported as individuals and projects are set to suit needs, interest and ability.
- Students are given half-term long projects that offer the opportunity for students to input their own ideas and is more inclusive of their interests.
- They are given time, freedom and independence to develop their own artist style.
- The art department runs after school clubs where students can further develop their art work and explore new media not yet partaken in.
- Students learn to assess their own work through self/peer and teacher assessment and feedback.
- Students are given the opportunity to analyse artists in order to feed into their own work.

How is the curriculum sequenced to help students to know more and remember more over time?

The premise of the sequenced art curriculum is that students start with using accessible media, learn engaging techniques that start at beginner level moving to more complex mediums and concepts. At key stage 3, students work in half termly projects. The projects replicate that of a concise GCSE project. Students study artists – analyse concepts and replicate work, they develop their own ideas showing influence of artists studied. Within each project students explore a range of media, produce written reflections of their journey and have their work assessed through peer/self and teacher feedback forward methods. This project order and method of working is repeated in every project, giving the students the grounding and continuity to refine and revisit each component of project requirements.

Art and Design; Fine Art and 3D Design Curriculum map

Y7	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	<p>CITYSCAPE</p> <ul style="list-style-type: none"> Students will learn to recognise and identify the visual qualities of accurate, detailed drawing and illustration. Be introduced to and research the work of Matteo Pericoli. Develop drawing skills by using pencil, fine liner/biro to apply accurate detail in creating and replicating a cityscape. Students will design and produce a series of drawings, illustrations and polyprints of cityscapes. <p><i>*3D Element*</i></p> <p>ARCHITECTURE</p> <ul style="list-style-type: none"> Students will research architecture and produce outcomes that include photographs/print outs of famous, unusual, utilitarian and alternative buildings. Students will engage in drawing in various mediums. Students will produce artist research on Jo Peel and a pastiche. 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> Reflective comments written by students in sketchbooks after every new skill learnt. Teacher and student comments on how to improve skills, knowledge and techniques when revisited. Teacher verbal feedback. Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. Peer/self assessment. Group assessments. Teacher demonstrations of techniques at the beginning of new skill taught. Teacher and students Wagolls/Misconceptions shared by students 	<ul style="list-style-type: none"> Building upon prior knowledge of observational drawing and art making skills from KS2 – information sought during transition week and planned for. Engaging, simple but effective first project of KS3. Using a wide range of materials to show the possibilities of the subject. Fundamental that students engage in observational drawing. Utilising observational drawing skills and applying them in new media – printmaking. Introduction to pattern and repetition in an artwork and the effects it can create. To introduce basic construction techniques. 	<p>Scale Proportion Printmaking Emboss Line Detail Ink/biro Repetition Precise Panorama Architecture Polyprint Polystyrene Negative Relief Accuracy Structure</p>

	<ul style="list-style-type: none"> Students will produce design ideas that re actually drawn, annotated and thought out. Students will learn construction and modelling techniques. Students will produce a final outcome using cardboard and construction techniques that responds to the theme and artist researched. 		Career links: Architect, Designer, Surveyor.	
Autumn 2	<p>POP ART PORTRAITS</p> <ul style="list-style-type: none"> Students will engage in the visual qualities of colour, shape and line. Be introduced to the Pop Art movement and research the work of Roy Lichtenstein. Further develop drawing skills by using pencil, colour theory in using colour pencil and felt tip pens. Produce an oil pastel print. Produce a series of drawings, illustrations and slogans inspired by Pop Art. <p>*3D ELEMENT* PORTRAIT RELIEF</p> <ul style="list-style-type: none"> Students will research Pablo Picasso; including images, information and a pastiche. Students are to draw a photo of a peer ad transform it into Picasso style artwork. Students are to produce an idea for relief portrait. Colour themed and annotated with relief parts, indicated. 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> Reflective comments written by students in sketchbooks after every new skill learnt. Teacher and student comments on how to improve skills, knowledge and techniques when revisited. Teacher verbal feedback. Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. Peer/self-assessment. Group assessments. Teacher demonstrations of techniques at the beginning of new skill taught. Teacher and students Wagolls/Misconceptions shared by students 	<ul style="list-style-type: none"> Student will be introduced to colour theory. This will build upon what was leant/cover any misconceptions at KS2. Further develop observational drawing and printmaking knowledge. Learn about art movements – Pop art being an easily accessible and engaging one. 	<p>Benday dots Vibrant Explosive Emotion Expression Outline Primary colours Everyday - objects Comic strips Art Movement Slogan Brands Advertising Media Illustration Relief Structure Construction Abstract Colour theory Elongate Expressive Cubism Form Shape Geometric Line Bold</p>

	<ul style="list-style-type: none"> Construct, using cardboard a portrait relief, painted in the style of Picasso. 		<p>Career links: Illustrator, Graphic Designer, Model maker, Set Designer</p>	<p>Contrast Complimentary</p>
<p>Spring 1</p>	<p>PATTERN</p> <ul style="list-style-type: none"> Students to be introduced to 'pattern' within an artwork. Produce artist research on the art of Iain MacArthur. Produce drawings and experiments using pattern in pencil and fineliner. Design and produce a relief sculpture of a patterned head in cardboard. 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> Reflective comments written by students in sketchbooks after every new skill learnt. Teacher and student comments on how to improve skills, knowledge and techniques when revisited. Teacher verbal feedback. Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. Peer/self-assessment. Group assessments. Teacher demonstrations of techniques at the beginning of new skill taught. Teacher and students Wagolls/Misconceptions shared by students 	<ul style="list-style-type: none"> Students to be introduced to three –dimensional elements in art by producing a relief portrait. Revisit and build upon the detail and accuracy achieved in the cityscape project and apply in this SOW. Develop own ideas – responding to national curriculum guidelines. Learn basic 3D cutting and adhesive understanding. 	<p>Pattern Detail Repetition Precision Tone Pointillism Rendering Gradient Relief Three Dimensional</p>
<p>Spring 2</p>	<p>TREES</p> <ul style="list-style-type: none"> Students to further develop skills and knowledge of tone and observational drawings 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> Reflective comments written by students in sketchbooks after every new skill learnt. 	<ul style="list-style-type: none"> Students to be introduced to watercolour painting – a simple form of painting. This should build upon colour theory knowledge previously 	<p>Tone Form Quality of Line Texture Nature Detail</p>

	<ul style="list-style-type: none"> • Be introduced to watercolour painting. • Students will produce accurate copies of trees, details and close-up imagery of branches and leaves in a realism style • Produce drawing in pencil, gradient techniques in biro and watercolour paintings. <p>*3D ELEMENT* LANDSCAPE</p> <ul style="list-style-type: none"> • Students are to research the artist, Caterina Rossato. Producing artist research pages. • Students are to produce a series of collages and mixed media pieces depicting landscape • Students to take photos of landscapes in various states. • Students are to construct a collection of landscape collages inspired by their source. 	<ul style="list-style-type: none"> • Teacher and student comments on how to improve skills, knowledge and techniques when revisited. • Teacher verbal feedback. • Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. • Peer/self-assessment. • Group assessments. • Teacher demonstrations of techniques at the beginning of new skill taught. • Teacher and students Wagolls/Misconceptions shared by students 	<p>acquired in felt-tip studies from Pop Art Portrait project.</p> <ul style="list-style-type: none"> • Seasonal change in weather and effect on trees/nature – encouraging students understand and engage in their surroundings. • To revisit painting knowledge of KS2 and expand skills set. • Refine/teach basic colour theory • Broaden student knowledge of application of tone – introduction of cross-hatching with biro. • New media (Collage) to be introduced • Build on construction techniques in creating 3D collage <p>Career links: Artist, Illustrator</p>	<p>Precise Proportion Scale Consistency of paint Gradient Cross hatching Colour theory – primary/secondary Foreground Middle ground Background Focus Detail Expressive Mixed media Horizon</p>
<p>Summer 1</p>	<p>TYPOGRAPHY</p> <ul style="list-style-type: none"> • Learn the history, styles and purposes of Typography. • Student to replicate a series of different font type in a variety of media and styles. • Using pencil, fine liner and paint. • Develop own ideas create their own Typeface. 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> • Reflective comments written by students in sketchbooks after every new skill learnt. • Teacher and student comments on how to improve skills, knowledge and techniques when revisited. • Teacher verbal feedback. 	<ul style="list-style-type: none"> • Student opportunity to develop own ideas and design own font/artwork - Students to choose between a variety of media that they have previously used and been successful at. • Further develop observational drawing. • Introduction to Graphic design. 	<p>Shape Pattern Gradient Optical illusion Precision Expressive Three dimensional Font Typeface Typography Brands Advertising Replicate</p>

	<p>*3D ELEMENT Create a 3D font in cardboard/thick paper.</p> <ul style="list-style-type: none"> Using own designs, students are to develop construction techniques/nets to create a 3D letter. 	<ul style="list-style-type: none"> Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. Peer/self-assessment. Group assessments. Teacher demonstrations of techniques at the beginning of new skill taught. Teacher and students Wagolls/Misconceptions shared by students 	<p>Career links: Graphic Designer</p>	<p>Three dimensional Style Nets Tabs</p>
<p>Summer 2</p>	<p>*3D ELEMENT* UNDER WATER</p> <ul style="list-style-type: none"> Students are to produce artist research on the ceramist Heather Knight. Produce drawing, painting and prints based on sea coral Design a clay tile, incorporating sea coral imagery. Annotated and drawn with detail. Produce a clay, utilising artist research and coral research. <p>STILL LIFE</p> <ul style="list-style-type: none"> Students to draw from ‘life’ see the world around them and represent it through Art, a national curriculum requirement. Arranged in the classroom will be a still life set-up - Students are to use observational skills to create a series 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> Reflective comments written by students in sketchbooks after every new skill learnt. Teacher and student comments on how to improve skills, knowledge and techniques when revisited. Teacher verbal feedback. Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. Peer/self-assessment. Group assessments. 	<ul style="list-style-type: none"> A challenging task and to put observational skills learnt from the year to the test. Preparation for more advanced observational drawing in Year 8. Building resilience in drawing by repetition. Using unusual sources for inspiration, broadening student imagination. 	<p>Scale Proportion Shape Forms Texture Tone Line Repetition Viewpoint Enlarge Coral</p>

	<p>of studies from their viewpoint, accurately and with varied media.</p> <ul style="list-style-type: none"> Students will use viewfinders that placed around the classroom and produce an observational drawing, repeating this drawing in four chosen mediums decided by student. 	<ul style="list-style-type: none"> Teacher demonstrations of techniques at the beginning of new skill taught. Teacher and students Wagolls/Misconceptions shared by students 		
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Y8	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	<p>GEOMETRIC PORTRAITS</p> <ul style="list-style-type: none"> Production of Artist research – Josh Bryan. Working in geometric patterns. Studies in Ink, Pencil and Print. Development of own ideas – by creating a portrait in a unique style. 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> Reflective comments written by students in sketchbooks after every new skill learnt. Teacher and student comments on how to improve skills, knowledge and techniques when revisited. Teacher verbal feedback. Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. Peer/self-assessment. Group assessments. 	<ul style="list-style-type: none"> Challenging first project for Year 8. Revisit and builds upon patterns and mark making skills learnt from Year 7. Students equipped and capable to create such work at this stage. Develop understanding of portraiture. To teach the understanding of creating artwork that is unique. 	<p>Form Shape Line Tone Triangle Quadrilateral Ink Mark - making Portraiture Precision Pattern Geometric Unique Expression Mood Emotion</p>

		<ul style="list-style-type: none"> Teacher demonstrations of techniques at the beginning of new skill taught. Teacher and students Wagolls/Misconceptions shared by students 		
Autumn 2	<p>FOOD</p> <ul style="list-style-type: none"> Research into Realism and Pop Art techniques and processes – Joel Penkman, Roy Lichtenstein and Wayne Thiebaud. Further develop drawing and painting skills observational studies. Design and produce a series of drawings, prints, illustrations and paintings based on foodstuffs. Observational drawing, colour theory exploration, studies in colour pencil, watercolour and felt-tip. Still life drawing of foodstuffs. <p>*3D ELEMENT*</p> <ul style="list-style-type: none"> Student research the artist Yayoi Kusama. Produce a mood board – drawings/printouts of fruit and vegetables Produce pattern pages in fineliner. Design fruit/vegetable to be made in clay. Design ideas to drawn accurately, felt tips to indicate final colour scheme. Annotated journey. Sculpt final idea in clay. Painted and drawn on in style of Kusama. 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> Reflective comments written by students in sketchbooks after every new skill learnt. Teacher and student comments on how to improve skills, knowledge and techniques when revisited. Teacher verbal feedback. Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. Peer/self-assessment. Group assessments. Teacher demonstrations of techniques at the beginning of new skill taught. Teacher and students Wagolls/Misconceptions shared by students 	<ul style="list-style-type: none"> Revisit and building upon colour theory knowledge learnt in Year 7. Students now capable of blending colours having developed gradient skills in Year 7 projects - thus gaining a new skill to be used in the future. Enhancing observational drawing skills by engaging in imagery that is more complex. Further developing painting skills – by blending and mixing colours. Further developing a tonal range within painting. Introducing a number of artists which key to developing own ideas. Build on clay knowledge from Y7 and further develop adding more complex forms. 	<p>Form Shape Line Tone Ink Mark - making Precise Branding Advertising Gradient Illustrations Realism Still life Proportion Scale Bold Vivid Vibrant Commercial Polka dot Pattern Slip Sculpt</p>

			Career links: Artist, Illustrator, Ceramicist	
Spring 1	<p>BIRDS</p> <ul style="list-style-type: none"> Students will produce accurate detailed drawings, paintings and prints of birds. Develop your drawing and painting skills by using pencil, watercolour paint and printmaking to create and replicate a series of drawings, paintings and prints of birds. Produce artist research on Mark Powell – revisiting cross hatching techniques. 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> Reflective comments written by students in sketchbooks after every new skill learnt. Teacher and student comments on how to improve skills, knowledge and techniques when revisited. Teacher verbal feedback. Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. Peer/self-assessment. Group assessments. Teacher demonstrations of techniques at the beginning of new skill taught. Teacher and students Wagolls/Misconceptions shared by students. 	<ul style="list-style-type: none"> Revisiting printing techniques and further developing printmaking skill by adding complex mark making. Revisiting painting skills acquired in previous project. Begin to refine painting blending skills and embed colour theory within practice. 	<p>Form Shape Line Tone Printmaking Emboss Mark - making Precision Blending Gradient Realism Cross hatching</p>

<p>Spring 2</p>	<p>INSECTS</p> <ul style="list-style-type: none"> • Further develop research and analytical skills by producing Artist research on Rosalind Monks • Students to produce a series of outcomes - studies in oil pastel, biro, chalks and Watercolour. <p><i>*3D ELEMENT*</i></p> <ul style="list-style-type: none"> • Wire tracing – students to choose an insect they have drawn and trace in wire. 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> • Reflective comments written by students in sketchbooks after every new skill learnt. • Teacher and student comments on how to improve skills, knowledge and techniques when revisited. • Teacher verbal feedback. • Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. • Peer/self-assessment. • Group assessments. • Teacher demonstrations of techniques at the beginning of new skill taught. • Teacher and students Wagolls/Misconceptions shared by students 	<ul style="list-style-type: none"> • Further challenge on observational drawing; combing elements of pattern, mark making and gradient tones previously learnt in one outcome, drawing. • Introductions of new media (oil pastel and chalk) which have similar techniques learnt in watercolour and colour pencil. 	<p>Form Proportion Tone Blending Pattern Cross hatching Texture Line Repetition Detail Wire Three dimensional Relief Binding</p>
<p>Summer 1</p>	<p>ILLUSTRATION</p> <ul style="list-style-type: none"> • Students to engage in the urban environment and produce replicas of graffiti and illustrations influenced by graffiti, music film and advertising. • Students to produce studies in felt tip, paint, stencil with spray painting and colour pencil. 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> • Reflective comments written by students in sketchbooks after every new skill learnt. • Teacher and student comments on how to improve skills, knowledge and techniques when revisited. 	<ul style="list-style-type: none"> • Introduction of artwork created specifically for the urban environment and not gallery/museums - Students to understand its value and voice. • To develop an understanding of alternative art practices. • With support and differentiation, students will have gained the ability and 	<p>Advertising Urban environment Landscape Cityscape Vandalism Alternative Stencil Graffiti Font Typography Typeface</p>

		<ul style="list-style-type: none"> • Teacher verbal feedback. • Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. • Peer/self-assessment. • Group assessments. • Teacher demonstrations of techniques at the beginning of new skill taught. • Teacher and students Wagolls/Misconceptions shared by students. 	<p>confidence to produce stencils with spray paint.</p> <ul style="list-style-type: none"> • To influence students develop an artistic style. <p>Career links: Illustrator, Graphic Designer, Game Designer</p>	
Summer 2	STILL LIFE	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> • Reflective comments written by students in sketchbooks after every new skill learnt. • Teacher and student comments on how to improve skills, knowledge and techniques when revisited. • Teacher verbal feedback. • Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. • Peer/self-assessment. • Group assessments. 	<ul style="list-style-type: none"> • A challenging task and to put observational skills learnt from the year to the test. • Preparation for more advanced observational drawing in Year 9. • Building resilience in drawing by repetition. • Using unusual sources for inspiration, broadening student imagination. 	<p>Scale Proportion Shape Forms Texture Tone Line Viewpoint Perspective Enlarge Repetition</p>

		<ul style="list-style-type: none"> Teacher demonstrations of techniques at the beginning of new skill taught. Teacher and students Wagolls/Misconceptions shared by students. 		
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Y9	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1	<p>REFLECTIONS</p> <ul style="list-style-type: none"> Students to produce a series of observational drawings in pencil and white pencil and painting studies of reflective and transparent sources. Still life's of spoons, tins and glassware to be used as source. Students to engage in how a subject has been distorted through reflection, refraction and altered by its surface. Produce artist research on MC Escher 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> Reflective comments written by students in sketchbooks after every new skill learnt. Teacher and student comments on how to improve skills, knowledge and techniques when revisited. Teacher verbal feedback. Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. Peer/self-assessment. Group assessments. Teacher demonstrations of techniques at the beginning of new skill taught. 	<ul style="list-style-type: none"> To offer students a new outlook through artmaking – looking how reflective surfaces alter and complicate the outcome. To further enhance observational drawing skills, To embed colour theory, blending and application of tonal range. To expose and understanding of making art from unusual sources. To introduce GCSE projects, understanding and preparation. 	<p>Reflection Refraction Distortion Scale Proportion Alter Perspective Elongate Gradient Tone Warped Transparent Form Shape Line Tone Ink Mark - making Precise</p>

		<ul style="list-style-type: none"> Teacher and students Wagolls/Misconceptions shared by students. 		
Autumn 2	FASHION <ul style="list-style-type: none"> Students to produce artist research on Kasiq Jungwoo Students to produce replicas of logos and typefaces. To produce observational paintings, drawings and collages. To assess identity and self-image 	Formative assessment approaches: <ul style="list-style-type: none"> Reflective comments written by students in sketchbooks after every new skill learnt. Teacher and student comments on how to improve skills, knowledge and techniques when revisited. Teacher verbal feedback. Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. Peer/self-assessment. Group assessments. Teacher demonstrations of techniques at the beginning of new skill taught. Teacher and students Wagolls/Misconceptions shared by students. 	<ul style="list-style-type: none"> Embed the concept that art making is idea based – project focusing on self-image and identity. Revisiting Typography project and further develop skills in this area. Students should now be ready for a challenge to engage in imagery that is more complex. <p>Career links: Fashion designer, Graphic Designer, Fine Artist.</p>	Branding Logos Advertising Identity Self – image Illustration Typography Fashion Form Shape Line Tone Ink Mark - making Precise
Spring 1	HUMAN FORM <ul style="list-style-type: none"> Students to produce artist research on Thomas Sailot with pastiche. Produce anatomical drawing of the human body – Skull, bones, muscles 	Formative assessment approaches: <ul style="list-style-type: none"> Reflective comments written by students in sketchbooks after every new skill learnt. 	<ul style="list-style-type: none"> Students revisiting and refining the skills they learnt in the last project – Painting, observational drawing and printing. Students should now be ready for a challenge to engage in imagery that is more complex. 	Skin tone Hue Balance Vibrant Proportion Scale Blending

	<p>and learn how to make skin tones in paint.</p> <ul style="list-style-type: none"> Students will develop their own ideas of how to respond to work of Thomas Sailot by making their own human form piece – this could be a painting of an eye, pencil drawing of side of a face etc. <p>*3D ELEMENT* NATURAL FORMS</p> <ul style="list-style-type: none"> Students are to produce artist research on the tattoo artist, Scott Campbell. Drawings of his artwork and key information/inspiration of skulls annotated. Students to produce research pages in clay research; key techniques and processes. Students to produce a set of artworks depicting a range of bones; skull, tibia, rib cage etc in various media. Students to produce a clay skull in response to research, painted in white acrylic once complete, then draw patterns influenced by Campbell’s tattoos. 	<ul style="list-style-type: none"> Teacher and student comments on how to improve skills, knowledge and techniques when revisited. Teacher verbal feedback. Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. Peer/self-assessment. Group assessments. Teacher demonstrations of techniques at the beginning of new skill taught. Teacher and students Wagolls/Misconceptions shared by students. 	<ul style="list-style-type: none"> To support students to develop their own ideas and artistic style of working. Build on Clay skills Further expand student artist research skills and knowledge. <p>Career links: Tattooist, Illustrator</p>	<p>Saturation Contrast Emotion Composition Structure Texture Realism Distortion Scale Proportion Alter Perspective Sculpt Slip Form Three dimensional</p>
<p>Spring 2</p>	<p>TRANSFORMATION</p> <ul style="list-style-type: none"> Artist Research on Melissa Wilcox with pastiche. Experiment with arrange of media to achieve texture, layer and depth Produce a photographs, drawings, painting and mixed media responses to the them, Transformation. 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> Reflective comments written by students in sketchbooks after every new skill learnt. Teacher and student comments on how to improve skills, knowledge 	<ul style="list-style-type: none"> Students revisiting and refining the skills they learnt in the last project – Painting, observational drawing and printing. Students to develop the ability to combine skills previously learnt in producing a portrait. 	<p>Abstract Texture Portraiture Emotion Layer Composition Mixed media Self image Identity</p>

	<p>*3D ELEMENT* SHADOW PORTRAIT</p> <ul style="list-style-type: none"> • Students are to produce artist research pages on Christine Kim, which should include key information, drawings and images of artists work. • Students are to produce a series of collage and patterned layers in response to Kim research. Annotating ideas and describing journey. • Students are to produce a mixed media/card cut-out relief 	<p>and techniques when revisited.</p> <ul style="list-style-type: none"> • Teacher verbal feedback. • Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. • Peer/self-assessment. • Group assessments. • Teacher demonstrations of techniques at the beginning of new skill taught. • Teacher and students Wagolls/Misconceptions shared by students. 	<ul style="list-style-type: none"> • Students should now be ready for a challenge to engage in imagery that is more complex. • To support students to develop their own ideas and artistic style of working. 	<p>Form</p>
<p>Summer 1</p>	<p>RECYCLED</p> <ul style="list-style-type: none"> • Students to produce artist research, with copy of artist work on Holly Chastain, a collage artist. • Students to make a series of collages responding to the research and input of own ideas • Students are then draw and produce prints from the collages in a media of their choice. 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> • Reflective comments written by students in sketchbooks after every new skill learnt. • Teacher and student comments on how to improve skills, knowledge and techniques when revisited. • Teacher verbal feedback. • Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. 	<ul style="list-style-type: none"> • Students revisiting and refining the skills learnt in the previous project – Painting, observational drawing and printing. • Students to explore new media in collage and the using of ‘found imagery’. • To support students to develop their own ideas and artistic style of working. 	<p>Scale Proportion Shape Forms Texture Tone Line Viewpoint Perspective Enlarge Repitition</p>

		<ul style="list-style-type: none"> • Peer/self-assessment. • Group assessments. • Teacher demonstrations of techniques at the beginning of new skill taught. • Teacher and students Wagolls/Misconceptions shared by students. 		
Summer 2	<p>*3D ELEMENNT* IDENTITY BOX</p> <ul style="list-style-type: none"> • Students are to produce artist research pages on Joseph Cornell • Produce a collage in response • Collect a number of objects that represent their identity and arrange/stick into a box (cardboard/wood etc) <p>STILL LIFE</p> <ul style="list-style-type: none"> • Students to draw from 'life' see the world around them and represent it through Art, a national curriculum requirement. • Arranged in the classroom will be a still life set-up - Students are to use observational skills to create a series of studies from their viewpoint, accurately and with varied media. • Students will use viewfinders that placed around the classroom and produce an observational drawing, repeating this drawing in four chosen mediums decided by student. 	<p>Formative assessment approaches:</p> <ul style="list-style-type: none"> • Reflective comments written by students in sketchbooks after every new skill learnt. • Teacher and student comments on how to improve skills, knowledge and techniques when revisited. • Teacher verbal feedback. • Questioning –throughout lesson and project: retrieval of knowledge, revisiting skill, identifying misconceptions. Questioning achieved by no-hands up. • Peer/self-assessment. • Group assessments. • Teacher demonstrations of techniques at the beginning of new skill taught. • Teacher and students Wagolls/Misconceptions shared by students. 	<ul style="list-style-type: none"> • Alternative way of making art – use of found objects. • Still –life: A challenging task and to put observational skills learnt from the year to the test. • Preparation for more advanced observational drawing in GCSE. • Building resilience in drawing by repetition. • Using unusual sources for inspiration, broadening student imagination. 	<p>Scale Proportion Shape Forms Texture Tone Line Viewpoint Perspective Enlarge Repition</p>

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Y10	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
<p>Autumn 1 Autumn 2 Spring 1 Spring 2</p>	<p>AQA GCSE Art and Design: Fine Art Component 1 - Collection of Work</p> <p>MICROSCOPIC</p> <p>Students will engage in a range of experimental and observational work using a wide range of materials, media and processes.</p> <ul style="list-style-type: none"> • Students are to engage in artist research at GCSE standard – Mark Francis and Klari Reis • Students will produce paintings in watercolour and acrylic of cells and microscopic as source. • Lino printing of a chosen cell/microscopic image. • White pencil drawing of microscopic, recording tones in negative, inverted. • Spray paint and mixed media testing pieces – experimenting with the media using a mix of methods. 	<p>Summative and cumulative assessment that follows AQA assessment criteria:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<ul style="list-style-type: none"> • AQA Component requirement. • Great to start a GCSE off with using complex and interesting media not yet used in KS3. • To assess students skills to equip teacher knowledge moving forward within the course. • For students to understand the structure of a GCSE art and Design project. • To refine art making skills that will equip students moving forward. • Students to develop own ideas and develop an artistic style of working. 	<p>Microscopic Media Medium Refinement Inverted Proportion Contour Resin Blurred Dispersed Engrave Negative/Positive space Subject matter Abstract Contrasting Obscured</p>

	<ul style="list-style-type: none"> • Inks and brush as tools for background within sketchbooks • Collage of cell imagery. • Scratcherboard study of cell • Design and produce a final outcome utilising the most successful Medias used throughout the project. 	<ul style="list-style-type: none"> • Students assessed through one to one regular tutorial style sessions. • Teacher and student waggols. • Peer and group assessment • Questioning – sharing of ideas, understanding and knowledge. 		
<p>Summer 1 Summer 2</p>	<p>AQA GCSE Art and Design Fine Art Component 1: Sustained Project</p> <p>Students are to choose their own theme to create a body of work. Themes taken from AQA past exam papers. Teacher to support and guide choice of themes.</p> <p>Students will succeed in evidencing the following assessment objectives by:</p> <p>AO1 – Develop:</p> <ul style="list-style-type: none"> • Produce key information of the artists practice – the media they use, describe their work and articulate your thoughts and opinions about it. • Produce an accurate artist copy, working in the same media as your chosen artist. • Collect and present relevant imagery associated with theme Use keywords to describe and express your theme. • Mind map of your chosen theme. 	<p>Summative and cumulative assessment that follows AQA assessment criteria:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<ul style="list-style-type: none"> • AQA Component requirement. • Revisiting and building upon the skills learnt in previous GCSE project. Students are to refine skills and develop further in this project. • Students need to understand the assessment objective of AQA. • Students are ready to develop own ideas at this. • Students are capable of making own choices and in choosing a theme of their choice they can build their own artistic style. 	<p>Colour</p> <p>Natural</p> <p>Lively</p> <p>Subtle</p> <p>Clashing</p> <p>Depressing</p> <p>Bright</p> <p>Deep</p> <p>Earthy</p> <p>Harmonious</p> <p>Intense</p> <p>Saturated</p> <p>Vibrant</p> <p>Dull</p> <p>Flat</p> <p>Pale</p> <p>Mellow</p> <p>Muted</p> <p>Subdued</p> <p>Cold</p> <p>Warm</p> <p>Light</p> <p>Dark</p> <p>Blended</p> <p>Broken</p>

	<p>AO2 - Refine</p> <ul style="list-style-type: none"> • Students to engage in a variety of media: pencil drawings, paintings, collages, printing, editing of photographs, ink or 3D approaches. • Students to produces realised intentions responding to their theme. <p>AO3 - Record</p> <ul style="list-style-type: none"> • Students to take thoughtful and purposeful photographs, exploring their theme. Student to be taught and respond to composition, light, texture and emotion within their photography. • Students to produce observational drawings of/inspired by their photographs and ideas. • Students to formulate ideas and a produce a final piece plan, ensuring it is influenced by their research and exploration of materials and processes. <p>AO4 – Present</p> <ul style="list-style-type: none"> • Students to produce confident and resolved final piece/s that respond to their chosen theme. 	<ul style="list-style-type: none"> • Students assessed through one to one regular tutorial style sessions. • Teacher and student wagolls. • Peer and group assessment • Questioning – sharing of ideas, understanding and knowledge. 		<p>Mixed Complementary Contrasting Composition Arrangement Structure Position Format Portrait Horizontal Vertical Foreground Background Middle Ground Chaotic Fragmented Texture Scratched Uneven Reflective Satin Silk Matte Mark making Hatching Sketchy Tranquil Romantic Depressed Energetic Thought-Provoking 2D Stylized 3D Geometric Linear Urban Industrial</p>
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				Fantasy Imaginary Invented Mythological Figurative Portrait Interiors Landscape Seascape Still life Commercial Industrial
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Y11	Key content	How is it assessed?	Why do we teach this now? (Links to prior and later learning, and links to careers where relevant)	Tier 2/3 vocabulary
Autumn 1 Autumn 2	AQA GCSE Art and Design Fine Art Component 1: Sustained Project Students to continue with sustained project. (Content as above in previous terms – re: sustained project)	(As above in previous terms – re: sustained project)	(As above in previous terms – re: sustained project)	(As above in previous terms – re: sustained project)
Spring 1 Spring 2 Summer 1	GCSE EXTERNAL SET ASSIGNMENT Students are to choose a theme provided by AQA and produce a body of work. Teacher to support and guide choice of themes. Students will succeed in evidencing the following assessment objectives by: AO1 – Develop: <ul style="list-style-type: none"> Produce key information of the artists practice – the media they 	Summative and cumulative assessment that follows AQA assessment criteria: AO1: Develop ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and	In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student’s ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives	Colour Natural Lively Subtle Clashing Depressing Bright Deep Earthy Harmonious Intense

	<p>use, describe their work and articulate your thoughts and opinions about it.</p> <ul style="list-style-type: none"> • Produce an accurate artist copy, working in the same media as your chosen artist. • Collect and present relevant imagery associated with theme Use keywords to describe and express your theme. • Mind map of your chosen theme. <p>AO2 - Refine</p> <ul style="list-style-type: none"> • Students to engage in a variety of media: pencil drawings, paintings, collages, printing, editing of photographs, ink or 3D approaches. • Students to produces realised intentions responding to their theme. <p>AO3 - Record</p> <ul style="list-style-type: none"> • Students to take thoughtful and purposeful photographs, exploring their theme. Student to be taught and respond to composition, light, texture and emotion within their photography. • Students to produce observational drawings of/inspired by their photographs and ideas. • Students to formulate ideas and a produce a final piece plan, ensuring it is influenced by their research and exploration of materials and processes. 	<p>experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <ul style="list-style-type: none"> • Students assessed through one to one regular tutorial style sessions. • Teacher and student waggols. • Peer and group assessment. • Questioning – sharing of ideas, understanding and knowledge. 		<p>Saturated Vibrant Dull Flat Pale Mellow Muted Subdued Cold Warm Light Dark Blended Broken Mixed Complementary Contrasting Composition Arrangement Structure Position Format Portrait Horizontal Vertical Foreground Background Middle Ground Chaotic Fragmented Texture Scratched Uneven Reflective Satin Silk Matte Mark making</p>
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	<p>AO4 – Present</p> <ul style="list-style-type: none">• Students to produce confident and resolved final piece/s that respond to their chosen theme.			<p>Hatching Sketchy Tranquil Romantic Depressed Energetic Thought-Provoking 2D Stylized 3D Geometric Linear Urban Industrial Fantasy Imaginary Invented Mythological Figurative Portrait Interiors Landscape Seascape Still life Commercial Industrial</p>
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