

Armthorpe Academy – Department ‘Scheme of Learning’- Art & Photography

Year 7 (1x lessons p/week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Fundamental Skills- Insects													Different Media- Landscape & Cityscape											3D Form Drawing: Still Life														
Learning Outcomes	Disciplinary knowledge: Accuracy, mark making and media <ul style="list-style-type: none"> Refining drawings Cross hatch technique Mark making Colour theory, blending, tinting Printmaking skills Pattern Presentation of work Drawing for design Realising designs 													Disciplinary knowledge: Accuracy, mark making and media <ul style="list-style-type: none"> Illustrative writing homework Refining drawings Cross hatch technique Mark making Colour theory, blending, tinting Printmaking skills Pattern Collage Presentation of work Drawing for design 											Disciplinary knowledge: Accuracy, mark making and media <ul style="list-style-type: none"> Refining drawings Cross hatch technique Mark making Colour theory, blending, tinting Printmaking skills Cutting and assembling Pattern Collage Presentation of work Drawing for design Realising designs Construction 3d skills 														
Complimentary/supporting studies:	Art movements and History of Art <ul style="list-style-type: none"> Stone age art Romanticism 													Art movements and History of Art <ul style="list-style-type: none"> Impressionism Cubism 											Art movements and History of Art <ul style="list-style-type: none"> Expressionism Surrealism 														
Assessment Objectives:	Year 7 Assessment Objectives- Emerging Skills & Knowledge <ul style="list-style-type: none"> Responding to a variety of source or stimulus materials- including artists, practitioners, cultures or art movements throughout history Understanding of own and relevant other practitioners work (artists, craft makers, designers and art movements through history) to inform own practice Application of skills to produce artwork across a range of materials, processes and techniques Creating meaningful, personal responses to experiences, resources and developments in portfolio and/or final piece type work 																																						
Assessment	Baseline Pencil					WIN Marking							WIN Marking																									Summative Assessment	
Gatsby / SMSC	Spiritual Education Use imagination and creativity, to explore ideas and feelings in works of Art & crafts people and express themselves through their own art and design activities. Appreciate the achievements of other artists both contemporary and historical art. Develop fascination and wonder in the work of others. Moral Education Talk about how artists and designers represent moral issues through their pieces. Social Education Collaborate to create pieces of work. Respect each other’s ideas and opinions when talking about pieces of art and design including the work of others in the class. Recognise the need to consider the views of others. Develop collaborative, cooperative and teamwork skills. Cultural Education Reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft, and design in different cultural contexts. Explore a range of festivals and celebrations from European art and other cultures																																						

Year 8 (1 x lessons p/week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
Topic/Theme	Fundamental Skills- Birds													Different Media- Portraits											3D Sculpture- Food																		
Learning Outcomes	Disciplinary knowledge: Accuracy, mark making and media <ul style="list-style-type: none"> · Combining materials · Creating contrast · Vigorous mark making · Mark making · Colour theory, blending, tinting · Intricate skills · Expanding skills · Specialising skills · Presentation of work · Drawing for design · Realising designs 													Disciplinary knowledge: Accuracy, mark making and media <ul style="list-style-type: none"> · Combining materials · Creating contrast · Abstraction · Large scale · Vigorous mark making · Mark making · Colour theory, blending, tinting · Intricate skills · Expanding skills · Specialising skills · Presentation of work · Drawing for design · Realising designs 											Disciplinary knowledge: Accuracy, mark making and media <ul style="list-style-type: none"> · Combining materials · Creating contrast · Abstraction · Large scale · Vigorous mark making · Mark making · Colour theory, blending, tinting · Intricate skills · Large scale work · Group work · Expanding skills · Specialising skills · Presentation of work · Drawing for design · Realising designs · Construction · 3d skills 																		
Complimentary/supporting studies	Art movements and History of Art <ul style="list-style-type: none"> · Oceanic Art · African Art 													Art movements and History of Art <ul style="list-style-type: none"> · Australian Art · Americana Art 											Art movements and History of Art <ul style="list-style-type: none"> · Oriental Art · Indian Art 																		
Assessment Objectives:	Year 8 Assessment Objectives- Expanding Skills & Knowledge <ul style="list-style-type: none"> • Responding to a variety of source or stimulus materials- including artists, practitioners, cultures or art movements throughout history • Understanding of own and relevant other practitioners work (artists, craft makers, designers and art movements through history) to inform own practice • Application of skills to produce artwork across a range of materials, processes and techniques • Creating meaningful, personal responses to experiences, resources and developments in portfolio and/or final piece type work 																																										
Assessment	Baseline Pencil					WIN Marking							WIN Marking													WIN Marking											WIN Marking						Summative Assessment
Gatsby / SMSC	Spiritual Education Use imagination and creativity, to explore ideas and feelings in works of Art & crafts people and express themselves through their own art and design activities. Appreciate the achievements of other artists both contemporary and historical art. Develop fascination and wonder in the work of others. Moral Education Talk about how artists and designers represent moral issues through their pieces. Social Education Collaborate to create pieces of work. Respect each other’s ideas and opinions when talking about pieces of art and design including the work of others in the class. Recognise the need to consider the views of others. Develop collaborative, cooperative and teamwork skills. Cultural Education Reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft, and design in different cultural contexts.																																										

	Explore a range of festivals and celebrations from European art and other cultures
--	--

Year 9 (1 x lessons p/week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Fundamental Skills- Natural Forms													Different Media: Illustration										3D Mastery Skills: My Surroundings															
Learning Outcomes	Disciplinary knowledge: Accuracy, mark making and media <ul style="list-style-type: none"> · Deepening contrast · Refining drawings · Cross hatch technique · Intricate drawing skills · Drawing for effect · Controlling materials · Specialising materials and techniques · Research skills · Colour theory, blending, tinting · Large scale work · Expanded painting skills · Presentation of work 													Disciplinary knowledge: Accuracy, mark making and media <ul style="list-style-type: none"> · Deepening contrast · Refining drawings · Cross hatch technique · Intricate drawing skills · Drawing for effect · Controlling materials · Specialising materials and techniques · Research skills · Colour theory, blending, tinting · Large scale work · Expanded painting skills · Presentation of work · Drawing for design · Realising designs 										Disciplinary knowledge: Accuracy, mark making and media <ul style="list-style-type: none"> · Deepening contrast · Refining drawings · Cross hatch technique · Minimalism · Intricate drawing skills · Drawing for effect · Controlling materials · Specialising materials and techniques · Research skills · Colour theory, blending, tinting · Large scale work · Expanded painting skills · Presentation of work · Drawing for design · Realising designs · Construction · 3d skills 															
Complimentary/supporting studies	Art movements and History of Art <ul style="list-style-type: none"> · History of Architecture · Sculpture 													Art movements and History of Art <ul style="list-style-type: none"> · History of Architecture · Sculpture 										Art movements and History of Art <ul style="list-style-type: none"> · History of Architecture · Sculpture 															
Assessment Objectives	Year 9 Assessment Objectives- Specialising Skills & Knowledge <ul style="list-style-type: none"> • Responding to a variety of source or stimulus materials- including artists, practitioners, cultures or art movements throughout history • Understanding of own and relevant other practitioners work (artists, craft makers, designers and art movements through history) to inform own practice • Application of skills to produce artwork across a range of materials, processes and techniques • Creating meaningful, personal responses to experiences, resources and developments in portfolio and/or final piece type work 																																						
Assessment	Baseline Pencil					WIN Marking								WIN Marking																								Summative Assessment	
Gatsby / SMSC	Spiritual Education Use imagination and creativity, to explore ideas and feelings in works of Art & crafts people and express themselves through their own art and design activities. Appreciate the achievements of other artists both contemporary and historical art. Develop fascination and wonder in the work of others. Moral Education Talk about how artists and designers represent moral issues through their pieces. Social Education Collaborate to create pieces of work. Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class. Recognise the need to consider the views of others.																																						

	Develop collaborative, cooperative and teamwork skills. Cultural Education Reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft, and design in different cultural contexts. Explore a range of festivals and celebrations from European art and other cultures
--	--

Year 10 Fine Art (3x lessons p/week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Topic/Theme	Fundamentals of GCSE Art: Natural Forms & Landscape													Component 1: Extended Project (Personal Project)																									
Learning Outcomes	<p>Throughout 2 Year course</p> <ul style="list-style-type: none"> · Build upon KS3 knowledge and experiences to further develop personal lines of enquiry and creative outcomes · Further develop the creative and metacognitive skills to empower success in further education, the working world and as responsible citizens · Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds · Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products · Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques · Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills · Develop and refine ideas and proposals, personal outcomes or solutions with increasing independence · Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent · Develop knowledge and understanding of relevant art, craft and design in historical and contemporary contexts, societies and cultures 													<p>GCSE Knowledge and Skill Requirements</p> <ul style="list-style-type: none"> · Increasingly Student led depending on choices of materials and processes. · This is an individualised development and refinement of all artistic experiences gained so far throughout art education. · The specification has been designed to allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. · This empowers further development and personal refinement of skills to explore, create and communicate original and individualised ideas and outcomes. · Students will demonstrate these skills through the development, refinement, recording, realization, and presentation of their ideas through a portfolio and by responding to an externally set assignment. 																									

	<ul style="list-style-type: none"> · Develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries appropriate to students own work · Develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work · Demonstrate safe working practices in art, craft and design 																																		
Assessment	Baseline Pencil					Tutorial Form						Tutorial (Summer work)																							
Gatsby / SMSC	<p>Spiritual Education Use imagination and creativity, to explore ideas and feelings in works of Art & crafts people and express themselves through their own art and design activities. Appreciate the achievements of other artists both contemporary and historical art. Develop fascination and wonder in the work of others.</p> <p>Moral Education Talk about how artists and designers represent moral issues through their pieces.</p> <p>Social Education Collaborate to create pieces of work. Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class. Recognise the need to consider the views of others. Develop collaborative, cooperative and teamwork skills.</p> <p>Cultural Education Reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft, and design in different cultural contexts. Explore a range of festivals and celebrations from European art and other cultures</p>																																		

Year 11 Fine Art (3x lessons p/week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39																														
Topic/Theme	Component 1: Extended Project (Personal Project)													Component 2: Externally Set Assignment (Exam Project)																																																							
Learning Outcomes	<p>Creation & Presentation of Portfolio of work to meet assessment objectives:</p> <ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language 													<p>Creation & Presentation of Portfolio of work to meet assessment objectives:</p> <ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language 																																																							
Assessment	Post Summer Tutorial					Tutorial Form						Tutorial Form						Tutorial Form						Tutorial Form						Summative Marking Comp 1 & 2																																							
Gatsby / SMSC	<p>Spiritual Education Use imagination and creativity, to explore ideas and feelings in works of Art & crafts people and express themselves through their own art and design activities. Appreciate the achievements of other artists both contemporary and historical art. Develop fascination and wonder in the work of others.</p>																																																																				

	<ul style="list-style-type: none"> · Develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries appropriate to students own work · Develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work · Demonstrate safe working practices in art, craft and design 																																		
Assessment	Baseline Pencil					Tutorial Form						Tutorial (Summer work)																							
Gatsby / SMSC	<p>Spiritual Education Use imagination and creativity, to explore ideas and feelings in works of Art & crafts people and express themselves through their own art and design activities. Appreciate the achievements of other artists both contemporary and historical art. Develop fascination and wonder in the work of others.</p> <p>Moral Education Talk about how artists and designers represent moral issues through their pieces.</p> <p>Social Education Collaborate to create pieces of work. Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class. Recognise the need to consider the views of others. Develop collaborative, cooperative and teamwork skills.</p> <p>Cultural Education Reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft, and design in different cultural contexts. Explore a range of festivals and celebrations from European art and other cultures</p>																																		

Year 11 Photography (3x lessons p/week)

Week Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39																														
Topic/Theme	Component 1: Extended Project (Personal Project)													Component 2: Externally Set Assignment (Exam Project)																																																							
Learning Outcomes	<p>Creation & Presentation of Portfolio of work to meet assessment objectives:</p> <ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language 													<p>Creation & Presentation of Portfolio of work to meet assessment objectives:</p> <ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. • AO3: Record ideas, observations and insights relevant to intentions as work progresses. • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language 																																																							
Assessment	Post Summer Tutorial					Tutorial Form						Tutorial Form						Tutorial Form						Tutorial Form						Summative Marking Comp 1 & 2																																							
Gatsby / SMSC	<p>Spiritual Education Use imagination and creativity, to explore ideas and feelings in works of Art & crafts people and express themselves through their own art and design activities. Appreciate the achievements of other artists both contemporary and historical art. Develop fascination and wonder in the work of others.</p>																																																																				

	<p><u>Moral Education</u> Talk about how artists and designers represent moral issues through their pieces.</p> <p><u>Social Education</u> Collaborate to create pieces of work. Respect each other's ideas and opinions when talking about pieces of art and design including the work of others in the class. Recognise the need to consider the views of others. Develop collaborative, cooperative and teamwork skills.</p> <p><u>Cultural Education</u> Reflect on the ways in which cultures are represented in art and design, understanding the ideas behind art, craft, and design in different cultural contexts. Explore a range of festivals and celebrations from European art and other cultures</p>						
--	---	--	--	--	--	--	--