

Term	Year 7		
	Topic	Knowledge/skills	Assessment
Term 1	<b>OBSERVATIONAL DRAWING</b> An introduction to the formal elements of Art and Design: Line, tone, shape and texture. Drawing from observation of primary source material.	<b>OBSERVATIONAL DRAWING</b> Developing an understanding of the different types of drawing – observation, memory, imagination. Developing drawing skills - different types of Line. What is texture? Tone grids The Basic Shapes	<b>OBSERVATIONAL DRAWING</b> Constant verbal feedback AFL activities to check the learning Ongoing self and peer assessment Written formative feedback Observational drawing assessment
Term 2	<b>OBSERVATIONAL DRAWING</b> Colour Theory – Primary, secondary and complementary colours. Reference to the work of artist Henri Matisse and his use of colour	<b>OBSERVATIONAL DRAWING</b> Developing an understanding of colour. The colour wheel Colour mixing Complementary colours Painting skills Developing an understanding of how artists use colour through working in the style of Henri Matisse - “Mme Matisse the Green line” Paper cut outs	<b>OBSERVATIONAL DRAWING</b> Constant verbal feedback AFL activities to check the learning Ongoing self and peer assessment Written formative feedback
Term 3	<b>AFRICAN ART</b> Critical study of the Art of another culture.	<b>AFRICAN ART</b> Developing an understanding of the culture we live in and the different contexts in which Art is made. Developing drawing and design skills using a range of media and techniques: sgraffito, collage, flexi print, mask making.	<b>AFRICAN ART</b> Constant verbal feedback AFL activities to check the learning Ongoing self and peer assessment Written formative feedback

Term	Year 8		
	Topic	Knowledge/skills	Assessment
Term 1	<p><b>OBSERVATIONAL DRAWING based on SHOES.</b> Developing analytical drawing skills through a range of exercises from the direct observation of primary sources. Progression of drawing skills and the Formal elements (line, tone, colour, shape, form, texture) Experimentation and exploration of a range of media and techniques</p> <p><b>OBSERVATIONAL DRAWING based on TOYS</b> Continuing to develop drawing skills through a range of observational exercises, understanding how to apply tone, texture and line. Students will work with a variety of styles of toys with different textures, tones and materials which will provide a challenge for the students. This project allows for independent work, experimenting, exploring materials, and realising intentions in 2D. Learners will adapt and refine their work and be able to display knowledge and understanding of both materials and processes and the work of others.</p>	<p><b>OBSERVATIONAL DRAWING based on SHOES</b> Developing an understanding that drawing is a tool to record ideas, information and expressions. Developing observational drawing skills – line, tone, enlarging Developing an understanding of colour and tone. Painting and colour mixing skills – applying tints and shades to an observational drawing</p> <p><b>OBSERVATIONAL DRAWING based on TOYS</b> Developing an understanding that drawing is a tool to record ideas, information and expressions. Developing observational drawing skills – line, tone, enlarging Developing an understanding of colour and tone. Painting and colour mixing skills – applying tints and shades to an observational drawing</p>	<p><b>OBSERVATIONAL DRAWING based on SHOES</b> Constant verbal feedback AFL activities to check the learning Ongoing self and peer assessment using assessment criteria. Teacher formative assessment Observational drawing assessment</p> <p><b>OBSERVATIONAL DRAWING based on TOYS</b> Constant verbal feedback AFL activities to check the learning Ongoing self and peer assessment using assessment criteria. Teacher formative assessment Observational drawing assessment</p>
	Term 2	<p><b>MIXED MEDIA based on FOOD</b> Exploration and development of skills through experimentation with a range of different media. An introduction to mono printing. The project is based on Food and pupils will use this theme as a source for their drawings. This project allows for independent work, experimenting and exploring materials and realising intentions in 2D. Reference to photorealism and the work of contemporary artists Sarah Graham and Georgina Luck.</p>	<p><b>MIXED MEDIA based on FOOD</b> Developing understanding of different media. Developing drawing skills through media: oil pastel, chalk pastel, pen and wash, collage, watercolour painting, mono printing. Developing understanding of project-based work, expanding a theme and the way sources inspire the development of ideas Working in the style of Sarah Graham and Georgina Luck.</p>
Term 3		<p><b>3D DESIGN based on INDIAN ART</b> The aim of this project is to develop students understanding to the art of other cultures through the use of primary and secondary source material. Students will be encouraged to further develop an appreciation of the culture they live in. Building on existing skills students will use a range of drawing materials, design and make a ceramic tile based on African Art</p>	<p><b>3D DESIGN based on INDIAN ART</b> Developing an understanding of the context art is made in and the codes and conventions that are used. Developing themes and personal research into a design. Developing drawing and design skills: Line, Tone, Pattern, Composition Developing ceramic skills: wedging, rolling, pinning, carving</p>

Term	Year 9		
	Topic	Knowledge/skills	Assessment
Term 1	<p><b>Observational Drawing based on POP ART</b> The aim of this project is to further develop student's observational drawing skills. Students will adapt and refine their work and develop knowledge and understanding of both materials and processes and the work of others The Pop Art movement provides a theme and give students insight into the work of artists and designers.</p>	<p><b>Observational Drawing based on POP ART</b> Developing analytical skills through a range of drawing exercises using different media. Developing new skills in fabric painting, relief collage and modroc Developing composition skills: enlarging and working from different viewpoints, using a viewfinder. Developing a drawing into a design. Developing an understanding of the context Art is made in. Research and presentation skills.</p>	<p><b>Observational Drawing based on POP ART</b> Constant verbal feedback AFL activities to check the learning Ongoing self and peer assessment using assessment criteria. Teacher formative assessment Observational drawing assessment</p>
Term 2	<p><b>Critical Study of LANDSCAPE genre</b> The aim of this project is to introduce the students to the Landscape genre. Concentrating on the Landscape work of David Hockney and his depiction of the Yorkshire Wolds will give students insight into the role of the artist and develop their appreciation of how codes and conventions are used in Art.</p>	<p><b>Critical Study of LANDSCAPE genre</b> Developing an understanding of different genres. Develop skills through a range of exercises using different techniques -enlarging, painting and colour mixing Develop use of media: pen and ink, oil pastels, watercolours, acrylics. Developing ability to adapt and refine work and ability to display knowledge and understanding of both materials and processes and the work of others Developing collaborative working will allow students to work with others towards a common goal and take on a variety of roles within their group.</p>	<p><b>Critical Study of LANDSCAPE genre</b> Constant verbal feedback AFL activities to check the learning Ongoing self and peer assessment using assessment criteria. Teacher formative assessment Observational drawing assessment</p>
Term 3	<p><b>Mixed media based on the work of Barbara Hepworth</b> Observational drawing leading to mixed media and sculptural pieces based on the style of Barbara Hepworth. Students will develop their initial drawings and experiments into a final outcome using the techniques and media of their choice.</p>	<p><b>Mixed media based on the work of Barbara Hepworth</b> Developing research skills – collating ideas through mood boards and mind maps Developing an understanding of different genres Developing an understanding of expanding a theme and the way sources inspire the development of ideas Developing ability to adapt and refine work.</p>	<p><b>Mixed media based on the work of Barbara Hepworth</b> Constant verbal feedback AFL activities to check the learning Ongoing self and peer assessment using assessment criteria. Teacher formative assessment Project review</p>

# Year 10/11 – One Year GCSE

Term

Term 1

Topic	Knowledge/Skills	Assessment
<p><b>PORTRAITS</b> An introduction to the Portrait genre, the aim of this project is to develop students drawing skills - working from secondary sources. Reference to the of Dadaist artist Hannah Hoch and her use of photomontage looking at the ways in which meanings, ideas and intentions can be communicated through visual elements.</p> <p><b>OBSERVATIONAL DRAWING SKILLS PROJECT based on STILL LIFE and SURREALISM</b> The main aim of this project is to improve student’s analytical skills and increase their confidence when drawing from observation. Students need to recognise the importance of drawing as a starting point to Art and Design projects and as a tool for collating information and developing ideas. The theme of the project is Still Life and students will be encouraged to develop an appreciation and understanding of the genre and experience it in a wider context than the traditional bottles, flowers etc. The reference to Paul Cezanne and Surrealism serves as good introductions to the critical study element of the GCSE course and also helps students to understand how artists develop their ideas.</p> <p><b>NATURAL FORM – MIXED MEDIA.</b> The main aim of this project is to introduce students to a range of different media and techniques. Students need to recognise the importance of experimentation as a tool for developing ideas. The theme of the project is Natural Form and students will be encouraged to select their own resources within this theme. Students will make drawings and take photos of objects from their chosen focus. They will then develop their ideas through a series of mini tests using a wide range of different media and techniques.</p> <p>Reference to will be made to the work of Georgia O’Keeffe plus other artists who have used Natural Form as a starting point. This project covers areas from each of the 4 GCSE Art and Design Assessment objectives and it allows for</p>	<p><b>PORTRAITS</b> Developing an understanding of observational drawing skills: Line, tone, composition, gridding, colour, collage and photomontage. Developing an understanding of: Critical Study – Research skills Developing understanding of communicating ideas and meaning through visual elements.</p> <p><b>OBSERVATIONAL DRAWING SKILLS PROJECT based on STILL LIFE and SURREALISM</b> Developing an understanding of observational drawing skills: Measuring and deconstruction, line, mark making, composition, scale, proportion, tone, colour. Developing an understanding of: Critical Study - The ways on which meanings, ideas and intentions can be communicated through visual elements. How sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts.</p> <p><b>NATURAL FORM – MIXED MEDIA</b> Developing an understanding of: Using experimentation and media to develop ideas taken from initial drawings and photography. Developing the use of skills in: Collage, Fabric painting. Mixed media, annotation.</p> <p>Developing an understanding of: Critical Study - The ways on which meanings, ideas and intentions can be communicated through visual elements.</p>	<p><b>PORTRAITS</b> This project covers areas from 3 of the GCSE Art and Design Assessment objectives: <b>AO1-</b> Develop ideas through investigations demonstrating critical understanding of sources <b>AO3</b> – Record ideas, observations and insights relevant to intentions as work progresses. <b>AO4</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Constant verbal feedback AFL activities to check the learning Ongoing self and peer assessment Teacher formative assessment Portfolio review 1</p> <p><b>OBSERVATIONAL DRAWING SKILLS PROJECT based on STILL LIFE and SURREALISM</b> This project covers areas from 2 of the GCSE Art and Design Assessment objectives: AO1- Develop ideas through investigations demonstrating critical understanding of sources. AO3 – Record ideas, observations and insights relevant to intentions as work progresses. Ongoing self and peer assessment Constant verbal feedback AFL activities to check the learning Teacher formative assessment Timed drawing assessment Portfolio review 3</p> <p><b>NATURAL FORM – MIXED MEDIA</b> During this project areas of each of the following <b>GCSE Assessment objectives</b> will be covered and students will develop knowledge and understanding of each objective. <b>AO1</b> Develop their ideas through investigations demonstrating critical understanding of sources. <b>AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <b>AO3</b> Record ideas, observations and insights relevant to their intentions as work progresses</p>

	independent work, experimenting and exploring materials and realising intentions in 2D and 3D.	How sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts.	<b>AO4</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Constant verbal feedback AFL activities to check the learning Ongoing self and peer assessment Teacher formative assessment Mock exam Portfolio review 3
<b>Term 2</b>	<b>AQA GCSE ART UNIT 2 - EXTERNALLY SET ASSIGNMENT</b> Students will complete Unit 2 of the GCSE course.	<b>AQA GCSE ART UNIT 2 - EXTERNALLY SET ASSIGNMENT</b> Students respond to their chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment objectives.	<b>AQA GCSE ART UNIT 2 - EXTERNALLY SET ASSIGNMENT</b> Preparatory period followed by 10 hours of supervised time. The supervised time will take place over 2 days w/c 20 <sup>th</sup> March 2023, when students will be off timetable to complete the assignment. 96 marks. 40% of the GCSE
<b>Term 3</b>	Completion of <b>PORTFOLIOS</b> Portraits Still Life Natural Form Self-Directed If appropriate to the individual student – further development.	Completion of <b>PORTFOLIOS</b> Developing final outcomes Further developing independent learning skills – through self-review of work. Developing ability to adapt and refine work. Developing ability to display knowledge and understanding of both materials and processes and the work of others	Completion of <b>PORTFOLIOS</b> Deadline – May Marking and external moderation of portfolios GCSE ART EXHIBITION - July