

Term	Year 7		
	Topic	Knowledge/skills	Assessment
Term 1	<p>OBSERVATIONAL DRAWING An introduction to the formal elements of Art and Design: Line, tone, shape and texture. Drawing from observation of primary source material.</p>	<p>OBSERVATIONAL DRAWING 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</p>	<p>OBSERVATIONAL DRAWING Constant verbal feedback AFL activities to check the learning Ongoing self and peer assessment Written formative feedback Observational drawing assessment</p>
Term 2	<p>OBSERVATIONAL DRAWING Colour Theory – Primary, secondary and complementary colours. Reference to the work of artist Henri Matisse and his use of colour</p>	<p>OBSERVATIONAL DRAWING 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</p>	<p>OBSERVATIONAL DRAWING Constant verbal feedback AFL activities to check the learning Ongoing self and peer assessment Written formative feedback</p>
Term 3	<p>AFRICAN ART Critical study of the Art of another culture.</p>	<p>AFRICAN ART 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.</p>	<p>AFRICAN ART Constant verbal feedback AFL activities to check the learning Ongoing self and peer assessment Written formative feedback</p>

Term	Year 8		
	Topic	Knowledge/skills	Assessment
Term 1	<p>OBSERVATIONAL DRAWING based on SHOES.</p> <p>Developing analytical drawing skills through a range of exercises from the direct observation of primary sources.</p> <p>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>OBSERVATIONAL DRAWING based on SHOES Developing an understanding that drawing is a tool to record ideas, information and expressions.</p> <p>Developing observational drawing skills – line, tone, enlarging</p> <p>Developing an understanding of colour and tone.</p> <p>Painting and colour mixing skills – applying tints and shades to an observational drawing</p>	<p>OBSERVATIONAL DRAWING based on SHOES</p> <p>Constant verbal feedback</p> <p>AFL activities to check the learning</p> <p>Ongoing self and peer assessment using assessment criteria.</p> <p>Teacher formative assessment</p> <p>Observational drawing assessment</p>
Term 2	<p>MIXED MEDIA based on FOOD</p> <p>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.</p> <p>Reference to photorealism and the work of contemporary artists Sarah Graham and Georgina Luck.</p>	<p>MIXED MEDIA based on FOOD</p> <p>Developing understanding of different media.</p> <p>Developing drawing skills through media: oil pastel, chalk pastel, pen and wash, collage, watercolour painting, mono printing.</p> <p>Developing understanding of project-based work, expanding a theme and the way sources inspire the development of ideas</p> <p>Working in the style of Sarah Graham and Georgina Luck.</p>	<p>MIXED MEDIA based on FOOD</p> <p>Constant verbal feedback</p> <p>AFL activities to check the learning</p> <p>Ongoing self and peer assessment using assessment criteria.</p> <p>Teacher formative assessment</p> <p>Observational drawing assessment</p>
Term 3	<p>3D DESIGN based on INDIAN ART</p> <p>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>3D DESIGN based on INDIAN ART</p> <p>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.</p> <p>Developing drawing and design skills: Line, Tone, Pattern, Composition</p> <p>Developing ceramic skills: wedging, rolling, pinning, carving</p>	<p>3D DESIGN based on INDIAN ART</p> <p>Constant verbal feedback</p> <p>AFL activities to check the learning</p> <p>Ongoing self and peer assessment using assessment criteria.</p> <p>Teacher formative assessment</p> <p>Observational drawing assessment</p>

Term	Year 9		
	Topic	Knowledge/skills	Assessment
<p style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 2em; font-weight: bold; margin: 0;">12 Week SOL</p>	<p>Landscapes Project Students will be introduced to the genre of landscapes and will explore the wide variety, completing research tasks about these. Drawing skills will be further developed through the use of mark making and line.</p> <p>Students will focus on the landscape work by Vincent Van Gogh and David Hockney. Learning about their lives, creating a critical analysis and artist research page will develop knowledge and understanding about different artistic styles and movements.</p> <p>Students will continue to develop their line skills by creating an artist copy, working in Van Goghs famous mark making style. This will be completed using fine liner pen.</p> <p>Understanding composition is critical, therefore students will learn how to arrange a landscape and use this to create their own. Inspiration will be taken from mood boards created using the computers and students will use water colour paints to complete these.</p> <p>Working with modroc brings a 3D element to the topic. Students will design and build their landscape using card relief and modroc, which will then be painted using acrylics.</p> <p>Students will explore a wide variety of materials, such as watercolours, fine liner, collage, acrylic paints, mod roc and pencil.</p>	<p>Knowledge, understanding and skills: Line, mark making, texture, tone, drawing, composition, 3D sculptures, mod roc, card relief, designing, annotation, self-assessment, peer assessment, collage, critical analysis, artist research.</p> <p>Use of media: Pencil, pen, coloured pencils, watercolours, card, mod roc, acrylic paints, collage.</p>	<p>Ongoing self and peer assess throughout the course using the assessment criteria.</p> <p>Ongoing teacher verbal formative feedback throughout the lessons, pointing out areas of success and making suggestions of how to further progress.</p> <p>Written formative assessment / group student feedback.</p> <p>AfL activities every lesson to recap information.</p> <p>End of topic landscape drawing assessment – marked using GCSE AO4 marking criteria.</p>

Year 10/11 – One Year GCSE

Term	Year 10/11 – One Year GCSE		
	Topic	Knowledge/Skills	Assessment
Term 1	<p>PORTRAITS</p> <p>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>PORTRAITS</p> <p>Developing an understanding of observational drawing skills: Line, tone, composition, gridding, colour, collage and photomontage.</p> <p>Developing an understanding of: Critical Study – Research skills</p> <p>Developing understanding of communicating ideas and meaning through visual elements.</p>	<p>PORTRAITS</p> <p>This project covers areas from 3 of the GCSE Art and Design Assessment objectives:</p> <p>AO1- Develop ideas through investigations demonstrating critical understanding of sources 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> <p>Constant verbal feedback AFL activities to check the learning Ongoing self and peer assessment Teacher formative assessment Portfolio review 1</p>
	<p>OBSERVATIONAL DRAWING SKILLS PROJECT based on STILL LIFE and SURREALISM</p> <p>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>OBSERVATIONAL DRAWING SKILLS PROJECT based on STILL LIFE and SURREALISM</p> <p>Developing an understanding of observational drawing skills: Measuring and deconstruction, line, mark making, composition, scale, proportion, tone, colour.</p> <p>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>OBSERVATIONAL DRAWING SKILLS PROJECT based on STILL LIFE and SURREALISM</p> <p>This project covers areas from 2 of the GCSE Art and Design Assessment objectives:</p> <p>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>

Term 2

NATURAL FORM – MIXED MEDIA.
 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.

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 independent work, experimenting and exploring materials and realising intentions in 2D and 3D.

AQA GCSE ART UNIT 2 - EXTERNALLY SET ASSIGNMENT
 Students will complete Unit 2 of the GCSE course.

NATURAL FORM – MIXED MEDIA 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.

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.

AQA GCSE ART UNIT 2 - EXTERNALLY SET ASSIGNMENT
 Students respond to their chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment objectives.

NATURAL FORM – MIXED MEDIA During this project areas of each of the following **GCSE Assessment objectives** will be covered and students will develop knowledge and understanding of each objective.

AO1 Develop their 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 their intentions as work progresses
AO4 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

Preparatory period followed by 10 hours of supervised time. The supervised time will take place over 2 days w/c 20th March 2023, when students will be off timetable to complete the assignment.
 96 marks. 40% of the GCSE

Term 3

Completion of **PORTFOLIOS**
 Portraits
 Still Life
 Natural Form
 Self-Directed
 If appropriate to the individual student – further development.

Completion of **PORTFOLIOS**
 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 **PORTFOLIOS**
 Deadline – 16th May 2023
 Marking and external moderation of portfolios
GCSE ART EXHIBITION
 10th July 2023