

ART



KEVI HWGA Curriculum Map

Curriculum Purpose:

Context	Beyond KEVI HWGA:	<p>Why Study Art:</p> <p>Art encourages self-expression and creativity. It can build both creativity and confidence in an individual. Art refines motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage.</p> <p>Learning through and about the arts enriches the experience of studying while at school as well as preparing students for life after school.</p> <p>Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity.</p> <p>Creativity can also help with wellbeing and improving health and happiness. Art lessons can act as an outlet for releasing the pressures of studying as well as those of everyday life.</p> <p>Studying arts subjects also help to develop critical thinking and the ability to interpret the world around us.</p> <p>Aims</p> <p>The aim of our art curriculum is to engage students with great artists and designers; through creativity, exploration, critical analysis and discussion. Students will learn to draw, paint, produce sculptures and use modern IT technologies appropriately. Students therefore will have the opportunity to explore their own creativity.</p> <p>Leading people in any field are those who can think creatively and innovatively. These are skills that employers value alongside qualifications. Making and participating in the arts aids the development of these skills</p> <p>Art and design aims to teach students to work both independently and collaboratively. Studying the arts teaches determination and resilience – qualities useful to any career. It teaches us that it is okay not to get things right the first time and to have the courage to start again.</p>

Rationale for how the curriculum has been sequenced in Art, Craft and Design

The Art & Design curriculum provides a foundation for students to develop their creativity and ideas. They develop a critical understanding of artists, architects and designers, expressing reasoned judgements that inform their own work and appreciation of art. This curriculum provides a foundation, development and mastery of the formal elements of art as well as composition skills; through a variety of styles and art movements including ICT.

Students have the opportunities to:

- Use a wide range of techniques and record their observations in sketchbooks
- Use a range of techniques and media including painting, collage and drawing.
- Increase their proficiency in the handling of different materials
- Analyse and evaluate their own work and that of others, in order to strengthen the visual impact or applications of their work.
- Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times to present day.

KS5

A level Art introduce students to a **wide range of media and processes**. These will always include drawing, whatever specialism you choose, but can also include a range of other techniques and processes: painting, printmaking, collage, photography, digital work, mixed media, sculpture, film and performance.

A-level Art and Design **builds upon the GCSE curriculum**. It offers opportunities for higher education and inspires a lifelong interest in the arts.

Students explore various art forms, both traditional and digital, and create a focused and compelling body of work.

Students gain a **strong understanding of historic and contemporary visual art practice**, through supporting contextual studies. Unique to studying Art at A Level, students will build up a very personal and continually evolving body of practical work, guided and explore Individual development of personal skills and creative directions.

Aims

This qualification has four main aims encompassed within the assessment objectives.

- AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

- AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Specification Link

[AQA | Art and Design | A-level | Art and Design](#)

Rationale for how the curriculum has been sequenced in Art

The qualification is made up of 2 components. The components are sequenced to build upon prior learning allowing the students to better access the grading criteria as the course progresses. This component also has a written element which supports the practical investigation. Year 12 consists of component 1 and works on completing a portfolio which entails all four assessment objectives. Year 13 continues in the first term with the conclusion of component 1 and then leads into component 2 in the second term. Component 2 is an externally set assignment, drawing upon all of the knowledge, understanding and skills developed in Component 1, which again is assessed against the four assessment objectives.

KS4

Art GCSE allows students to demonstrate their ability to collate knowledge, understanding and skills within many different areas of Art. This course offers a holistic approach to the assessment objectives, the work submitted is marked as a whole. GCSE Art develops student's creativity, increases practical skills and develops analytical, communication and research skills. It creates an open mind set when researching into the wide world of Art within many cultures and media experimentation. GCSE Art has strong links with GCSE Textiles, Graphic Design and Photography.

Aims

This qualification has four main aims encompassed within the assessment objectives.

- **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

Specification Link

[AQA | Art and Design | GCSE | Art and Design](#)

Rationale for how the curriculum has been sequenced in Art

The qualification is made up of 2 components. The components are sequenced to build upon prior learning allowing the students to better access the grading criteria as the course progresses. Year 10 consists of component 1 and works on completing a portfolio which entails all four assessment objectives. Year 11 continues in the first term with the conclusion of component 1 and then leads into component 2 in the second term. Component 2 is an externally set assignment, drawing upon all of the knowledge, understanding and skills developed in Component 1, which again is assessed against the four assessment objectives.

KS3

Year 7

At the start of student's art education in secondary school we begin by looking at the elements of art whilst developing their research and composition skills. Students will be able to practice using different mediums, techniques and processes, learning that the process of making art is as important as the final outcome. Students will think about their attitudes to their own artwork and other artists both traditional and contemporary. Throughout each term students will study relevant artists and create art that combines artist research alongside techniques learnt. The rationale is that year 7 will cover all aspects of the elements of art and therefore make the transition into year 8 art more focused on the use of mastering more challenging mediums and artists. Year 7 will make links throughout this cycle to establish drawing skills, visual measuring and laying out an image whilst creating awareness of realism and abstract, this will improve their motor skills and hand eye coordination. During the Summer term in year 7 the project set on 'insects' will also focus on 'The influence of climate change on forest insect pest.' Questions such as 'How will the distribution of forest pests be affected by climate change and will they increase their range or the geographical area in which damage occurs?' • Will there be changes in the amount, frequency or duration of damage to trees? will be addressed within lessons whilst creating insect imagery relating to the elements of art, the imagery produced will highlight how climate change has a significant effect on the environment if certain insects become distinct. Promotional posters will be produced to highlight this issue. (<https://www.forestresearch.gov.uk/research/the-influence-of-climate-change-on-forest-insect-pests-in-britain/>), [The influence of climate change on forest insect pests in Britain \(PDF, 1.4MB\) https://www.forestresearch.gov.uk/documents/6975/FCRN021.pdf](https://www.forestresearch.gov.uk/documents/6975/FCRN021.pdf)

Year 8

During student's second year in art, we build on further refining skills through practice. New mixed media and assemblage techniques will also be introduced to give a greater depth of knowledge and choice in student's artwork. An understanding and appreciation of a range of art from different cultures will begin to emerge; such as Mexican folk art and the Art and Craft Movement. The artists that have been selected are again accessible for all students. They may be able to experience the original art work by visiting museums such as the William De Morgan collection in the BM&AG.

Students will begin their year by researching traditional natural form patterned artists such as William Morris and William De Morgan, they will build upon their observational and composition skills within this project and develop further their understanding of the formal elements by composing both observational imagery to show tone and form and combining this understanding with compositional skills that show further elements of art such as pattern and colour. They will be introduced to a wider range of coloured mediums within this term, to show greater understanding of 'colour theory' to become mastery at techniques such as blending and layering of colours. Within the Spring term will be investigating further their compositional skills and combining both 2D elements with 3D elements

Year 9 will give students the chance to explore artists further and in much more depth. Focus will be on applying their skills and knowledge developed in Years 7 and 8 to create more stylized and personal responses.

During the Autumn term student will build further upon their 3D skills with their use of cardboard. This will be incorporated into their studies and evidenced in their sketchbooks in a creative and reflective way, through their exploration of world culture. They may be

	able to experience the original art work by visiting museums such as the Pitt Rivers Museum in Oxford. Students will be able to apply their knowledge of the formal elements and present their work in a decorative manner. The curriculum will make in depth links to key artists to establish students own drawing, painting and collage skills, whilst improving use of composition and presentation skills. Students will be able to understand and discuss artists work and the use of the themes whilst combining contrasting art styles and genres and techniques, thus developing an appreciation of art in its different forms. Students will build upon their knowledge of facial proportion from year seven and create realistic tonal pencil portraits of themselves, which will then lead onto in the second half of the Autumn term a mixed media abstract portrait, experimenting with combinations of mono printing, collage and wax resist, studying a number of artists styles such as Julian Opie and Heather Galler.
Ks1/2 Links	In KS1/2 students apply and develop a broad range of artistic skills, which include drawing, painting and sculpture. They should also be able to evaluate and analyse creative works using the language of art, craft and design 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.



KEVI HWGA Curriculum Map

Big Qs <i>Linked to NC</i>	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Year 13	<p>BIG QUESTION: How will I progress within my project to Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. (AO4)</p> <p>Project three Year: 13 Project 3: Component 1</p> <p>Focus</p>	<p>BIG QUESTION: How will I progress within my project to Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. (AO4)</p> <p><u>Externally set assignment</u></p> <p>Themes: TBC – February 2025</p> <p>Students will experiment with medium/techniques /processes.</p>			

<p>Individual project</p> <ul style="list-style-type: none"> • Students are given a number of options including: <ul style="list-style-type: none"> ○ developing work based on their response to a personal issue, interest or concern ○ developing ideas explored in previous study • Students work with increasing independence as they work on an extended project supported by written material. • Although most students generate a theme independently some students may require some support to get started initially, starting points could be generated through discussions in groups or with the teacher, or could be drawn from previous externally set assignments. • Students independently research potential critical sources and are required to produce written material of between 1000 to 3000 words. The written material must support the practical studies. <p>ARTIST: Project 3: Student dictates ART GENRES: Project 3: Student dictates</p> <p><i>Collaborative</i></p>	<p>Students will create design ideas</p> <p>Students will refine experimentation</p> <p>Students will create design ideas</p> <p>Students will create finalised personalised outcome</p> <p>ARTIST: Exam paper dictates ART GENRES: Exam paper dictates SKILLS: Student dictates</p> <p><i>Confident</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i></p>		
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	<p><i>Confident Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i></p>			
<p>Key Knowledge, Concepts and skills</p>	<p>Students will know how they will create work within both their portfolio and externally set exam.</p> <p>Students will know how to gather evidence for assessment objectives 1-3</p> <p>They will recap sketchbook presentation and research skills</p> <p>They will re-cap and refine experimentation with a wide range of mediums, techniques and processes.</p>	<p>Students will know how they will create work within their externally set exam.</p> <p>Students will know how to gather evidence for assessment objectives 1-3</p> <p>They will recap sketchbook presentation and research skills</p> <p>They will re-cap and refine experimentation with a wide range of mediums, techniques and processes.</p> <p>They will know how to refine and create a personalised outcome</p>		
<p>Feedback & Assessment</p>	<p>Formative Assessment</p> <p>All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p>	<p>Formative Assessment</p> <p>All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Students work will be peer assessed both verbally and documented.</p>	<p>Formative Assessment</p> <p>All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will</p>	<p>Formative Assessment</p> <p>All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will</p>

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KEVI HWGA Curriculum Map

Big Qs <i>Linked to NC</i>	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p>BIG QUESTION: How will I progress within my project to Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. (AO4)</p> <p><u>Introduction to course</u></p> <p>Project one: Year 12 6 to 8 weeks (approx.) are used for introducing basic skills, the formal</p>	<p>BIG QUESTION: How will I progress within my project to Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. (AO4)</p> <p>Project two Year: 12 - continued into Spring 1 14 to 16 weeks (approx.) are used to enable students to develop a personal project, which covers the requirements of Component 1 on a smaller scale. Full coverage of the assessment objectives and the</p>			

<p>elements and introducing the specification requirements including presentation of work and making connections with the work of others.</p> <p>Project 1: Skills and Concepts</p> <p>Focus</p> <ul style="list-style-type: none"> • The Formal Elements • Making connections with the work of others <p>Students are introduced to aspects of the course including:</p> <ul style="list-style-type: none"> • how to structure and organise sketchbooks • different ways of researching and investigating ideas through drawing, initial studies, photography and annotation • how to handle a range of materials and processes suitable for developing ideas • effective ways of exploring critical/ contextual materials • different ways of supporting work through the use of digital media • different ways of analysing and responding to the work of others. <p>Project two Year: 12</p>	<p>conclusion with a resolved outcome, referencing the work of others is considered. Although ideas may springboard from this project or the weeks of mini skills building workshops; this work does not form part of Component 1.</p> <p><u>Project 2: Development of Skills and Concepts</u></p> <p>Focus</p> <p>Individual project</p> <ul style="list-style-type: none"> • Students are given a number of options including: <ul style="list-style-type: none"> ○ developing work based on their response to a personal issue, interest or concern ○ developing ideas explored in previous study ○ developing work in response to a theme provided by teaching staff ○ how to organise and present work effectively • Students produce an initial project which reflects a sustained and in-depth period of study. <p>Spring 2</p> <p>A-Level: Component 1: Portfolio</p> <p>Project three Year: 12</p> <p>Project 3: Component 1</p> <p>Focus</p> <p>Individual project</p> <ul style="list-style-type: none"> • Students are given a number of options including: 	<p>Project three</p> <p>Year: 12</p> <p>Project 3:</p> <p>Component 1</p> <p>Focus</p> <p>Individual project</p> <ul style="list-style-type: none"> • Students are given a number of options including: <ul style="list-style-type: none"> ○ developing work based on their response to a personal issue, interest or concern ○ developing ideas explored in previous study • Students work with increasing independence as they work on an extended project 	<p>Project three</p> <p>Year: 12</p> <p>Project 3:</p> <p>Component 1</p> <p>Focus</p> <p>Individual project</p> <ul style="list-style-type: none"> • Students are given a number of options including: <ul style="list-style-type: none"> ○ developing work based on their response to a personal issue, interest or concern ○ developing ideas explored in previous study • Students work with increasing independence as they work on an extended project
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	<p>14 to 16 weeks (approx.) are used to enable students to develop a personal project, which covers the requirements of Component 1 on a smaller scale. Full coverage of the assessment objectives and the conclusion with a resolved outcome, referencing the work of others is considered. Although ideas may springboard from this project or the weeks of mini skills building workshops; this work does not form part of Component 1.</p> <p><u>Project 2: Development of Skills and Concepts</u></p> <p>Focus Individual project</p> <ul style="list-style-type: none"> • Students are given a number of options including: <ul style="list-style-type: none"> ○ developing work based on their response to a personal issue, interest or concern ○ developing ideas explored in previous study ○ developing work in response to a theme provided by teaching staff ○ how to organise and present work effectively 	<ul style="list-style-type: none"> ○ developing work based on their response to a personal issue, interest or concern ○ developing ideas explored in previous study • Students work with increasing independence as they work on an extended project supported by written material. • Although most students generate a theme independently some students may require some support to get started initially, starting points could be generated through discussions in groups or with the teacher, or could be drawn from previous externally set assignments. These can be found on the centre services section of the AQA website. • Students independently research potential critical sources and are required to produce written material of between 1000 to 3000 words. The written material must support the practical studies. <p><i>Confident</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i></p>	<p>supported by written material.</p> <ul style="list-style-type: none"> • Although most students generate a theme independently some students may require some support to get started initially, starting points could be generated through discussions in groups or with the teacher, or could be drawn from previous externally set assignments. • Students independently research potential critical sources and are required to produce written 	<p>supported by written material.</p> <ul style="list-style-type: none"> • Although most students generate a theme independently some students may require some support to get started initially, starting points could be generated through discussions in groups or with the teacher, or could be drawn from previous externally set assignments.. • Students independently research potential critical sources and are required to produce written
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	<ul style="list-style-type: none"> Students produce an initial project which reflects a sustained and in-depth period of study. <p><i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i></p>		<p>material of between 1000 to 3000 words. The written material must support the practical studies.</p>	<p>material of between 1000 to 3000 words. The written material must support the practical studies.</p>
<p>Key Knowledge, Concepts and skills</p>	<p>Students will know how they will be assessed.</p> <p>Students will know what each of the assessment objectives are.</p> <p>Students will know how they will create work within both their portfolio and externally set exam.</p> <p>Students will know how to gather evidence for assessment objectives 1-3</p> <p>They will recap sketchbook presentation and research skills</p> <p>They will recap colour theory</p> <p>They will recap observational skills</p> <p>They will recap the elements of art: line, shape, tone, colour, texture, pattern and space.</p>	<p>They will recap sketchbook presentation and research skills</p> <p>They will recap observational skills</p> <p>They will re-cap and refine experimentation with a wide range of mediums, techniques and processes.</p> <p>Students will continue to work in a sketchbook in a creative experimental manner, having selected a theme, research imagery that will then be presented within their sketchbook, creating a front cover, mood boards, observational drawings/paintings, experimentation with a range of mediums, techniques and processes</p> <p>ARTIST: Project 2: Teacher dictates – Project 3:Student dictates</p> <p>ART GENRES: Project 2: Teacher dictates – Project 3:Student dictates</p> <p>SKILLS: Project 2: Teacher dictates – Project 3:Student dictates</p>	<p>Students will know how they will create work within both their portfolio and externally set exam.</p> <p>Students will know how to gather evidence for assessment objectives 1-3</p> <p>They will recap sketchbook presentation and research skills</p> <p>They will re-cap and refine experimentation with a wide range of mediums, techniques and processes.</p>	<p>Students will know how they will create work within both their portfolio and externally set exam.</p> <p>Students will know how to gather evidence for assessment objectives 1-3</p> <p>They will recap sketchbook presentation and research skills</p> <p>They will re-cap and refine experimentation with a wide range of mediums, techniques and processes</p>

	<p>This will lead to students starting to work in a sketchbook in a creative experimental manner to select a theme, research imagery that will then be presented within their sketchbook, creating a front cover, mood boards, observational drawings/paintings, experimentation with a range of mediums, techniques and processes</p> <p>Students will research a range of artists related to their theme</p> <p>Students will then create annotated design ideas related to their theme</p> <p>Students will research a range of artist related to their theme</p> <p>Students will then create annotated design ideas related to their theme</p> <p>Students will then undertake a six hour mock exam to create a finalised piece of art that answers the big question (AO4) – this encompasses all of the assessment objectives holistically.</p>		<p>ARTIST: Project 2: Teacher dictates – Project 3:Student dictates</p> <p>ART GENRES: Project 2: Teacher dictates – Project 3:Student dictates</p> <p>SKILLS: Project 2: Teacher dictates – Project 3:Student dictates</p>	<p>ARTIST: Project 2: Teacher dictates – Project 3:Student dictates</p> <p>ART GENRES: Project 2: Teacher dictates – Project 3:Student dictates</p> <p>SKILLS: Project 2: Teacher dictates – Project 3:Student dictates</p>
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Feedback & Assessment	<p>Formative Assessment</p> <p>All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Students work will be peer assessed both verbally and documented.</p>	<p>Formative Assessment</p> <p>All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Students work will be peer assessed both verbally and documented.</p>	<p>Formative Assessment</p> <p>All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Students work will be peer assessed both verbally and documented.</p>	<p>Formative Assessment</p> <p>All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Students work will be peer assessed both verbally and documented.</p>
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KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY

KEVI HWGA Curriculum Map

Big Qs <i>Linked to NC</i>	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	BIG QUESTION:	BIG QUESTION:			

	<p>How will I progress within my project to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language? (AO4)</p> <p>GCSE: Component 1: Portfolio Extended Project</p> <p>X4 themes (exam style questions)</p> <p>Out of Place Outline Close Up Assembled</p> <p>AO1: Collecting imagery AO2:Experimentation/Refinement Printing: Press, mono, lino, screen AO3: Observational drawing/annotation/design ideas AO4: Personalised final piece</p> <p><i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i></p>	<p>How will I progress within my project to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language? (AO4)</p> <p>GCSE: Component 2: Externally Set Exam</p> <p>Themes: TBC – January 2025</p> <p><i>Confident</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i></p>		
<p>Key Knowledge, Concepts and skills</p>	<p>Students will use prior knowledge on:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p>Students will use prior knowledge on:</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 processes.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Students will continue to experiment with medium/techniques /processes.</p> <p>Students will create further design ideas</p> <p>Students will refine experimentation</p> <p>Students will create further design ideas</p> <p>Students will create further finalised personalised outcomes</p> <p>ARTIST: Student dictates ART GENRES: Student dictates SKILLS: Student dictates</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 processes.</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Students will experiment with medium/techniques /processes.</p> <p>Students will create design ideas</p> <p>Students will refine experimentation</p> <p>Students will create design ideas</p> <p>Students will create finalised personalised outcome</p> <p>ARTIST: Exam paper dictates ART GENRES: Exam paper dictates SKILLS: Student dictates</p>		
<p>Feedback & Assessment</p>	<p>Formative Assessment</p> <p>All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p>	<p>Formative Assessment</p> <p>All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p>		

<p>visual language? (AO4)</p> <p>GCSE: Component 1: Portfolio Mini Experimentation Project X4 themes (exam style questions)</p> <p>Introduction to course</p> <p>Food Mechanical Natural Forms Music</p> <p>AO1: Collecting imagery AO2:Experimentation /Refinement – Watercolour paint - techniques Acrylic paint – techniques AO3: Observational drawing/annotation/d esign ideas AO4: Personalised final piece</p> <p>Collaborative Confident Practice Perseverance Resilience Fluent Thinking Precision</p>	<p>visual language? (AO4)</p> <p>GCSE: Component 1: Portfolio Mini Experimentation Project X4 themes (exam style questions)</p> <p>Introduction to course</p> <p>Food Mechanical Natural Forms Music</p> <p>AO1: Collecting imagery AO2:Experimentation /Refinement – Watercolour paint - techniques Acrylic paint – techniques AO3: Observational drawing/annotation/d esign ideas AO4: Personalised final piece</p> <p>Confident Practice Perseverance Resilience</p>	<p>visual language? (AO4)</p> <p>GCSE: Component 1: Portfolio Extended Project</p> <p>X4 themes (exam style questions)</p> <p>Out of Place Outline Close Up Assembled</p> <p>AO1: Collecting imagery AO2:Experimentation /Refinement – Oil pastel – chalk/charcoal – chalk pastel - collage AO3: Observational drawing/annotation/d esign ideas AO4: Personalised final piece</p> <p>Confident Practice Perseverance Resilience Fluent Thinking Originality</p>	<p>visual language? (AO4)</p> <p>GCSE: Component 1: Portfolio Extended Project</p> <p>X4 themes (exam style questions)</p> <p>Out of Place Outline Close Up Assembled</p> <p>AO1: Collecting imagery AO2:Experimentation /Refinement – Oil pastel – chalk/charcoal – chalk pastel - collage AO3: Observational drawing/annotation/d esign ideas AO4: Personalised final piece</p> <p>Collaborative Confident Practice Perseverance Resilience Fluent Thinking Precision</p>	<p>visual language? (AO4)</p> <p>GCSE: Component 1: Portfolio Extended Project</p> <p>X4 themes (exam style questions)</p> <p>Out of Place Outline Close Up Assembled</p> <p>AO1: Collecting imagery AO2:Experimentation /Refinement – 3D – Clay – textures – coil pots – slab pots – relief surface tiles – hand build AO3: Observational drawing/annotation/d esign ideas AO4: Personalised final piece</p> <p>Collaborative Confident Practice Perseverance Resilience Fluent Thinking Precision</p>	<p>visual language? (AO4)</p> <p>GCSE: Component 1: Portfolio Extended Project</p> <p>X4 themes (exam style questions)</p> <p>Out of Place Outline Close Up Assembled</p> <p>AO1: Collecting imagery AO2:Experimentation /Refinement – 3D – Clay – textures – coil pots – slab pots – relief surface tiles – hand build AO3: Observational drawing/annotation/d esign ideas AO4: Personalised final piece</p> <p>Collaborative Confident Practice Perseverance Resilience Fluent Thinking Originality</p>
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		Fluent Thinking Originality				
Key Knowledge, Concepts and skills	<p>Students will know how they will be assessed.</p> <p>Students will know what each of the assessment objectives are.</p> <p>Students will know how they will create work within both their portfolio and externally set exam.</p> <p>Students will know how to gather evidence for assessment objectives 1-3</p> <p>They will recap sketchbook presentation and research skills</p> <p>They will recap colour theory</p> <p>They will recap observational skills</p>	<p>Students will know how they will be assessed.</p> <p>Students will know what each of the assessment objectives are.</p> <p>Students will know how they will create work within both their portfolio and externally set exam.</p> <p>Students will know how to gather evidence for assessment objectives 1-3</p> <p>They will recap sketchbook presentation and research skills</p> <p>They will recap colour theory</p> <p>They will recap observational skills</p>	<p>They will recap observational skills</p> <p>They will recap the elements of art: line, shape, tone, colour, texture, pattern and space.</p> <p>This will lead to students starting to experiment with oil pastel – chalk/charcoal, chalk pastel – collage - batik</p> <p>Students will research a range of artist related to their theme/media</p> <p>Students will then create annotated design ideas related to their theme</p> <p>Students will then undertake a six hour mock exam to create a finalised piece of art that answers the big</p>	<p>They will recap observational skills</p> <p>They will recap the elements of art: line, shape, tone, colour, texture, pattern and space.</p> <p>This will lead to students starting to experiment with oil pastel – chalk/charcoal, chalk pastel – collage - batik</p> <p>Students will research a range of artist related to their theme/media</p> <p>Students will then create annotated design ideas related to their theme</p> <p>Students will then undertake a six hour mock exam to create a finalised piece of art that answers the big</p>	<p>They will recap observational skills</p> <p>They will recap the elements of art: line, shape, tone, colour, texture, pattern and space.</p> <p>This will lead to students starting to experiment 3D medium – clay – textures/coils/slabs/relief surfaces.</p> <p>Students will research a range of artist related to their theme/media</p> <p>Students will then create annotated design ideas related to their theme</p> <p>Students will then undertake a six hour mock exam to create a finalised piece of art</p>	<p>They will recap observational skills</p> <p>They will recap the elements of art: line, shape, tone, colour, texture, pattern and space.</p> <p>This will lead to students starting to experiment 3D medium – clay – textures/coils/slabs/relief surfaces.</p> <p>Students will research a range of artist related to their theme/media</p> <p>Students will then create annotated design ideas related to their theme</p> <p>Students will then undertake a six hour mock exam to create a finalised piece of art</p>

<p>They will recap the elements of art: line, shape, tone, colour, texture, pattern and space.</p> <p>This will lead to students starting to work in a sketchbook in a creative experimental manner to select a theme, research imagery that will then be presented within their sketchbook, creating a front cover, mood boards, observational drawings/paintings, experimentation with watercolour paint and acrylic paint.</p> <p>Students will research a range of artist related to their theme</p> <p>Students will then create annotated design ideas related to their theme</p> <p>Students will then undertake a six hour</p>	<p>They will recap the elements of art: line, shape, tone, colour, texture, pattern and space.</p> <p>This will lead to students starting to work in a sketchbook in a creative experimental manner to select a theme, research imagery that will then be presented within their sketchbook, creating a front cover, mood boards, observational drawings/paintings, experimentation with watercolour paint and acrylic paint.</p> <p>Students will research a range of artist related to their theme</p> <p>Students will then create annotated design ideas related to their theme</p> <p>Students will then undertake a six hour</p>	<p>question (AO4) – this encompasses all of the assessment objectives holistically.</p> <p>ARTISTS</p> <p>Out of place:</p> <ul style="list-style-type: none"> • René Magritte • Max Ernst • Salvador Dali • Andre Breton • Yves Tanguy • Joan Miró • Nathaniel Mary Quinn <p>Outline:</p> <ul style="list-style-type: none"> • Julian Opie • Karl and Craig George • Iain Mcarthur • Michael Craig Martin • Keith Haring • Josh Bryan <p>Close Up:</p> <ul style="list-style-type: none"> • Georgia O’Keefe • Kenneth Josephson 	<p>question (AO4) – this encompasses all of the assessment objectives holistically.</p> <p>ARTISTS</p> <p>Out of place:</p> <ul style="list-style-type: none"> • René Magritte • Max Ernst • Salvador Dali • Andre Breton • Yves Tanguy • Joan Miró • Nathaniel Mary Quinn <p>Outline:</p> <ul style="list-style-type: none"> • Julian Opie • Karl and Craig George • Iain Mcarthur • Michael Craig Martin • Keith Haring • Josh Bryan <p>Close Up:</p> <ul style="list-style-type: none"> • Georgia O’Keefe • Kenneth Josephson 	<p>that answers the big question (AO4) – this encompasses all of the assessment objectives holistically.</p> <p>ARTISTS</p> <p>Out of place:</p> <ul style="list-style-type: none"> • René Magritte • Max Ernst • Salvador Dali • Andre Breton • Yves Tanguy • Joan Miró • Nathaniel Mary Quinn <p>Outline:</p> <ul style="list-style-type: none"> • Julian Opie • Karl and Craig George • Geraldine George • Iain Mcarthur • Michael Craig Martin • Keith Haring • Josh Bryan <p>Close Up:</p> <ul style="list-style-type: none"> • Georgia O’Keefe 	<p>that answers the big question (AO4) – this encompasses all of the assessment objectives holistically.</p> <p>ARTISTS</p> <p>Out of place:</p> <ul style="list-style-type: none"> • René Magritte • Max Ernst • Salvador Dali • Andre Breton • Yves Tanguy • Joan Miró • Nathaniel Mary Quinn <p>Outline:</p> <ul style="list-style-type: none"> • Julian Opie • Karl and Craig George • Geraldine George • Iain Mcarthur • Michael Craig Martin • Keith Haring • Josh Bryan <p>Close Up:</p> <ul style="list-style-type: none"> • Georgia O’Keefe 	<p>that answers the big question (AO4) – this encompasses all of the assessment objectives holistically.</p> <p>ARTISTS</p> <p>Out of place:</p> <ul style="list-style-type: none"> • René Magritte • Max Ernst • Salvador Dali • Andre Breton • Yves Tanguy • Joan Miró • Nathaniel Mary Quinn <p>Outline:</p> <ul style="list-style-type: none"> • Julian Opie • Karl and Craig George • Geraldine George • Iain Mcarthur • Michael Craig Martin • Keith Haring • Josh Bryan <p>Close Up:</p> <ul style="list-style-type: none"> • Georgia O’Keefe
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<p>mock exam to create a finalised piece of art that answers the big question (AO4) – this encompasses all of the assessment objectives holistically.</p> <p>ARTISTS</p> <p>Ron Magnes – Pop Art (food) Roy Lichtenstein – Pop Art (food) Andy Warhol – Pop Art (food) Kandinsky – (music) Zentangle (music/natural forms/mechanical) Kathleen Pequignot – WC Natural forms Vincent Scarpace – Natural Forms Michael Lang – Mechanical Scandinavian Art – Natural Forms Karl Blossfeldt – Natural Forms Heather Galler – Natural Forms Abbey Diamond – Natural Forms WC</p>	<p>mock exam to create a finalised piece of art that answers the big question (AO4) – this encompasses all of the assessment objectives holistically.</p> <p>ARTISTS</p> <p>Ron Magnes – Pop Art (food) Roy Lichtenstein – Pop Art (food) Andy Warhol – Pop Art (food) Kandinsky – (music) Zentangle (music/natural forms/mechanical) Kathleen Pequignot – WC Natural forms Vincent Scarpace – Natural Forms Michael Lang – Mechanical Scandinavian Art – Natural Forms Karl Blossfeldt – Natural Forms Heather Galler – Natural Forms Abbey Diamond – Natural Forms WC</p>	<ul style="list-style-type: none"> • Thomas Saliot • Angelika Schafer • Karla Schuster • Angela Faustina • Sarah Graham • Linnea Tobias • Sherry Egger <p>Assembled:</p> <ul style="list-style-type: none"> • Loui Jover • Joseph Cornell • Todd McLellan • Derek Gores • Hew Locke • Stephanie Rubiano • Andy Butler <p>ART GENRES A wide range of art genres from Pop Art to Modernism</p> <p>SKILLS</p> <p>NEW SKILLS:</p> <ul style="list-style-type: none"> • Know how to use a variety of 	<ul style="list-style-type: none"> • Thomas Saliot • Angelika Schafer • Karla Schuster • Angela Faustina • Sarah Graham • Linnea Tobias • Sherry Egger <p>Assembled:</p> <ul style="list-style-type: none"> • Loui Jover • Joseph Cornell • Todd McLellan • Derek Gores • Hew Locke • Stephanie Rubiano • Andy Butler <p>ART GENRES A wide range of art genres from Pop Art to Modernism</p> <p>SKILLS</p> <p>NEW SKILLS:</p> <ul style="list-style-type: none"> • Know how to use a variety of 	<ul style="list-style-type: none"> • Kenneth Josephson • Thomas Saliot • Angelika Schafer • Karla Schuster • Angela Faustina • Sarah Graham • Linnea Tobias • Sherry Egger <p>Assembled:</p> <ul style="list-style-type: none"> • Loui Jover • Joseph Cornell • Todd McLellan • Derek Gores • Hew Locke • Stephanie Rubiano • Andy Butler • <p>ART GENRES A wide range of art genres from Pop Art to Modernism</p> <p>SKILLS</p>	<ul style="list-style-type: none"> • Kenneth Josephson • Thomas Saliot • Angelika Schafer • Karla Schuster • Angela Faustina • Sarah Graham • Linnea Tobias • Sherry Egger <p>Assembled:</p> <ul style="list-style-type: none"> • Loui Jover • Joseph Cornell • Todd McLellan • Derek Gores • Hew Locke • Stephanie Rubiano • Andy Butler • <p>ART GENRES A wide range of art genres from Pop Art to Modernism</p> <p>SKILLS</p>
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	<p>Day of the Dead – Natural Forms Ledger: Mechanical</p> <p>ART GENRES A wide range of art genres from Pop Art to Modernism</p> <p>SKILLS</p> <ul style="list-style-type: none"> Recap mind mapping Recap prior knowledge of tone and mark making Recap prior knowledge of colour theory Recap prior knowledge of composition Recap prior knowledge of the difference between a primary source and a secondary source Recap prior knowledge of how to draw from a secondary source Recap prior knowledge of 	<p>Day of the Dead – Natural Forms Ledger: Mechanical</p> <p>ART GENRES A wide range of art genres from Pop Art to Modernism</p> <p>SKILLS</p> <ul style="list-style-type: none"> Recap mind mapping Recap prior knowledge of tone and mark making Recap prior knowledge of colour theory Recap prior knowledge of composition Recap prior knowledge of the difference between a primary source and a secondary source Recap prior knowledge of how to draw from a secondary source Recap prior knowledge of 	<p>techniques and processes using oil pastels (heavy pressure layering. Heavy pressure blending, stippling, sgraffito)</p> <ul style="list-style-type: none"> Know how to use a variety of techniques and processes using chalk pastels. (blending, layering, scumbling, glazing, dusting) Know how to use a variety of techniques and processes using collage (torn/cut) Know how to use a variety of techniques and processes using batik (layering, resist, wax mark making) 	<p>techniques and processes using oil pastels (heavy pressure layering. Heavy pressure blending, stippling, sgraffito)</p> <ul style="list-style-type: none"> Know how to use a variety of techniques and processes using chalk pastels. (blending, layering, scumbling, glazing, dusting) Know how to use a variety of techniques and processes using collage (torn/cut) Know how to use a variety of techniques and processes using batik (layering, resist, wax mark making) 	<ul style="list-style-type: none"> Recap score and slip (yr7) Know how to use a variety of techniques and processes using clay: textures (pressing found objects into clay) Know how to use a variety of techniques and processes using clay: coil pots Know how to use a variety of techniques and processes using clay: slab pots Know how to use a variety of techniques and processes relief surfaces Know how to use a variety of techniques and processes using hand build 	<ul style="list-style-type: none"> Recap score and slip (yr7) Know how to use a variety of techniques and processes using clay: textures (pressing found objects into clay) Know how to use a variety of techniques and processes using clay: coil pots Know how to use a variety of techniques and processes using clay: slab pots Know how to use a variety of techniques and processes relief surfaces Know how to use a variety of techniques and processes using hand build
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	<p>how to draw from a primary source</p> <ul style="list-style-type: none">• Re-cap what an observational drawing is• Re-cap the grid method <p>Re-cap creating an image by breaking it down into geometric shapes</p> <ul style="list-style-type: none">• Recap prior knowledge of composition <ul style="list-style-type: none">• Know how to use a variety of techniques and processes using watercolour paint such as: wet wash, dry wash, wet wash blend, wet wash layer, dry wash blend, wet wash layer, stippling <ul style="list-style-type: none">• Know how to use a variety of techniques and processes using acrylic paint such as: dry brush, washing,	<p>how to draw from a primary source</p> <ul style="list-style-type: none">• Re-cap what an observational drawing is• Re-cap the grid method <p>Re-cap creating an image by breaking it down into geometric shapes</p> <ul style="list-style-type: none">• Recap prior knowledge of composition <ul style="list-style-type: none">• Know how to use a variety of techniques and processes using watercolour paint such as: wet wash, dry wash, wet wash blend, wet wash layer, dry wash blend, wet wash layer, stippling <ul style="list-style-type: none">• Know how to use a variety of techniques and processes using acrylic paint such as: dry brush, washing,				
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	<p>understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Students work will be peer assessed both verbally and documented.</p> <p>Summative Assessment</p>	<p>understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment</p>	<p>understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment</p>	<p>understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment</p>	<p>understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment</p>	<p>understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment</p>
Year 9	<p>Cultural Project</p> <p>How does Culture from around the world inspire imaginative, decorative art work?</p> <p>Mixed media: watercolour, pencil crayons, oil paints, oil pastel, oil pastel mono printing, acrylic paint techniques. geometric patterns – symmetry – organic patterns - shapes</p>	<p>Cultural Project</p> <p>How does Culture from around the world inspire imaginative, decorative art work?</p> <p>Mixed media: watercolour, pencil crayons, oil paints, oil pastel, oil pastel mono printing, acrylic paint techniques. geometric patterns – symmetry – organic patterns - shapes</p>	<p>Portraits</p> <p>Exploring how portraits can give insights to represent themselves, their personality and their aspirations</p> <p>Observational drawing/mixed media</p> <p>Collaborative Confident Practice Perseverance Resilience Fluent Thinking Originality</p>	<p>Portraits</p> <p>Exploring how portraits can give insights to represent themselves, their personality and their aspirations</p> <p>Observational drawing/mixed media</p> <p>Collaborative Confident Practice Perseverance Resilience Fluent Thinking Precision</p>	<p>GCSE PROJECT</p> <p>How will I progress within my project to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Observational drawing/mixed media</p> <p>Collaborative Confident Practice Perseverance Resilience</p>	<p>GCSE PROJECT</p> <p>How will I progress within my project to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p> <p>Observational drawing/mixed media</p> <p>Collaborative Confident Practice Perseverance Resilience</p>

	<p>Textiles – Miriam Project Applique – Stitching – fabric paint – freezer paper stencils</p> <p><i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i> <i>Precision</i></p>	<p>Textiles – Miriam Project Applique – Stitching – fabric paint – freezer paper stencils</p> <p><i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i> <i>Originality</i></p>			<p><i>Fluent Thinking</i> <i>Self-Regulation</i></p> <p>GCSE: Component 1: Portfolio Mini Experimentation Project X4 themes (exam style questions)</p> <p>Introduction to course</p> <p>Food Mechanical Natural Forms Music Water (Textiles theme)</p> <p>AO1: Collecting imagery AO2: Experimentation /Refinement – Watercolour paint - techniques Acrylic paint – techniques Textile Techniques AO3: Observational drawing/annotation/d esign ideas AO4: Personalised final piece</p>	<p><i>Fluent Thinking</i> <i>Originality</i></p> <p>GCSE: Component 1: Portfolio Mini Experimentation Project X4 themes (exam style questions)</p> <p>Introduction to course</p> <p>Food Mechanical Natural Forms Music Water (Textiles theme)</p> <p>AO1: Collecting imagery AO2: Experimentation /Refinement – Watercolour paint - techniques Acrylic paint – techniques Textiles Techniques AO3: Observational drawing/annotation/d esign ideas AO4: Personalised final piece</p>
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<p>Key Knowledge, Concepts and skills</p>	<p>Students will know how to create decorative, informative mood boards that research cultures from around the world.</p> <p>Students will know about the London Bombings.</p> <p>Students will know the difference between fine art and arts and craft.</p> <p>They will create observational studies in a range of mediums</p> <p>This will lead to both a visual study sheet and design ideas that they will create.</p> <p>Students will recap shapes from different cultures, the geometric forms within African art compared with the organic shapes within Mexican art.</p>	<p>Students will know how to create decorative, informative mood boards that research cultures from around the world.</p> <p>Students will know about the London Bombings.</p> <p>Students will know the difference between fine art and arts and craft.</p> <p>They will create observational studies in a range of mediums</p> <p>This will lead to both a visual study sheet and design ideas that they will create.</p> <p>Students will recap shapes from different cultures, the geometric forms within African art compared with the organic shapes within Mexican art.</p>	<p>Students will study the basic proportions of the face and will extend their knowledge of portraiture to expand upon combinations of the elements of art such as line, shape, pattern, form, colour and texture.</p> <p>Students will learn how about all the different face shapes types and which one they resemble</p> <p>Students will learn about how facial features are sectioned into fraction within the face shape.</p> <p>Students will recap on prior knowledge of tone and form to realise how light falls upon a face to form shadows and highlights.</p> <p>Students will learn how to break down the facial features</p>	<p>Students will study the basic proportions of the face and will extend their knowledge of portraiture to expand upon combinations of the elements of art such as line, shape, pattern, form, colour and texture.</p> <p>Students will learn how about all the different face shapes types and which one they resemble</p> <p>Students will learn about how facial features are sectioned into fraction within the face shape.</p> <p>Students will recap on prior knowledge of tone and form to realise how light falls upon a face to form shadows and highlights.</p> <p>Students will learn how to break down the facial features</p>	<p>Students will know how they will be assessed.</p> <p>Students will know what each of the assessment objectives are.</p> <p>Students will know how they will create work within both their portfolio and externally set exam.</p> <p>Students will know how to gather evidence for assessment objectives 1-3</p> <p>They will recap sketchbook presentation and research skills</p> <p>They will recap colour theory</p> <p>They will recap observational skills</p> <p>They will recap the elements of art: line, shape, tone, colour,</p>	<p>Students will know how they will be assessed.</p> <p>Students will know what each of the assessment objectives are.</p> <p>Students will know how they will create work within both their portfolio and externally set exam.</p> <p>Students will know how to gather evidence for assessment objectives 1-3</p> <p>They will recap sketchbook presentation and research skills</p> <p>They will recap colour theory</p> <p>They will recap observational skills</p> <p>They will recap the elements of art: line, shape, tone, colour,</p>
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<p>They will lead to students create applique lanterns inspired by the British Arts Movement and Pipili Applique Patterns</p> <p>ARTISTS</p> <p>Cultural Movements – Students will study cultural artefacts such as ceramic sculptures and pots and plates from Africa, Egypt, Australia, Italy, Mexico and China</p> <p>ART GENRE Cultural Movements – varied Students will study historical references within Art such as the origins of Aboriginal paintings, tribes and patterns, Egyptian Gods, African cultures and tribes, Venetian carnivals/masks and Mexican celebrations such as The Day of the Dead.</p>	<p>They will lead to students create applique lanterns inspired by the British Arts Movement and Pipili Applique Patterns</p> <p>ARTISTS</p> <p>Cultural Movements – Students will study cultural artefacts such as ceramic sculptures and pots and plates from Africa, Egypt, Australia, Italy, Mexico and China</p> <p>ART GENRE Cultural Movements – varied Students will study historical references within Art such as the origins of Aboriginal paintings, tribes and patterns, Egyptian Gods, African cultures and tribes, Venetian carnivals/masks and Mexican celebrations</p>	<p>such as the lips, nose, ears and eyes into shapes and then be taught how to add fine details into the features such as the iris and the pupils.</p> <p>Students will know how to recognise hair strands to resemble their hair style</p> <p>Students will be able to adapt their knowledge of proportion of the face to resemble chosen artists for their abstract portrait.</p> <p>Students will understand the concept of wax resist using hot wax – batik – to form coloured layered sections – recapping on their prior knowledge of colour theory.</p> <p>ARTISTS</p> <p>Sarah Beetson 1973</p>	<p>such as the lips, nose, ears and eyes into shapes and then be taught how to add fine details into the features such as the iris and the pupils.</p> <p>Students will know how to recognise hair strands to resemble their hair style</p> <p>Students will be able to adapt their knowledge of proportion of the face to resemble chosen artists for their abstract portrait.</p> <p>Students will understand the concept of wax resist using hot wax – batik – to form coloured layered sections – recapping on their prior knowledge of colour theory.</p> <p>ARTISTS</p> <p>Sarah Beetson 1973</p>	<p>texture, pattern and space.</p> <p>This will lead to students starting to work in a sketchbook in a creative experimental manner to select a theme, research imagery that will then be presented within their sketchbook, creating a front cover, mood boards, observational drawings/paintings, experimentation with watercolour paint and acrylic paint.</p> <p>Students will research a range of artist related to their theme</p> <p>Students will then create annotated design ideas related to their theme</p> <p>Students will then undertake a three hour mock exam to create a finalised piece of art that answers the big</p>	<p>texture, pattern and space.</p> <p>This will lead to students starting to work in a sketchbook in a creative experimental manner to select a theme, research imagery that will then be presented within their sketchbook, creating a front cover, mood boards, observational drawings/paintings, experimentation with watercolour paint and acrylic paint.</p> <p>Students will research a range of artist related to their theme</p> <p>Students will then create annotated design ideas related to their theme</p> <p>Students will then undertake a three hour mock exam to create a finalised piece of art that answers the big</p>	<p>texture, pattern and space.</p> <p>This will lead to students starting to work in a sketchbook in a creative experimental manner to select a theme, research imagery that will then be presented within their sketchbook, creating a front cover, mood boards, observational drawings/paintings, experimentation with watercolour paint and acrylic paint.</p> <p>Students will research a range of artist related to their theme</p> <p>Students will then create annotated design ideas related to their theme</p> <p>Students will then undertake a three hour mock exam to create a finalised piece of art that answers the big</p>
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<p>British Arts Movement Pipili Applique Patterns</p> <p>SKILLS</p> <ul style="list-style-type: none"> Recap prior knowledge of tone and mark making Recap prior knowledge of colour theory Recap prior knowledge of composition Know how to use guidelines when drawing lettering Know how to use acrylic paint Know about different types of cultural art from around the world Know the difference between Fine art and Arts and Craft. Know how to use applique 	<p>such as The Day of the Dead. British Arts Movement Pipili Applique Patterns</p> <p>SKILLS</p> <ul style="list-style-type: none"> Recap prior knowledge of tone and mark making Recap prior knowledge of colour theory Recap prior knowledge of composition Know how to use guidelines when drawing lettering Know how to use acrylic paint Know about different types of cultural art from around the world Know the difference between Fine art and Arts and Craft. 	<p>Contemporary illustrator. Pop culture is rendered with a retro twist through her figurative line work, vibrant colours, sparkles and paint splatters.</p> <p>Julian Opie – 1958 Pop art inspired portrait artist. Heavy focus on flat colour and bold black outlines</p> <p>Minjae Lee – 1989 South Korean artist – decorative portrait artist – influenced by natural forms – marker pen and mixed media</p> <p>Heather Galler – 1966 Folk art pattern artist Folk patterns, shapes, colour to influence her portraits. Popular culture figures inspire her.</p> <p>ART GENRE Portraiture</p>	<p>Contemporary illustrator. Pop culture is rendered with a retro twist through her figurative line work, vibrant colours, sparkles and paint splatters.</p> <p>Julian Opie – 1958 Pop art inspired portrait artist. Heavy focus on flat colour and bold black outlines</p> <p>Minjae Lee – 1989 South Korean artist – decorative portrait artist – influenced by natural forms – marker pen and mixed media</p> <p>Heather Galler – 1966 Folk art pattern artist Folk patterns, shapes, colour to influence her portraits. Popular culture figures inspire her.</p> <p>ART GENRE Portraiture Portraiture art is art that records the</p>	<p>question (AO4) – this encompasses all of the assessment objectives holistically.</p> <p>ARTISTS</p> <p>Ron Magnes – Pop Art (food) Roy Lichtenstein – Pop Art (food) Andy Warhol – Pop Art (food) Kandinsky – (music) Zentangle (music/natural forms/mechanical) Kathleen Pequignot – WC Natural forms Vincent Scarpace – Natural Forms Michael Lang – Mechanical Scandinavian Art – Natural Forms Karl Blossfeldt – Natural Forms Heather Galler – Natural Forms Abbey Diamond – Natural Forms Day of the Dead – Natural Forms Ledger: Mechanical</p>	<p>question (AO4) – this encompasses all of the assessment objectives holistically.</p> <p>ARTISTS</p> <p>Ron Magnes – Pop Art (food) Roy Lichtenstein – Pop Art (food) Andy Warhol – Pop Art (food) Kandinsky – (music) Zentangle (music/natural forms/mechanical) Kathleen Pequignot – WC Natural forms Vincent Scarpace – Natural Forms Michael Lang – Mechanical Scandinavian Art – Natural Forms Karl Blossfeldt – Natural Forms Heather Galler – Natural Forms Abbey Diamond – Natural Forms Day of the Dead – Natural Forms Ledger: Mechanical</p>
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	<ul style="list-style-type: none"> • Know how to create different stitch types • Know how to create freezer paper stencils • Know how to use fabric paint • Know how to iron freezer paper onto fabric • Know how to iron bondaweb onto fabric • Know how to delegate • Know how to work as part of a team 	<ul style="list-style-type: none"> • Know how to use applique • Know how to create different stitch types • Know how to create freezer paper stencils • Know how to use fabric paint • Know how to iron freezer paper onto fabric • Know how to iron bondaweb onto fabric • Know how to delegate • Know how to work as part of a team 	<p>Portraiture art is art that records the likenesses of humans or animals. It focuses on the face and captures the subject's likeness, personality, and essence. Portraiture art can be done with various mediums, such as painting, drawing, photography, or sculpture. The purpose of portraiture art is to memorialize an image of someone for the future.</p> <p>SKILLS</p> <ul style="list-style-type: none"> • Recap facial proportion on a larger scale • Know how to apply shadows, mid tones and highlights onto a self portrait • Know how to use a primary source to create a self portrait • Know how to use observational skills to create own facial 	<p>likenesses of humans or animals. It focuses on the face and captures the subject's likeness, personality, and essence. Portraiture art can be done with various mediums, such as painting, drawing, photography, or sculpture. The purpose of portraiture art is to memorialize an image of someone for the future.</p> <p>SKILLS</p> <ul style="list-style-type: none"> • Recap facial proportion on a larger scale • Know how to apply shadows, mid tones and highlights onto a self portrait • Know how to use a primary source to create a self portrait • Know how to use observational skills to create own facial features – 	<p>Pixie Cold: Water Tiffany Budd: Water</p> <p>ART GENRES A wide range of art genres from Pop Art to Modernism</p> <p>SKILLS</p> <ul style="list-style-type: none"> • Recap mind mapping • Recap prior knowledge of tone and mark making • Recap prior knowledge of colour theory • Recap prior knowledge of composition • Recap prior knowledge of the difference between a primary source and a secondary source • Recap prior knowledge of how to draw from a secondary source • Recap prior knowledge of how to draw 	<p>Pixie Cold: Water Tiffany Budd: Water</p> <p>ART GENRES A wide range of art genres from Pop Art to Modernism</p> <p>SKILLS</p> <ul style="list-style-type: none"> • Recap mind mapping • Recap prior knowledge of tone and mark making • Recap prior knowledge of colour theory • Recap prior knowledge of composition • Recap prior knowledge of the difference between a primary source and a secondary source • Recap prior knowledge of how to draw from a secondary source • Recap prior knowledge of how to draw
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			<p>features – shapes and fine details</p> <ul style="list-style-type: none"> • Know how to create and use mark making lines to resemble hair strands within a hair line and within eyebrows • Know what certain types of the face are called • Know what cupid's bow is and its purpose • Know what an iris is and its purpose • Know what a pupil within an eye is and its purpose • Know what an earlobe is and its purpose • Know how to create reflections within eyes • Know the differences between realism and abstract 	<p>shapes and fine details</p> <ul style="list-style-type: none"> • Know how to create and use mark making lines to resemble hair strands within a hair line and within eyebrows • Know what certain types of the face are called • Know what cupid's bow is and its purpose • Know what an iris is and its purpose • Know what a pupil within an eye is and its purpose • Know what an earlobe is and its purpose • Know how to create reflections within eyes • Know the differences between realism and abstract 	<p>from a primary source</p> <ul style="list-style-type: none"> • Re-cap what an observational drawing is • Re-cap the grid method Re-cap creating an image by breaking it down into geometric shapes • Recap prior knowledge of composition • Know how to use a variety of techniques and processes using watercolour paint such as: wet wash, dry wash, wet wash blend, wet wash layer, dry wash blend, wet wash layer, stippling • Know how to use a variety of techniques and processes using acrylic paint such as: dry brush, washing, stippling, 	<p>from a primary source</p> <ul style="list-style-type: none"> • Re-cap what an observational drawing is • Re-cap the grid method Re-cap creating an image by breaking it down into geometric shapes • Recap prior knowledge of composition • Know how to use a variety of techniques and processes using watercolour paint such as: wet wash, dry wash, wet wash blend, wet wash layer, dry wash blend, wet wash layer, stippling • Know how to use a variety of techniques and processes using acrylic paint such as: dry brush, washing, stippling,
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			<ul style="list-style-type: none"> • Know about the work of portrait artists such as Minjae Lee, Heather Galler, Julian Opie and Sarah Beeton • Know about the Pop Art movement • Know about Folk Art • Know how to create work inspired by the work of others • Recap prior knowledge of colour theory • Recap prior knowledge of composition • Know how to combine colour and tonal media within an abstract composition 	<ul style="list-style-type: none"> • Know about the work of portrait artists such as Minjae Lee, Heather Galler, Julian Opie and Sarah Beeton • Know about the Pop Art movement • Know about Folk Art • Know how to create work inspired by the work of others • Recap prior knowledge of colour theory • Recap prior knowledge of composition • Know how to combine colour and tonal media within an abstract composition 	<p>splattering, dabbing.</p> <ul style="list-style-type: none"> • Know how to use a variety of techniques and processes such as transferring an image onto selotape • Know how to use a variety of techniques and processes such as how to create an aesthetic trapping of an image using wax • Know how to annotate (images, artist research, observational drawings/paintings/media experimentation/design ideas) • Know how to refine experimentation through media sampling 	<p>splattering, dabbing.</p> <ul style="list-style-type: none"> • Know how to use a variety of techniques and processes such as transferring an image onto selotape • Know how to use a variety of techniques and processes such as how to create an aesthetic trapping of an image using wax • Know how to annotate (images, artist research, observational drawings/paintings/media experimentation/design ideas) • Know how to refine experimentation through media sampling
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<p>Feedback & Assessment</p>	<p>Formative Assessment All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Students work will be peer assessed both verbally and documented.</p> <p>Summative Assessment Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information</p>	<p>Formative Assessment All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be</p>	<p>Formative Assessment All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be completed as a</p>	<p>Formative Assessment All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be completed as a</p>	<p>Formative Assessment All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be completed as a</p>	<p>Formative Assessment All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be completed as a</p>
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	<p>taught during each half term.</p> <p>End of Composite Assessments will be completed as a practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term.</p>	<p>completed as a practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>	<p>practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>	<p>practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>	<p>practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>	<p>practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>
Year 8	<p>Natural Forms</p> <p>The Elements of Decorative Art Pattern, Textures</p> <p>Can we create an experimental composition which focuses on drawing and pattern? How can exploring natural forms help with this?</p> <p>Painting, Drawing, linked to The Arts & Craft Movement</p> <p><i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i> <i>Originality</i></p>	<p>Natural Forms</p> <p>The Elements of Decorative Art Pattern, Textures</p> <p>Can we create an experimental composition which focuses on drawing and pattern? How can exploring natural forms help with this?</p> <p>Painting, Drawing, linked to The Arts & Craft Movement</p> <p><i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i> <i>Originality</i></p>	<p>Day of the Dead</p> <p>How can we understand folk art and traditions by exploring the Day of the Dead festival? Can we use our understanding to create our own decorated skulls?</p> <p>Drawing, Embossing, Designing, Assembling</p> <p><i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i> <i>Originality</i></p>	<p>Day of the Dead</p> <p>How can we understand folk art and traditions by exploring the Day of the Dead festival? Can we use our understanding to create our own decorated skulls?</p> <p>Drawing, Embossing, Designing, Assembling</p> <p><i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i></p>	<p>Food</p> <p>How we can understand and experiment with three dimensional processes to within the theme of food</p> <p>Cardboard, assembling, construction, relief, texture</p> <p><i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i> <i>Originality</i></p>	<p>Food</p> <p>How we can understand and experiment with three dimensional processes to within the theme of food</p> <p>Cardboard, assembling, construction, relief, texture</p> <p><i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i> <i>Originality</i></p>

<p>Key Knowledge, Concepts and skills</p>	<p>Students will build upon observational skills to create a series of drawings of flowers and leaves that relate to the theme of natural forms.</p> <p>Students will experiment with tone and pen mark making initially within their observations.</p> <p>ARTISTS Karl Blossfeldt – 1932 German photographer, sculptor and artist. Created close up photographs of plants and living things.</p> <p>William Morris – 1834 British textile designer, poet and artist. Associated with the British Arts and Craft movement. Created wallpaper designs inspired by natural forms such as birds and flowers.</p>	<p>Students will build upon observational skills to create a series of drawings of flowers and leaves that relate to the theme of natural forms.</p> <p>Students will experiment with tone and pen mark making initially within their observations.</p> <p>ARTISTS Karl Blossfeldt – 1932 German photographer, sculptor and artist. Created close up photographs of plants and living things.</p> <p>William Morris – 1834 British textile designer, poet and artist. Associated with the British Arts and Craft movement. Created wallpaper designs inspired by natural forms such as birds and flowers.</p>	<p>Students will study and gain key knowledge of the folk art and traditions of The Mexican Day of the Dead Festival. They will master the techniques needed to create a decorative embossed skull in a raised frame; learning the traditional Mexican craft processes.</p> <p>ARTISTS Thaneeya McArdle Sugar skull artist is colourful and has some psychedelic details. Mixed media artist</p> <p>Priscine Turkus 1970 Mexican Folk Artist specialising in nature and skulls</p> <p>GENRES</p> <p>Zentangle Invented by a monk named Rick Roberts and artist Maria Thomas. Structured patterns using combinations of lines, dots, zig zags and curves,</p>	<p>Students will study and gain key knowledge of the folk art and traditions of The Mexican Day of the Dead Festival. They will master the techniques needed to create a decorative embossed skull in a raised frame; learning the traditional Mexican craft processes.</p> <p>ARTISTS Thaneeya McArdle Sugar skull artist is colourful and has some psychedelic details. Mixed media artist</p> <p>Priscine Turkus 1970 Mexican Folk Artist specialising in nature and skulls</p> <p>GENRES</p> <p>Zentangle Invented by a monk named Rick Roberts and artist Maria Thomas. Structured patterns using combinations of lines, dots, zig zags and curves,</p>	<p>Students will gain knowledge of cardboard construction processes such as slotting, tabbing and relief construction. Students will experiment with shape, pattern and form within their food constructions in a similar style to Pattianne Stevenson.</p> <p>ARTISTS Patianne Stevenson 1973 Uses recycled cardboard to create hand crafted treats. Uses box cutters, glue and exacto knives to create her food sculptures.</p> <p>GENRES Sustainable art The genre of its time. Use of recycled or natural materials transforms art into a socially conscious enterprise, demanding that viewers and</p>	<p>Students will gain knowledge of cardboard construction processes such as slotting, tabbing and relief construction. Students will experiment with shape, pattern and form within their food constructions in a similar style to Pattianne Stevenson.</p> <p>ARTISTS Patianne Stevenson 1973 Uses recycled cardboard to create hand crafted treats. Uses box cutters, glue and exacto knives to create her food sculptures.</p> <p>GENRES Sustainable art The genre of its time. Use of recycled or natural materials transforms art into a socially conscious enterprise, demanding that viewers and</p>
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	<p>William De Morgan – 1839 English potter, tile designer and novelist. A lifelong friend of Morris, designed decorative tiles, stained glass and furniture for Morris and Co. Influenced by natural forms.</p> <p>Charles Rennie Mackintosh – 1868 Scottish architect, designer and artist. Connected to both the decorative arts and to the Art Nouveau movement. Created decorative furniture and was inspired</p> <p>GENRES</p> <p>Arts and Crafts movement</p> <p>A design movement initiated by William Morris in 1861, aimed to improve the quality and aesthetic look of designs</p>	<p>William De Morgan – 1839 English potter, tile designer and novelist. A lifelong friend of Morris, designed decorative tiles, stained glass and furniture for Morris and Co. Influenced by natural forms.</p> <p>Charles Rennie Mackintosh – 1868 Scottish architect, designer and artist. Connected to both the decorative arts and to the Art Nouveau movement. Created decorative furniture and was inspired</p> <p>GENRES</p> <p>Arts and Crafts movement</p> <p>A design movement initiated by William Morris in 1861, aimed to improve the quality and aesthetic look of designs</p>	<p>to create abstract black and white patterns</p> <p>Folk Art Mexican handicrafts and folk art is a complex collection of items made with various materials and intended for utilitarian, decorative or other purposes.</p> <p>SKILLS</p> <ul style="list-style-type: none"> • Know about the Mexican ‘Day of the Dead’ festival • Know about Mexican folk art. • Know that the skull symbolises death but in a positive celebratory manner • Know that ‘flowers’ are meant to symbolise life. • Know that ribbons 	<p>to create abstract black and white patterns</p> <p>Folk Art Mexican handicrafts and folk art is a complex collection of items made with various materials and intended for utilitarian, decorative or other purposes.</p> <p>SKILLS</p> <ul style="list-style-type: none"> • Know about the Mexican ‘Day of the Dead’ festival • Know about Mexican folk art. • Know that the skull symbolises death but in a positive celebratory manner • Know that ‘flowers’ are meant to symbolise life. • Know that ribbons 	<p>audiences rethink how they see the world around them.</p> <p>SKILLS</p> <ul style="list-style-type: none"> • Recap geometric shapes • Recap presentation and composition • Recap how to use a ruler to measure geometric shapes such as squares and rectangles accurately. • Know how to use a compass to create circles. • Know how to create cardboards slots • Know how to score cardboard to create tabs, folds and edges • Know how to create nets of geometric shapes • Know how to create textured 	<p>audiences rethink how they see the world around them.</p> <p>SKILLS</p> <ul style="list-style-type: none"> • Recap geometric shapes • Recap presentation and composition • Recap how to use a ruler to measure geometric shapes such as squares and rectangles accurately. • Know how to use a compass to create circles. • Know how to create cardboards slots • Know how to score cardboard to create tabs, folds and edges • Know how to create nets of geometric shapes • Know how to create textured
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	<p>Craft is a form of making which generally produces an object that has a function.</p> <p>Art Nouveau – an international style in architecture and design that emerged in the 1890’s.</p> <p>British Arts &Crafts Movement Mid-19th century Philosophy was the Industrial revolution had made man less creative and his skill have been removed from the manufacturing process.</p> <p>SKILLS</p> <ul style="list-style-type: none"> Recap prior knowledge of tone and mark making Know about organic shapes Know how to draw organic shapes Re-cap what an observational drawing is 	<p>Craft is a form of making which generally produces an object that has a function.</p> <p>Art Nouveau – an international style in architecture and design that emerged in the 1890’s.</p> <p>British Arts &Crafts Movement Mid-19th century Philosophy was the Industrial revolution had made man less creative and his skill have been removed from the manufacturing process.</p> <p>SKILLS</p> <ul style="list-style-type: none"> Recap prior knowledge of tone and mark making Know about organic shapes Know how to draw organic shapes Re-cap what an observational drawing is 	<p>represent eternity</p> <ul style="list-style-type: none"> Know that burning candles are set inside the eyes of decorated skulls to symbolise remembrance Know that in Mexico that they believe death is not the final stage in life but ‘re-birth.’ Know that decorated skulls are known as ‘Calacas.’ Know that during the ‘Day of the Dead’ festival paper banners, shrines and altars are made Know that a paper banner is known as a ‘Papal Picador.’ Recap line and shape Re-cap what an observational drawing is 	<p>represent eternity</p> <ul style="list-style-type: none"> Know that burning candles are set inside the eyes of decorated skulls to symbolise remembrance Know that in Mexico that they believe death is not the final stage in life but ‘re-birth.’ Know that decorated skulls are known as ‘Calacas.’ Know that during the ‘Day of the Dead’ festival paper banners, shrines and altars are made Know that a paper banner is known as a ‘Papal Picador.’ Recap line and shape Re-cap what an observational drawing is Re-cap the grid method 	<p>cardboard surfaces</p> <ul style="list-style-type: none"> Know how to use rolling Know how to create relief surfaces in cardboard Know how to use a glue gun safely Know about the work of 3D sculpture artists such Patianne Stevenson Know how to create work inspired by the work of others 	<p>cardboard surfaces</p> <ul style="list-style-type: none"> Know how to use rolling Know how to create relief surfaces in cardboard Know how to use a glue gun safely Know about the work of 3D sculpture artists such Patianne Stevenson Know how to create work inspired by the work of others
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	<ul style="list-style-type: none"> • Re-cap the grid method Re-cap creating an image by breaking it down into geometric shapes • Know how to use line to add fine details into an organic shape • Know how to place imagery within a composition • Recap Colour Theory • Recap colour types • Recap how to layer colours • Recap how to blend colours • Know how to combine colour types • Know how to use watercolour paint • Know how to use solid dyes • Know about the pen/wash technique • Know how to use the 	<ul style="list-style-type: none"> • Re-cap the grid method Re-cap creating an image by breaking it down into geometric shapes • Know how to use line to add fine details into an organic shape • Know how to place imagery within a composition • Recap Colour Theory • Recap colour types • Recap how to layer colours • Recap how to blend colours • Know how to combine colour types • Know how to use watercolour paint • Know how to use solid dyes • Know about the pen/wash technique • Know how to use the 	<ul style="list-style-type: none"> • Re-cap the grid method • Re-cap creating an image by breaking it down into geometric shapes • Re-cap tone • Know how to use knowledge of tone with colour • Know how to create highlights with coloured chalk pastels using the 'scumbling' technique • Know how to create shadows with coloured chalk pastels using the 'glazing' technique • Re-cap presentational skills • Know how to cut decorative shapes out of tissue paper • Know how to create a 'scrafitto.' 	<ul style="list-style-type: none"> • Re-cap creating an image by breaking it down into geometric shapes • Re-cap tone • Know how to use knowledge of tone with colour • Know how to create highlights with coloured chalk pastels using the 'scumbling' technique • Know how to create shadows with coloured chalk pastels using the 'glazing' technique • Re-cap presentational skills • Know how to cut decorative shapes out of tissue paper • Know how to create a 'scrafitto.' • Know about 'zentangle.' 		
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<p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Students work will be peer assessed both verbally and documented.</p> <p>Summative Assessment</p> <p>Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be completed as a practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>	<p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment</p> <p>Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be completed as a practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>	<p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment</p> <p>Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be completed as a practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>	<p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment</p> <p>Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be completed as a practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>	<p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment</p> <p>Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be completed as a practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>	<p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment</p> <p>Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be completed as a practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>
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	in lesson and will take place over two/three lessons towards the end of each term.					
Year 7	<p>Autumn 1: The Elements of Art – Still Life</p> <p>Line, Tone, Form</p> <p>What is Tone and Line and how can we use it effectively in our art work?</p> <p>Observational drawing and mark making in the style of two still life artists.</p> <p>ACP: Self Regulation Precision Originality</p> <p>VAA: Practice Enquiring</p>	<p>Autumn 2: The Elements of Art – Still Life</p> <p>Line, Tone, Form</p> <p>What is Tone and Line and how can we use it effectively in our art work?</p> <p>Observational drawing and mark making in the style of two still life artists.</p> <p>ACP: Self Regulation Precision Originality</p> <p>VAA: Practice Enquiring</p>	<p>Spring 1: The Elements of Art Portraiture – Clay</p> <p>Colour, shape, form and texture</p> <p>How can we combine both colour, shape form and texture within the theme of Portraits?</p> <p>Drawing, painting, sculpting</p>	<p>Spring 2: The Elements of Art Portraiture – Clay</p> <p>Colour, shape, form and texture</p> <p>How can we combine both colour, shape form and texture within the theme of Portraits?</p> <p>Drawing, painting, sculpting</p>	<p>Summer 1: The Elements of Art – Insects: Zentangle/Notan</p> <p>Pattern, space (negative/positive)</p> <p>How can we perceive both negative and positive space within art work through the use of pattern?</p> <p>Collage, paper cutting, mono printing, press printing</p>	<p>Summer 2: The Elements of Art – Insects: Zentangle/Notan</p> <p>Pattern, space (negative/positive)</p> <p>How can we perceive both negative and positive space within art work through the use of pattern?</p> <p>Collage, paper cutting, mono printing, press printing</p>
Key Knowledge, Concepts and skills	Students will be taught how to develop ideas through investigation. Exploring Giorgio Morandi and how he used tone, and where tone sits amongst the	Students will be taught how to develop ideas through investigation. Exploring Giorgio Morandi and how he used tone, and where tone sits amongst the	Students will be taught about facial proportion and investigate this knowledge and build further upon their understanding of tone	Students will be taught about facial proportion and investigate this knowledge and build further upon their understanding of tone	Students will be taught about how space can be both positive and negative, Students will experiment initially with simple shapes	Students will be taught about how space can be both positive and negative, Students will experiment initially with simple shapes

<p>formal elements of art. They will be taught how to select and experiment with appropriate media, materials and processes drawing objects in a still life. Making the subject matter realistic and three dimensional. Students will also be taught how to combine both the traditional with the abstract by combining traditional still life skills with the movement of Cubism to create an abstract tonal still life. They will be taught how to view points of a traditional still life in a fragmented way but also how to apply their knowledge of tonal values to their abstracted and fragmented still life objects. This will explore the combinations of line, shape, form and tone.</p>	<p>formal elements of art. They will be taught how to select and experiment with appropriate media, materials and processes drawing objects in a still life. Making the subject matter realistic and three dimensional. Students will also be taught how to combine both the traditional with the abstract by combining traditional still life skills with the movement of Cubism to create an abstract tonal still life. They will be taught how to view points of a traditional still life in a fragmented way but also how to apply their knowledge of tonal values to their abstracted and fragmented still life objects. This will explore the combinations of line, shape, form and tone.</p>	<p>learn to create a simple self portrait. They will investigate moulding and sculpting skills when manipulating clay, they will combine their prior knowledge of proportion and shape within their investigation. They will be taught the 'score and slip' technique and this will be combined with both placement and textural mark making skills to create textural areas with a 3D medium to show detail, realism and proportion. They will be taught further the differences between types of shapes, geometrical and organic. They will be taught 'colour theory.' They will learn about the different types of</p>	<p>learn to create a simple self portrait. They will investigate moulding and sculpting skills when manipulating clay, they will combine their prior knowledge of proportion and shape within their investigation. They will be taught the 'score and slip' technique and this will be combined with both placement and textural mark making skills to create textural areas with a 3D medium to show detail, realism and proportion. They will be taught further the differences between types of shapes, geometrical and organic. They will be taught 'colour theory.' They will learn about the different types of</p>	<p>using paper cutting to create both positive and negative space images. Students will then develop further their understanding of using positive and negative paper cutting using a Japanese style of cutting called Notan. Students will the study a decorative form of Zentangle to create black and white patterns within natural forms such as insects. Students will experiment with Zentangle patterns. They will experiment with both positive and negative space within their pattern work using this printing technique of blocking in areas within their drawings of pattern.</p>	<p>using paper cutting to create both positive and negative space images. Students will then develop further their understanding of using positive and negative paper cutting using a Japanese style of cutting called Notan. Students will the study a decorative form of Zentangle to create black and white patterns within natural forms such as insects. Students will experiment with Zentangle patterns. They will experiment with both positive and negative space within their pattern work using this printing technique of blocking in areas within their drawings of pattern.</p>	<p>using paper cutting to create both positive and negative space images. Students will then develop further their understanding of using positive and negative paper cutting using a Japanese style of cutting called Notan. Students will the study a decorative form of Zentangle to create black and white patterns within natural forms such as insects. Students will experiment with Zentangle patterns. They will experiment with both positive and negative space within their pattern work using this printing technique of blocking in areas within their drawings of pattern.</p>
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	<p>ARTISTS Giorgio Morandi 1890 Italian painter and printmaker specializing in still life his paintings where noted for their tonal quality and his use of simple objects such as vases, bottles, bowls, flowers.</p> <p>Picasso 1881 Spanish Painter, sculptor, printmaker and ceramicist. One of the most influential artists of the 20th century and co-creator of the movement Cubism</p> <p>George Braque French painter, printmaker and sculptor. Co-created the movement Cubism with Picasso</p> <p>ART GENRES Realism Art Sometimes called naturalism it attempts to represent subject matter in a truthful simple format.</p>	<p>ARTISTS Giorgio Morandi 1890 Italian painter and printmaker specializing in still life his paintings where noted for their tonal quality and his use of simple objects such as vases, bottles, bowls, flowers.</p> <p>Picasso 1881 Spanish Painter, sculptor, printmaker and ceramicist. One of the most influential artists of the 20th century and co-creator of the movement Cubism</p> <p>George Braque French painter, printmaker and sculptor. Co-created the movement Cubism with Picasso</p> <p>ART GENRES Realism Art Sometimes called naturalism it attempts to represent subject matter in a truthful simple format.</p> <p>Cubism</p>	<p>colour within the colour wheel, they will be taught how to use colour hues to create tints and shades. They will be taught about complimentary colour, warm/cool colours and will use this knowledge, combined with their prior knowledge of line, to create both organic and geometric shaped patterns influenced by the artists Min Jae Lee and Heather Galler to create a decorative background for their constructed 3D clay face.</p> <p>ARTISTS Minjae Lee – 1989 South Korean artist – decorative portrait artist – influenced by natural forms – marker pen and mixed media</p> <p>Heather Galler – 1966 Folk art pattern artist</p>	<p>colour within the colour wheel, they will be taught how to use colour hues to create tints and shades. They will be taught about complimentary colour, warm/cool colours and will use this knowledge, combined with their prior knowledge of line, to create both organic and geometric shaped patterns influenced by the artists Min Jae Lee and Heather Galler to create a decorative background for their constructed 3D clay face.</p> <p>ARTISTS Minjae Lee – 1989 South Korean artist – decorative portrait artist – influenced by natural forms – marker pen and mixed media</p> <p>Heather Galler – 1966 Folk art pattern artist</p>	<p>Students will eventually create line drawings of insects using both pattern and negative/positive space using a combination of printing and paper cutting</p> <p>ARTISTS Millie Marotta British freelance illustrator – designing colouring books – influenced by natural forms, animals and insects</p> <p>Rosalind Monks - British born Artist and Illustrator</p> <p>Eugene Seguy A major and influential artist of the Art Deco period. A print maker, who created designs for wallpaper, inspired by nature.</p> <p>Clare Young</p>	<p>Students will eventually create line drawings of insects using both pattern and negative/positive space using a combination of printing and paper cutting</p> <p>ARTISTS Millie Marotta British freelance illustrator – designing colouring books – influenced by natural forms, animals and insects</p> <p>Rosalind Monks - British born Artist and Illustrator</p> <p>Eugene Seguy A major and influential artist of the Art Deco period. A print maker, who created designs for wallpaper, inspired by nature.</p> <p>Clare Young</p>
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	<p>Cubism An early 20th century avant-garde art movement. A style of art which aims to show all possible viewpoints of a person or an object all at once. It is called Cubism because the items represented in the artworks look like they are made out of cubes and other geometric shapes</p> <p>SKILLS</p> <ul style="list-style-type: none"> • Know about the elements of art • Know the difference between a primary source and a secondary source • Know how to draw from a secondary source • Know how to draw from a primary source • Know about geometric shapes 	<p>An early 20th century avant-garde art movement. A style of art which aims to show all possible viewpoints of a person or an object all at once. It is called Cubism because the items represented in the artworks look like they are made out of cubes and other geometric shapes</p> <p>SKILLS</p> <ul style="list-style-type: none"> • Know about the elements of art • Know the difference between a primary source and a secondary source • Know how to draw from a secondary source • Know how to draw from a primary source • Know about geometric shapes • know how to draw geometric shapes 	<p>Folk patterns, shapes, colour to influence her portraits. Popular culture figures inspire her.</p> <p>ART GENRES Folk Art Visual art made in the context of folk culture. A complex collection of items made with various materials and intended for utilitarian, decorative or other purposes.</p> <p>SKILLS</p> <ul style="list-style-type: none"> • Know about Colour Theory • Know about primary colours • Know about secondary colours • Know about complementary colours • Know about warm colours • Know about cool colours 	<p>Folk patterns, shapes, colour to influence her portraits. Popular culture figures inspire her.</p> <p>ART GENRES Folk Art Visual art made in the context of folk culture. A complex collection of items made with various materials and intended for utilitarian, decorative or other purposes.</p> <p>SKILLS</p> <ul style="list-style-type: none"> • Know about Colour Theory • Know about primary colours • Know about secondary colours • Know about complementary colours • Know about warm colours • Know about cool colours • Know how to mix, layer and 	<p>A designer who works with a combination of paper and fabric.</p> <p>ART GENRES Zentangle Invented by a monk named Rick Roberts and artist Maria Thomas. Structured patterns using combinations of lines, dots, zig zags and curves, to create abstract black and white patterns Notan Japanese term that literally means ‘light dark harmony.’ Artists use Notan to explore different arrangements of light and dark elements to show areas of positive and negative space. Art Deco A movement in the decorative arts and architecture that originated in the 1920s and developed into a major style in western Europe and the United States during the 1930s.</p>	<p>A designer who works with a combination of paper and fabric</p> <p>ART GENRES Zentangle Invented by a monk named Rick Roberts and artist Maria Thomas. Structured patterns using combinations of lines, dots, zig zags and curves, to create abstract black and white patterns Notan Japanese term that literally means ‘light dark harmony.’ Artists use Notan to explore different arrangements of light and dark elements to show areas of positive and negative space. Art Deco A movement in the decorative arts and architecture that originated in the 1920s and developed into a major style in western Europe and the United States during the 1930s.</p>
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	<ul style="list-style-type: none"> • know how to draw geometric shapes • Know about lines of symmetry in man-made objects • Know how to create an image using the grid method • Know how to create an image by breaking it down into geometric shapes • Know about tone in art • Know how tone is created • Know how to use tone in a drawing with a pencil or a pen. • Know how to hold a pencil to apply tone – pencil pressures • Know how to apply and use mark making lines to show tone • Know how to present images and information 	<ul style="list-style-type: none"> • Know about lines of symmetry in man-made objects • Know how to create an image using the grid method • Know how to create an image by breaking it down into geometric shapes • Know about tone in art • Know how tone is created • Know how to use tone in a drawing with a pencil or a pen. • Know how to hold a pencil to apply tone – pencil pressures • Know how to apply and use mark making lines to show tone • Know how to present images and information within a sketchbook 	<ul style="list-style-type: none"> • Know how to mix, layer and blend different colour types • Know how to layer colour • Know how to blend colour • Know how to mix colour • Know about facial proportion • Know how to draw proportional lines on a pencil drawing of a face • Know how to draw facial feature shapes accurately • Know about the properties of clay • Know how to cut, manipulate and mould clay • Know about the score and slip technique • Know how to use the score and slip technique to attach clay 	<p>blend different colour types</p> <ul style="list-style-type: none"> • Know how to layer colour • Know how to blend colour • Know how to mix colour • Know about facial proportion • Know how to draw proportional lines on a pencil drawing of a face • Know how to draw facial feature shapes accurately • Know about the properties of clay • Know how to cut, manipulate and mould clay • Know about the score and slip technique • Know how to use the score and slip technique to attach clay sections together 	<p>SKILLS</p> <ul style="list-style-type: none"> • Recap elements of art: Line and shape • Know about geometric patterns • Know about organic patterns • Know about symmetrical patterns • Know about repeat patterns • Know how to use different types of patterns to create designs • Know about the art of ‘Zentangle’ patterns. • Know how to use Zentangle patterns to create a design • Know about the Japanese Art form ‘Notan.’ • Know about positive space • Know about negative space • Know how to use Notan to create a design 	<p>SKILLS</p> <ul style="list-style-type: none"> • Recap elements of art: Line and shape • Know about geometric patterns • Know about organic patterns • Know about symmetrical patterns • Know about repeat patterns • Know how to use different types of patterns to create designs • Know about the art of ‘Zentangle’ patterns. • Know how to use Zentangle patterns to create a design • Know about the Japanese Art form ‘Notan.’ • Know about positive space • Know about negative space
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	<p>within a sketchbook (presentation skills)</p> <ul style="list-style-type: none"> • Know how to select appropriate information (highlighting/blanking out) - Research Skills • Know how to apply paint - painting skills • Know how to mix paint correctly • Know how to create tonal values (poster paint) • Know how draw objects in proportion • Know about art movements: Cubism • Know how to fragment an image • Know how to select appropriate imagery to create a composition • Know how to compose an abstract image 	<p>(presentation skills)</p> <ul style="list-style-type: none"> • Know how to select appropriate information (highlighting/blanking out) - Research Skills • Know how to apply paint - painting skills • Know how to mix paint correctly • Know how to create tonal values (poster paint) • Know how draw objects in proportion • Know about art movements: Cubism 	<p>sections together</p> <ul style="list-style-type: none"> • Know about relief surfaces • Know how to create relief surfaces using clay • Know about air bubbles and how to prevent them 	<ul style="list-style-type: none"> • Know about relief surfaces • Know how to create relief surfaces using clay • Know about air bubbles and how to prevent them 	<ul style="list-style-type: none"> • Know how to use positive space to create a design • Know how to use negative space to create a design • Know how to create paper cuttings • Know how to cut shapes away from designs to create patterns 	<ul style="list-style-type: none"> • Know how to use Notan to create a design • Know how to use positive space to create a design • Know how to use negative space to create a design • Know how to create paper cuttings • Know how to cut shapes away from designs to create patterns
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Feedback & Assessment	<p>Formative Assessment All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Students work will be peer assessed both verbally and documented.</p> <p>Summative Assessment Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be</p>	<p>Formative Assessment All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be</p>	<p>Formative Assessment All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be</p>	<p>Formative Assessment All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be</p>	<p>Formative Assessment All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be</p>	<p>Formative Assessment All students will be involved in group art critiques and act on the constructive advice given by peers and teacher.</p> <p>Recall of previous learning and understanding will be used in DO NOW and PLENARY tasks.</p> <p>EBI, WWW will be used in lessons as a plenary or if necessary, verbally during a difficult task.</p> <p>Summative Assessment Interim assessment to test knowledge and skills which will take the form of a knowledge based paper consisting of questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be</p>

	<p>questions relating to skills and information taught during each half term.</p> <p>End of Composite Assessments will be completed as a practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term.</p>	<p>completed as a practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>	<p>End of Composite Assessments will be completed as a practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>	<p>completed as a practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>	<p>completed as a practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>	<p>completed as a practical paper relating to the practical skills taught in lesson and will take place over two/three lessons towards the end of each term</p>
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