## ART

| HANG EDVALUE VI<br>HANDSWORTH BYOD<br>GRUSS ACLOBENT | KEVI HWGA Curriculum Map  |
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| Curriculum Purpo                                     |   |
| Context<br>Beyond KEVI<br>HWGA:                      | <ul> <li>Why Study Art:</li> <li>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.</li> <li>Learning through and about the arts enriches the experience of studying while at school as well as preparing students for life after school.</li> <li>Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity.</li> <li>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.</li> <li>Studying arts subjects also help to develop critical thinking and the ability to interpret the world around us.</li> <li>Aims</li> <li>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.</li> <li>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</li> <li>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.</li> </ul> |

|     | <ul> <li>Rationale for how the curriculum has been sequenced in Art, Craft and Design</li> <li>The Art &amp; 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.</li> <li>Students have the opportunities to:</li> <li>Use a wide range of techniques and record their observations in sketchbooks</li> <li>Use a range of techniques and media including painting, collage and drawing.</li> <li>Increase their proficiency in the handling of different materials</li> <li>Analyse and evaluate their own work and that of others, in order to strengthen the visual impact or applications of their work.</li> <li>Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times to present day.</li> </ul> |
|-----|---|
| 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.  |
|     | Students explore various art forms, both traditional and digital, and create a focused and compelling body of work.   |
|     | Students gain a <b>strong understanding of historic and contemporary visual art practice</b> , 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<br>This such filestics has four main size and such this the second such ship time.   |
|     | <ul> <li>This qualification has four main aims encompassed within the assessment objectives.</li> <li>AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical</li> </ul>   |
|     | and critical understanding.   |
|     | <ul> <li>AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work<br/>develops.</li> </ul>   |
|     | <ul> <li>AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.</li> </ul>  |

|     | • AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and                 |
|-----|---|
|     | • A04. 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.   |
|     |   |
|     |   |

## Year 7

KS3

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/theinfluence-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

## 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<br>their knowledge of the formal elements and present their work in a decorative manner. The curriculum will make in depth links to key<br>artists to establish students own drawing, painting and collage skills, whilst improving use of composition and presentation skills.<br>Students will be able to understand and discuss artists work and the use of the themes whilst combining contrasting art styles and<br>genres and techniques, thus developing an appreciation of art in its different forms. Students will build upon their knowledge of<br>facial proportion from year seven and create realistic tonal pencil portraits of themselves, which will then lead onto in the second half<br>of the Autumn term a mixed media abstract portrait, experimenting with combinations of mono printing, collage and wax resist,<br>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.   |



| KING EDWARD VI<br>HANDSWORTH WOOD<br>GIRLS' ACADEMY | KEVI HWGA Curriculum Map   |   |   |          |          |
|---|--|---|---|----------|----------|
| <b>Big Qs</b><br>Linked to NC                       | Autumn 1   | Spring 1  | Spring 2  | Summer 1 | Summer 2 |
| Year 13   | <b>BIG QUESTION:</b><br>How will I progress within my project<br>to Present a personal and meaningful<br>response that realises intentions and,<br>where appropriate, makes connections<br>between visual and other elements.<br>(AO4) | personal and meaningful response intentions and, where appropriate,     | 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) |          |          |
|   | Project three Year: 13<br>Project 3: Component 1   | <b>Themes: TBC – February 2025</b><br>Students will experiment with med | ium/techniques  |          |          |
|   | Focus  | /processes.   |   |          |          |

| Individual project   | Students will create design ideas                   |  |
|--|---|--|
| • Students are given a number of options including:                  | Students will refine experimentation                |  |
|  | Students will create design ideas                   |  |
|  | Students will create finalised personalised outcome |  |
| previous study   | ARTIST: Exam paper dictates                         |  |
| Students work with increasing  | ART GENRES: Exam paper dictates                     |  |
| independence as they work on an                                      | SKILLS: Student dictates                            |  |
| extended project supported by  |   |  |
| written material.  |   |  |
| Although most students generate                                      |   |  |
| a theme independently some   |   |  |
|  | Confident<br>Perseverance                           |  |
|  | Resilience  |  |
| generated through discussions in                                     | Fluent Thinking                                     |  |
| 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<br>words. The written material must |   |  |
| support the practical studies.                                       |   |  |
| support the protected studies.                                       |   |  |
| ARTIST: Project 3: Student dictates                                  |   |  |
| ART GENRES: Project 3: Student                                       |   |  |
| dictates   |   |  |
|  |   |  |
| Collaborative  |   |  |

| Key<br>Knowledge,<br>Concepts<br>and skills | Confident<br>Practice<br>Perseverance<br>Resilience<br>Fluent Thinking<br>Students will know how they will<br>create work within both their portfolio<br>and externally set exam.<br>Students will know how to gather<br>evidence for assessment objectives 1-3<br>They will recap sketchbook<br>presentation and research skills<br>They will re-cap and refine<br>experimentation with a wide range of<br>mediums, techniques and processes. | Students will know how they will create work within<br>their externally set exam.<br>Students will know how to gather evidence for<br>assessment objectives 1-3<br>They will recap sketchbook presentation and research<br>skills<br>They will re-cap and refine experimentation with a wide<br>range of mediums, techniques and processes.<br>They will know how to refine and create a personalised<br>outcome               |   |   |
|---|--|--|---|---|
| Feedback &<br>Assessment                    | Formative Assessment<br>All students will be involved in group<br>art critiques and act on the<br>constructive advice given by peers and<br>teacher.<br>Recall of previous learning and<br>understanding will be used in DO NOW<br>and PLENARY tasks.<br>EBI, WWW will be used in lessons as a<br>plenary or if necessary, verbally during<br>a difficult task.  | Formative Assessment<br>All students will be involved in group art critiques and<br>act on the constructive advice given by peers and<br>teacher.<br>Recall of previous learning and understanding will be<br>used in DO NOW and PLENARY tasks.<br>EBI, WWW will be used in lessons as a plenary or if<br>necessary, verbally during a difficult task.<br>Students work will be peer assessed both verbally and<br>documented. | Formative<br>Assessment<br>All students will be<br>involved in group<br>art critiques and act<br>on the constructive<br>advice given by<br>peers and teacher.<br>Recall of previous<br>learning and<br>understanding will | Formative<br>Assessment<br>All students will be<br>involved in group<br>art critiques and act<br>on the constructive<br>advice given by<br>peers and teacher.<br>Recall of previous<br>learning and<br>understanding will |

|   | Students work will be peer assessed<br>both verbally and documented. |                                       |              | be used in DO NOW<br>and PLENARY tasks.<br>EBI, WWW will be<br>used in lessons as a<br>plenary or if<br>necessary, verbally<br>during a difficult<br>task.<br>Students work will<br>be peer assessed<br>both verbally and<br>documented. | be used in DO NOW<br>and PLENARY tasks.<br>EBI, WWW will be<br>used in lessons as a<br>plenary or if<br>necessary, verbally<br>during a difficult<br>task.<br>Students work will<br>be peer assessed<br>both verbally and<br>documented. |
|---|--|---------------------------------------|--------------|--|--|
| KING EDWARD VI<br>HANDSWORTH WOOD<br>GIRLS' ACADEMY |  | KEVI HWGA Curriculum Ma               | ıp           |  |  |
| <b>Big Qs</b><br>Linked to NC                       | Autumn 1   | Spring 1                              | Spring 2     | Summer 1   | Summer 2   |
| Year 12   | BIG QUESTION:  | BIG QUESTION:                         |              | BIG QUESTION:  | BIG QUESTION:  |
|   | How will I progress within my project                                | How will I progress within my project | to Present a | How will I progress  | How will I progress  |
|   | to Present a personal and meaningful                                 | personal and meaningful response that |              | within my project  | within my project  |
|   | response that realises intentions and,                               | intentions and, where appropriate, m  |              | to Present a   | to Present a   |
|   | where appropriate, makes connections                                 | between visual and other elements. (A | 404)         | personal and   | personal and   |
|   | between visual and other elements.                                   |                                       |              | meaningful response that   | meaningful<br>response that  |
|   | (AO4)  | Project two Year: 12 - contir         | ued into     | realises intentions  | realises intentions  |
|   | Introduction to course   |                                       |              | and, where   | and, where   |
|   |  | Spring 1                              |              | appropriate, makes   | appropriate, makes   |
|   | Project one: Year 12   | 14 to 16 weeks (approx.) are used to  |              | connections  | connections  |
|   |  | to develop a personal project, which  |              | between visual and   | between visual and   |
|   | 6 to 8 weeks (approx.) are used for                                  | requirements of Component 1 on a      |              | other elements.  | other elements.  |
|   | introducing basic skills, the formal                                 | coverage of the assessment objectiv   | res and the  | (AO4)  | (AO4)  |

| elements and introducing the<br>specification requirements including<br>presentation of work and making<br>connections with the work of others.  | conclusion with a resolved outcome, referencing the<br>work of others is considered. Although ideas may<br>springboard from this project or the weeks of mini<br>skills building workshops; this work does not form<br>part of Component 1.  | Project three<br>Year: 12<br>Project 3:<br>Component 1  | <b>Project three</b><br><b>Year: 12</b><br>Project 3:<br>Component 1  |
|--|--|---|---|
| <ul> <li>Project 1: Skills and Concepts</li> <li>Focus</li> <li>The Formal Elements</li> <li>Making connections with the work of others</li> <li>Students are introduced to aspects of the course including: <ul> <li>how to structure and organise sketchbooks</li> <li>different ways of researching and investigating ideas through drawing, initial studies, photography and annotation</li> <li>how to handle a range of materials and processes suitable for developing ideas</li> <li>effective ways of exploring critical/ contextual materials</li> <li>different ways of supporting work through the use of digital</li> </ul> </li> </ul> | <ul> <li>Project 2: Development of Skills and Concepts</li> <li>Focus <ul> <li>Individual project</li> </ul> </li> <li>Students are given a number of options including: <ul> <li>developing work based on their response to a personal issue, interest or concern</li> <li>developing ideas explored in previous study</li> <li>developing work in response to a theme provided by teaching staff</li> <li>how to organise and present work effectively</li> </ul> </li> <li>Students produce an initial project which reflects a sustained and in-depth period of study.</li> <li>Spring 2 <ul> <li>A-Level: Component 1: Portfolio</li> </ul> </li> <li>Project three Year: 12 Project 3: Component 1</li></ul> | <ul> <li>Focus         <ul> <li>Individual project</li> </ul> </li> <li>Students are given a number of options including:         <ul> <li>developing work based on their response to a personal issue, interest or concern</li> <li>developing ideas explored in previous study</li> </ul> </li> </ul> | <ul> <li>Focus         <ul> <li>Individual project</li> </ul> </li> <li>Students are given a number of options including:         <ul> <li>developing work based on their response to a personal issue, interest or concern</li> <li>developing ideas explored in previous study</li> </ul> </li> </ul> |
| <ul> <li>media</li> <li>different ways of analysing and responding to the work of others.</li> <li>Project two Year: 12</li> </ul>   | <ul><li>Focus</li><li>Individual project</li><li>Students are given a number of options including:</li></ul>   | with increasing<br>independence<br>as they work<br>on an<br>extended<br>project   | with increasing<br>independence<br>as they work<br>on an<br>extended<br>project   |

| 14 to 16 weeks (approx.) are used to<br>enable students to develop a<br>personal project, which covers the<br>requirements of Component 1 on a<br>smaller scale. Full coverage of the<br>assessment objectives and the<br>conclusion with a resolved outcome,<br>referencing the work of others is<br>considered. Although ideas may<br>springboard from this project or the<br>weeks of mini skills building<br>workshops; this work does not form<br>part of Component 1.<br><u>Project 2: Development of Skills and<br/>Concepts</u> | <ul> <li>developing work based on their response to a personal issue, interest or concern</li> <li>developing ideas explored in previous study</li> <li>Students work with increasing independence as they work on an extended project supported by written material.</li> <li>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.</li> <li>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</li> </ul> | supported by<br>written<br>material.<br>• Although most<br>students<br>generate a<br>theme<br>independently<br>some students<br>may require<br>some support<br>to get started<br>initially,<br>starting points<br>could be<br>generated<br>through<br>discussions in        | <ul> <li>supported by<br/>written<br/>material.</li> <li>Although most<br/>students<br/>generate a<br/>theme<br/>independently<br/>some students<br/>may require<br/>some support<br/>to get started<br/>initially,<br/>starting points<br/>could be<br/>generated<br/>through<br/>discussions in</li> </ul> |
|---|--|---|--|
| <ul> <li>Focus <ul> <li>Individual project</li> </ul> </li> <li>Students are given a number of options including: <ul> <li>developing work based on their response to a personal issue, interest or concern</li> <li>developing ideas explored in previous study</li> <li>developing work in response to a theme provided by teaching staff</li> <li>how to organise and present work effectively</li> </ul> </li> </ul>  | studies.<br>Confident<br>Perseverance<br>Resilience<br>Fluent Thinking   | <ul> <li>groups or with<br/>the teacher, or<br/>could be<br/>drawn from<br/>previous<br/>externally set<br/>assignments.</li> <li>Students<br/>independently<br/>research<br/>potential<br/>critical sources<br/>and are<br/>required to<br/>produce<br/>written</li> </ul> | <ul> <li>groups or with<br/>the teacher, or<br/>could be<br/>drawn from<br/>previous<br/>externally set<br/>assignments</li> <li>Students<br/>independently<br/>research<br/>potential<br/>critical sources<br/>and are<br/>required to<br/>produce<br/>written</li> </ul>                                   |

|   | <ul> <li>Students produce an initial project which reflects a sustained and in-depth period of study.</li> <li>Collaborative Confident Practice Perseverance Resilience Fluent Thinking</li> </ul> |  | material of<br>between 1000<br>to 3000 words.<br>The written<br>material must<br>support the<br>practical<br>studies. | material of<br>between 1000<br>to 3000 words.<br>The written<br>material must<br>support the<br>practical<br>studies. |
|---|--|--|---|---|
| Key<br>Knowledge,<br>Concepts<br>and skills | Students will know how they will be<br>assessed.<br>Students will know what each of the  | They will recap sketchbook presentation and research<br>skills<br>They will recap observational skills   | Students will know<br>how they will<br>create work within<br>both their portfolio                                     | Students will know<br>how they will<br>create work within<br>both their portfolio                                     |
|   | assessment objectives are.<br>Students will know how they will   | They will re-cap and refine experimentation with a wide range of mediums, techniques and processes.  | and externally set exam.  | and externally set exam.  |
|   | create work within both their portfolio<br>and externally set exam.  |  | Students will know how to gather  | Students will know how to gather  |
|   | Students will know how to gather<br>evidence for assessment objectives 1-3   | 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 | evidence for<br>assessment<br>objectives 1-3  | evidence for<br>assessment<br>objectives 1-3  |
|   | They will recap sketchbook   | their sketchbook, creating a front cover, mood boards,<br>observational drawings/paintings, experimentation with   | They will recap   | They will recap   |
|   | presentation and research skills   | a range of mediums, techniques and processes   | sketchbook<br>presentation and  | sketchbook<br>presentation and  |
|   | They will recap colour theory  | ARTIST: Project 2: Teacher dictates – Project 3:Student dictates   | research skills   | research skills   |
|   | They will recap observational skills   | ART GENRES: Project 2: Teacher dictates – Project<br>3:Student dictates  | They will re-cap<br>and refine  | They will re-cap<br>and refine  |
|   | They will recap the elements of art:<br>line, shape, tone, colour, texture,<br>pattern and space.  | SKILLS: Project 2: Teacher dictates – Project 3:Student dictates   | experimentation<br>with a wide range<br>of mediums,   | experimentation<br>with a wide range<br>of mediums,   |
|   |  |  | techniques and processes.   | techniques and processes  |

| This will lead to students starting to   |                    |                    |
|--|--------------------|--------------------|
| work in a sketchbook in a creative       | ARTIST: Project 2: | ARTIST: Project 2: |
| experimental manner to select a          | Teacher dictates – | Teacher dictates – |
| theme, research imagery that will then   | Project 3:Student  | Project 3:Student  |
| be presented within their sketchbook,    | dictates           | dictates           |
| creating a front cover, mood boards,     | ART GENRES:        | ART GENRES:        |
| observational drawings/paintings,        | Project 2: Teacher | Project 2: Teacher |
| experimentation with a range of          | dictates – Project | dictates – Project |
| mediums, techniques and processes        | 3:Student dictates | 3:Student dictates |
|  | SKILLS: Project 2: | SKILLS: Project 2: |
| Students will research a range of        | Teacher dictates – | Teacher dictates – |
| artists related to their theme           | Project 3:Student  | Project 3:Student  |
|  | dictates           | dictates           |
| Students will then create annotated      |                    |                    |
| design ideas related to their theme      |                    |                    |
|  |                    |                    |
| Students will research a range of artist |                    |                    |
| related to their theme                   |                    |                    |
|  |                    |                    |
| Students will then create annotated      |                    |                    |
| design ideas related to their theme      |                    |                    |
|  |                    |                    |
| 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.      |                    |                    |
|  |                    |                    |
|  |                    |                    |
|  |                    |                    |
|  |                    |                    |
|  |                    |                    |
|  |                    |                    |

| Feedback &<br>Assessment | Formative Assessment<br>All students will be involved in group<br>art critiques and act on the<br>constructive advice given by peers and<br>teacher.<br>Recall of previous learning and<br>understanding will be used in DO NOW<br>and PLENARY tasks.<br>EBI, WWW will be used in lessons as a<br>plenary or if necessary, verbally during<br>a difficult task.<br>Students work will be peer assessed<br>both verbally and documented. | Formative Assessment<br>All students will be involved in group art critiques and<br>act on the constructive advice given by peers and<br>teacher.<br>Recall of previous learning and understanding will be<br>used in DO NOW and PLENARY tasks.<br>EBI, WWW will be used in lessons as a plenary or if<br>necessary, verbally during a difficult task.<br>Students work will be peer assessed both verbally and<br>documented. | Formative<br>Assessment<br>All students will be<br>involved in group<br>art critiques and act<br>on the constructive<br>advice given by<br>peers and teacher.<br>Recall of previous<br>learning and<br>understanding will<br>be used in DO NOW<br>and PLENARY tasks.<br>EBI, WWW will be<br>used in lessons as a<br>plenary or if<br>necessary, verbally<br>during a difficult<br>task.<br>Students work will<br>be peer assessed<br>both verbally and<br>documented. | Formative<br>Assessment<br>All students will be<br>involved in group<br>art critiques and act<br>on the constructive<br>advice given by<br>peers and teacher.<br>Recall of previous<br>learning and<br>understanding will<br>be used in DO NOW<br>and PLENARY tasks.<br>EBI, WWW will be<br>used in lessons as a<br>plenary or if<br>necessary, verbally<br>during a difficult<br>task.<br>Students work will<br>be peer assessed<br>both verbally and<br>documented. |
|--------------------------|---|--|---|---|
|--------------------------|---|--|---|---|

| KING EDWAR | KEVI HWGA Curriculum Map |                      |          |          |          |  |  |  |  |  |
|------------|--------------------------|----------------------|----------|----------|----------|--|--|--|--|--|
| Ria Oc     | Autumn                   | Spring 1             | Spring 2 | Summer 1 | Summer 2 |  |  |  |  |  |
| Big Qs     | Autumn                   | Spring I             | Spring 2 | Summer I | Summer 2 |  |  |  |  |  |
| Linked to  |                          |                      |          |          |          |  |  |  |  |  |
| NC         |                          |                      |          |          |          |  |  |  |  |  |
| Year 11    | BIG QUESTION:            | <b>BIG QUESTION:</b> |          |          |          |  |  |  |  |  |

|   | How will I progress within my project to<br>present a personal and meaningful response<br>that realises intentions and demonstrates<br>understanding of visual language? (AO4)<br><b>GCSE: Component 1: Portfolio</b><br>Extended Project<br>X4 themes (exam style questions) | How will I progress within my project to<br>present a personal and meaningful response<br>that realises intentions and demonstrates<br>understanding of visual language? (AO4)<br>GCSE: Component 2: Externally Set Exam |  |
|---|---|--|--|
|   | Out of Place<br>Outline<br>Close Up<br>Assembled<br>AO1: Collecting imagery<br>AO2:Experimentation/Refinement Printing:<br>Press, mono, lino, screen<br>AO3: Observational<br>drawing/annotation/design ideas<br>AO4: Personalised final piece                                | Themes: TBC – January 2025<br>Confident<br>Perseverance<br>Resilience<br>Fluent Thinking   |  |
|   | Collaborative<br>Confident<br>Practice<br>Perseverance<br>Resilience<br>Fluent Thinking   |  |  |
| Key<br>Knowle<br>dge,<br>Concep<br>ts and<br>skills | Students will use prior knowledge on:<br>AO1: Develop ideas through investigations,<br>demonstrating critical understanding of<br>sources   | Students will use prior knowledge on:<br>AO1: Develop ideas through investigations,<br>demonstrating critical understanding of<br>sources  |  |

|        | AO2: Refine work by exploring ideas, selecting                                | AO2: Refine work by exploring ideas, selecting                                |  |
|--------|---|---|--|
|        | and experimenting with appropriate media, materials, techniques and processes | and experimenting with appropriate media, materials, techniques and processes |  |
|        | AO3: Record ideas, observations and insights                                  | AO3: Record ideas, observations and insights                                  |  |
|        | relevant to intentions as work processes.                                     | relevant to intentions as work processes.                                     |  |
|        | AO4: Present a personal and   | AO4: Present a personal and   |  |
|        | meaningful response that realises   | meaningful response that realises   |  |
|        | <b>intentions</b> and demonstrates understanding of                           | intentions and demonstrates understanding of                                  |  |
|        | visual language   | visual language   |  |
|        | visual language   |   |  |
|        | Students will continue to experiment with                                     | Students will experiment with   |  |
|        | medium/techniques   | medium/techniques   |  |
|        | /processes.   | /processes.   |  |
|        |   |   |  |
|        | Students will create further design ideas                                     | Students will create design ideas   |  |
|        |   |   |  |
|        | Students will refine experimentation  | Students will refine experimentation  |  |
|        | Students will create further design ideas                                     | Students will create design ideas   |  |
|        | 5   |   |  |
|        | Students will create further finalised  | Students will create finalised personalised                                   |  |
|        | personalised outcomes   | outcome   |  |
|        | ARTIST: Student dictates  |   |  |
|        | ART GENRES: Student dictates  | ARTIST: Exam paper dictates   |  |
|        | SKILLS: Student dictates  | ART GENRES: Exam paper dictates   |  |
|        | SKILLS. Student dictates  | SKILLS: Student dictates  |  |
|        |   |   |  |
|        |   |   |  |
| Feedba | Formative Assessment  | Formative Assessment  |  |
| ck &   | All students will be involved in group art                                    | All students will be involved in group art                                    |  |
| Assess | critiques and act on the constructive advice                                  | critiques and act on the constructive advice                                  |  |
| ment   | given by peers and teacher.   | given by peers and teacher.   |  |
|        | Biven by peers and teacher.   | given by peers and teacher.   |  |
|        |   |   |  |

|         | Recall of previous learning and understanding<br>will be used in DO NOW and PLENARY tasks.<br>EBI, WWW will be used in lessons as a plenary<br>or if necessary, verbally during a difficult task.<br>Students work will be peer assessed both<br>verbally and documented. |                        | Recall of previous learn<br>will be used in DO NOW<br>EBI, WWW will be used<br>or if necessary, verbally<br>Students work will be p<br>verbally and documente | / and PLENARY tasks.<br>in lessons as a plenary<br>during a difficult task.<br>eer assessed both |                        |                        |
|---------|---|------------------------|---|--|------------------------|------------------------|
| Year 10 | BIG QUESTION:   | BIG QUESTION:          | BIG QUESTION:   | BIG QUESTION:  | BIG QUESTION:          | BIG QUESTION:          |
|         | How will I progress   | How will I progress    | How will I progress   | How will I progress  | How will I progress    | How will I progress    |
|         | within my project to  | within my project to   | within my project to  | within my project to   | within my project to   | within my project to   |
|         | present a personal  | present a personal     | present a personal  | present a personal   | present a personal     | present a personal     |
|         | and meaningful  | and meaningful         | and meaningful  | and meaningful   | and meaningful         | and meaningful         |
|         | response that realises  | response that realises | response that realises  | response that realises   | response that realises | response that realises |
|         | intentions and  | intentions and         | intentions and  | intentions and   | intentions and         | intentions and         |
|         | demonstrates  | demonstrates           | demonstrates  | demonstrates   | demonstrates           | demonstrates           |
|         | understanding of  | understanding of       | understanding of  | understanding of   | understanding of       | understanding of       |

| visual language?   | visual language?  | visual language?   | visual language?  | visual language?   | visual language?   |
|--|---|--|---|--|--|
| (AO4)  | (AO4)   | (AO4)  | (AO4)   | (AO4)  | (AO4)  |
| (AO4)<br>GCSE: Component 1:<br>Portfolio<br>Mini Experimentation<br>Project X4 themes<br>(exam style questions)<br>Introduction to course<br>Food  | (AO4)<br>GCSE: Component 1:<br>Portfolio<br>Mini Experimentation<br>Project X4 themes<br>(exam style questions)<br>Introduction to course<br>Food   | (AO4)<br>GCSE: Component 1:<br>Portfolio<br>Extended Project<br>X4 themes (exam style<br>questions)<br>Out of Place<br>Outline   | (AO4)<br>GCSE: Component 1:<br>Portfolio<br>Extended Project<br>X4 themes (exam style<br>questions)<br>Out of Place<br>Outline  | (AO4)<br>GCSE: Component 1:<br>Portfolio<br>Extended Project<br>X4 themes (exam style<br>questions)<br>Out of Place<br>Outline   | (AO4)<br>GCSE: Component 1:<br>Portfolio<br>Extended Project<br>X4 themes (exam style<br>questions)<br>Out of Place<br>Outline   |
| Mechanical   | Mechanical  | Close Up   | Close Up  | Close Up   | Close Up   |
| Natural Forms  | Natural Forms   | Assembled  | Assembled   | Assembled  | Assembled  |
| Music<br>AO1: Collecting<br>imagery<br>AO2:Experimentation<br>/Refinement –<br>Watercolour paint -<br>techniques<br>Acrylic paint –<br>techniques<br>AO3: Observational<br>drawing/annotation/d<br>esign ideas<br>AO4: Personalised<br>final piece<br>Collaborative<br>Confident<br>Practice<br>Perseverance<br>Resilience<br>Fluent Thinking<br>Precision | Music<br>AO1: Collecting<br>imagery<br>AO2:Experimentation<br>/Refinement –<br>Watercolour paint -<br>techniques<br>Acrylic paint –<br>techniques<br>AO3: Observational<br>drawing/annotation/d<br>esign ideas<br>AO4: Personalised<br>final piece<br>Confident<br>Practice<br>Perseverance<br>Resilience | AO1: Collecting<br>imagery<br>AO2:Experimentation<br>/Refinement – Oil<br>pastel –<br>chalk/charcoal – chalk<br>pastel - collage<br>AO3: Observational<br>drawing/annotation/d<br>esign ideas<br>AO4: Personalised<br>final piece<br>Confident<br>Practice<br>Perseverance<br>Resilience<br>Fluent Thinking<br>Originality | AO1: Collecting<br>imagery<br>AO2:Experimentation<br>/Refinement – Oil<br>pastel –<br>chalk/charcoal – chalk<br>pastel - collage<br>AO3: Observational<br>drawing/annotation/d<br>esign ideas<br>AO4: Personalised<br>final piece<br>Collaborative<br>Confident<br>Practice<br>Perseverance<br>Resilience<br>Fluent Thinking<br>Precision | AO1: Collecting<br>imagery<br>AO2:Experimentation<br>/Refinement – 3D –<br>Clay – textures – coil<br>pots – slab pots –<br>relief surface tiles –<br>hand build<br>AO3: Observational<br>drawing/annotation/d<br>esign ideas<br>AO4: Personalised<br>final piece<br>Collaborative<br>Confident<br>Practice<br>Perseverance<br>Resilience<br>Fluent Thinking<br>Precision | AO1: Collecting<br>imagery<br>AO2:Experimentation<br>/Refinement – 3D –<br>Clay – textures – coil<br>pots – slab pots –<br>relief surface tiles –<br>hand build<br>AO3: Observational<br>drawing/annotation/d<br>esign ideas<br>AO4: Personalised<br>final piece<br>Collaborative<br>Confident<br>Practice<br>Perseverance<br>Resilience<br>Fluent Thinking<br>Originality |

|                                 |   | Fluent Thinking<br>Originality  |   |   |  |  |
|---------------------------------|---|---|---|---|--|--|
| Key<br>Knowle<br>dge,<br>Concep | Students will know<br>how they will be<br>assessed.   | Students will know<br>how they will be<br>assessed.   | They will recap<br>observational skills   | They will recap<br>observational skills   | They will recap<br>observational skills  | They will recap<br>observational skills  |
| ts and<br>skills                | Students will know<br>what each of the<br>assessment objectives<br>are.   | Students will know<br>what each of the<br>assessment objectives<br>are.   | They will recap the<br>elements of art: line,<br>shape, tone, colour,<br>texture, pattern and<br>space.                           | They will recap the<br>elements of art: line,<br>shape, tone, colour,<br>texture, pattern and<br>space.                           | They will recap the<br>elements of art: line,<br>shape, tone, colour,<br>texture, pattern and<br>space.                    | They will recap the<br>elements of art: line,<br>shape, tone, colour,<br>texture, pattern and<br>space.                    |
|                                 | Students will know<br>how they will create<br>work within both their<br>portfolio and<br>externally set exam.<br>Students will know | Students will know<br>how they will create<br>work within both their<br>portfolio and<br>externally set exam.<br>Students will know | This will lead to<br>students starting to<br>experiment with oil<br>pastel –<br>chalk/charcoal, chalk<br>pastel – collage - batik | This will lead to<br>students starting to<br>experiment with oil<br>pastel –<br>chalk/charcoal, chalk<br>pastel – collage - batik | This will lead to<br>students starting to<br>experiment 3D<br>medium – clay –<br>textures/coils/slabs/r<br>elief surfaces. | This will lead to<br>students starting to<br>experiment 3D<br>medium – clay –<br>textures/coils/slabs/r<br>elief surfaces. |
|                                 | how to gather<br>evidence for<br>assessment objectives<br>1-3   | how to gather<br>evidence for<br>assessment objectives<br>1-3   | Students will research<br>a range of artist<br>related to their<br>theme/media  | Students will research<br>a range of artist<br>related to their<br>theme/media  | Students will research<br>a range of artist<br>related to their<br>theme/media   | Students will research<br>a range of artist<br>related to their<br>theme/media   |
|                                 | They will recap<br>sketchbook<br>presentation and<br>research skills  | They will recap<br>sketchbook<br>presentation and<br>research skills  | Students will then<br>create annotated<br>design ideas related<br>to their theme  | Students will then<br>create annotated<br>design ideas related<br>to their theme  | Students will then<br>create annotated<br>design ideas related<br>to their theme   | Students will then<br>create annotated<br>design ideas related<br>to their theme   |
|                                 | They will recap colour theory   | They will recap colour<br>theory  | Students will then<br>undertake a six hour<br>mock exam to create   | Students will then<br>undertake a six hour<br>mock exam to create   | Students will then<br>undertake a six hour   | Students will then<br>undertake a six hour   |
|                                 | They will recap observational skills  | They will recap<br>observational skills   | a finalised piece of art that answers the big   | a finalised piece of art that answers the big   | mock exam to create<br>a finalised piece of art  | mock exam to create<br>a finalised piece of art  |

| They will recap th<br>elements of art: li<br>shape, tone, colou<br>texture, pattern a<br>space.  | ne, elements of art: line,<br>ur, shape, tone, colour,   | question (AO4) – this<br>encompasses all of<br>the assessment<br>objectives holistically.<br><b>ARTISTS</b>  | question (AO4) – this<br>encompasses all of<br>the assessment<br>objectives holistically.<br><b>ARTISTS</b>  | that answers the big<br>question (AO4) – this<br>encompasses all of<br>the assessment<br>objectives holistically.  | that answers the big<br>question (AO4) – this<br>encompasses all of<br>the assessment<br>objectives holistically.  |
|--|--|--|--|--|--|
| This will lead to<br>students starting to<br>work in a sketchbo<br>in a creative<br>experimental mar<br>to select a theme,<br>research imagery<br>will then be prese<br>within their<br>sketchbook, creat<br>front cover, mood<br>boards, observatio | bookwork in a sketchbook<br>in a creativeinerexperimental manner<br>to select a theme,<br>research imagery thatthatresearch imagery that<br>will then be presented<br>within theiring asketchbook, creating a<br>front cover, mood | Out of place:<br>• René Magritte<br>• Max Ernst<br>• Salvador Dali<br>• Andre Breton<br>• Yves Tanguy<br>• Joan Miró<br>• Nathaniel<br>Mary Quinn<br>Outline:<br>• Julian Opie | Out of place:<br>• René Magritte<br>• Max Ernst<br>• Salvador Dali<br>• Andre Breton<br>• Yves Tanguy<br>• Joan Miró<br>• Nathaniel<br>Mary Quinn<br>Outline:<br>• Julian Opie | ARTISTS<br>Out of place:<br>• René Magritte<br>• Max Ernst<br>• Salvador Dali<br>• Andre Breton<br>• Yves Tanguy<br>• Joan Miró<br>• Nathaniel<br>Mary Quinn | ARTISTS<br>Out of place:<br>• René Magritte<br>• Max Ernst<br>• Salvador Dali<br>• Andre Breton<br>• Yves Tanguy<br>• Joan Miró<br>• Nathaniel<br>Mary Quinn |
| drawings/painting<br>experimentation watercolour paint<br>acrylic paint.<br>Students will rese<br>a range of artist<br>related to their th<br>Students will then<br>create annotated   | drawings/paintings,<br>with experimentation with<br>and watercolour paint and<br>acrylic paint.<br>arch Students will research<br>a range of artist<br>related to their theme  | <ul> <li>Karl and Craig</li> <li>Geraldine<br/>George</li> <li>Iain Mcarthur</li> <li>Michael Craig<br/>Martin</li> <li>Keith Harring</li> <li>Josh Bryan</li> </ul>           | <ul> <li>Karl and Craig</li> <li>Geraldine<br/>George</li> <li>Iain Mcarthur</li> <li>Michael Craig<br/>Martin</li> <li>Keith Harring</li> <li>Josh Bryan</li> </ul>           | Outline:<br>Julian Opie<br>Karl and Craig<br>Geraldine<br>George<br>Iain Mcarthur<br>Michael Craig<br>Martin<br>Keith Harring<br>Josh Bryan                  | Outline:<br>Julian Opie<br>Karl and Craig<br>Geraldine<br>George<br>Iain Mcarthur<br>Michael Craig<br>Martin<br>Keith Harring<br>Josh Bryan                  |
| design ideas relate<br>to their theme<br>Students will then<br>undertake a six ho  | ed design ideas related<br>to their theme<br>Students will then  | <ul> <li>Georgia<br/>O'Keefe</li> <li>Kenneth<br/>Josephson</li> </ul>   | <ul> <li>Georgia<br/>O'Keefe</li> <li>Kenneth<br/>Josephson</li> </ul>   | <ul> <li>Georgia</li> <li>O'Keefe</li> </ul>   | <ul> <li>Georgia</li> <li>O'Keefe</li> </ul>   |

|  |  | 1   | 1   | 1   |   |
|--|--|---|---|---|---|
| mock exam to create<br>a finalised piece of art<br>that answers the big<br>question (AO4) – this<br>encompasses all of<br>the assessment<br>objectives holistically.<br>ARTISTS<br>Ron Magnes – Pop Art  | mock exam to create<br>a finalised piece of art<br>that answers the big<br>question (AO4) – this<br>encompasses all of<br>the assessment<br>objectives holistically.<br>ARTISTS<br>Ron Magnes – Pop Art  | <ul> <li>Thomas Saliot</li> <li>Angelika<br/>Schafer</li> <li>Karla Schuster</li> <li>Angela<br/>Faustina</li> <li>Sarah Graham</li> <li>Linnea Tobias</li> <li>Sherry Egger</li> </ul> | <ul> <li>Thomas Saliot</li> <li>Angelika<br/>Schafer</li> <li>Karla Schuster</li> <li>Angela<br/>Faustina</li> <li>Sarah Graham</li> <li>Linnea Tobias</li> <li>Sherry Egger</li> </ul> | <ul> <li>Kenneth<br/>Josephson</li> <li>Thomas Saliot</li> <li>Angelika<br/>Schafer</li> <li>Karla Schuster</li> <li>Angela<br/>Faustina</li> <li>Sarah Graham</li> <li>Linnea Tobias</li> </ul>                                | <ul> <li>Kenneth<br/>Josephson</li> <li>Thomas Saliot</li> <li>Angelika<br/>Schafer</li> <li>Karla Schuster</li> <li>Angela<br/>Faustina</li> <li>Sarah Graham</li> <li>Linnea Tobias</li> </ul>                                |
| (food)<br>Roy Lichtenstein –<br>Pop Art (food)<br>Andy Warhol – Pop<br>Art (food)<br>Kandinsky – (music)<br>Zentangle<br>(music/natural<br>forms/mechanical)<br>Kathleen Pequignot –<br>WC<br>Natural forms<br>Vincent Scarpace –<br>Natural Forms | (food)<br>Roy Lichtenstein –<br>Pop Art (food)<br>Andy Warhol – Pop<br>Art (food)<br>Kandinsky – (music)<br>Zentangle<br>(music/natural<br>forms/mechanical)<br>Kathleen Pequignot –<br>WC<br>Natural forms<br>Vincent Scarpace –<br>Natural Forms | Assembled:<br>• Loui Jover<br>• Joseph Cornell<br>• Todd McLellan<br>• Derek Gores<br>• Hew Locke<br>• Stephanie<br>Rubiano<br>• Andy Butler<br>ART GENRES<br>A wido range of art       | Assembled:<br>• Loui Jover<br>• Joseph Cornell<br>• Todd McLellan<br>• Derek Gores<br>• Hew Locke<br>• Stephanie<br>Rubiano<br>• Andy Butler<br>ART GENRES<br>A wide range of art       | <ul> <li>Sherry Egger</li> <li>Assembled: <ul> <li>Loui Jover</li> <li>Joseph Cornell</li> <li>Todd McLellan</li> <li>Derek Gores</li> <li>Hew Locke</li> <li>Stephanie<br/>Rubiano</li> <li>Andy Butler</li> </ul> </li> </ul> | <ul> <li>Sherry Egger</li> <li>Assembled: <ul> <li>Loui Jover</li> <li>Joseph Cornell</li> <li>Todd McLellan</li> <li>Derek Gores</li> <li>Hew Locke</li> <li>Stephanie<br/>Rubiano</li> <li>Andy Butler</li> </ul> </li> </ul> |
| Michael Lang –<br>Mechanical<br>Scandinavian Art –<br>Natural Forms<br>Karl Blossfeldt –<br>Natural Forms<br>Heather Galler –<br>Natural Forms<br>Abbey Diamond –<br>Natural Forms WC  | Michael Lang –<br>Mechanical<br>Scandinavian Art –<br>Natural Forms<br>Karl Blossfeldt –<br>Natural Forms<br>Heather Galler –<br>Natural Forms<br>Abbey Diamond –<br>Natural Forms WC  | A wide range of art<br>genres from Pop Art<br>to Modernism<br>SKILLS<br>NEW SKILLS:<br>• Know how to<br>use a variety of  | A wide range of art<br>genres from Pop Art<br>to Modernism<br>SKILLS<br>NEW SKILLS:<br>• Know how to<br>use a variety of  | ART GENRES<br>A wide range of art<br>genres from Pop Art<br>to Modernism<br>SKILLS  | ART GENRES<br>A wide range of art<br>genres from Pop Art<br>to Modernism<br>SKILLS  |

| Day of the Dead –                                | Day of the Dead –                                | techniques and           | techniques and                  | Recap score and                 | Recap score and                   |
|--|--|--------------------------|---------------------------------|---------------------------------|-----------------------------------|
| Natural Forms                                    | Natural Forms                                    | processes using          | processes using                 | slip (yr7)                      | slip (yr7)                        |
| Ledger: Mechanical                               | Ledger: Mechanical                               | oil pastels              | oil pastels                     |                                 |                                   |
|  |  | (heavy pressure          | (heavy pressure                 | Know how to                     | <ul> <li>Know how to</li> </ul>   |
| ART GENRES                                       | ART GENRES                                       | layering. Heavy          | layering. Heavy                 | use a variety of                | use a variety of                  |
| A wide range of art                              | A wide range of art                              | pressure                 | pressure                        | techniques and                  | techniques and                    |
| genres from Pop Art                              | genres from Pop Art                              | blending,                | blending,                       | processes using                 | processes using                   |
| to Modernism                                     | to Modernism                                     | stippling,<br>sgraffito) | stippling,<br>sgraffito)        | clay: textures                  | clay: textures<br>(pressing found |
|  |  | Sgranicoj                | Sgranicoj                       | (pressing found<br>objects into | objects into                      |
| SKILLS   | SKILLS   | Know how to              | Know how to                     | clay)                           | clay)                             |
| Recap mind                                       | Recap mind                                       | use a variety of         | use a variety of                | ciayy                           | cidyy                             |
| mapping  | mapping  | techniques and           | techniques and                  | Know how to                     | Know how to                       |
| Recap prior                                      | Recap prior                                      | -                        |                                 | use a variety of                | use a variety of                  |
| knowledge of                                     | knowledge of                                     | processes using          | processes using                 | techniques and                  | techniques and                    |
| tone and mark                                    | tone and mark                                    | chalk pastels.           | chalk pastels.                  |                                 | processes using                   |
| making   | making   | (blending,               | (blending,                      | processes using                 |                                   |
| <ul> <li>Recap prior</li> </ul>                  | Recap prior                                      | layering,                | layering,                       | clay: coil pots                 | clay: coil pots                   |
| knowledge of                                     | knowledge of                                     | scumbling,               | scumbling,                      |                                 |                                   |
| colour theory                                    | colour theory                                    | glazing, dusting)        | glazing, dusting)               | Know how to                     | Know how to                       |
| Recap prior                                      | Recap prior                                      | Know how to              | <ul> <li>Know how to</li> </ul> | use a variety of                | use a variety of                  |
| knowledge of                                     | knowledge of                                     | use a variety of         | use a variety of                | techniques and                  | techniques and                    |
| composition                                      | composition                                      | techniques and           | techniques and                  | processes using                 | processes using                   |
| <ul> <li>Recap prior<br/>knowledge of</li> </ul> | <ul> <li>Recap prior<br/>knowledge of</li> </ul> | processes using          | processes using                 | clay: slab pots                 | clay: slab pots                   |
| the difference                                   | the difference                                   | collage                  | collage                         |                                 |                                   |
| between a  | between a  | (torn/cut)               | (torn/cut)                      | Know how to                     | <ul> <li>Know how to</li> </ul>   |
| primary source                                   | primary source                                   |                          |                                 | use a variety of                | use a variety of                  |
| and a secondary                                  | and a secondary                                  |                          |                                 | techniques and                  | techniques and                    |
| source   | source   | use a variety of         | use a variety of                | processes relief                | processes relief                  |
| Recap prior                                      | Recap prior                                      | techniques and           | techniques and                  | surfaces                        | surfaces                          |
| knowledge of                                     | knowledge of                                     | processes using          | processes using                 |                                 |                                   |
| how to draw                                      | how to draw                                      | batik ( layering,        | batik ( layering,               | Know how to                     | Know how to                       |
| from a   | from a   | resist, wax mark         | resist, wax mark                | use a variety of                | use a variety of                  |
| secondary  | secondary  | making)                  | making)                         | techniques and                  | techniques and                    |
| source   | source   |                          |                                 |                                 | •                                 |
| Recap prior                                      | Recap prior                                      |                          |                                 | processes using                 | processes using                   |
| knowledge of                                     | knowledge of                                     |                          |                                 | hand build                      | hand build                        |

| h t                                 |                                     | Ι | 1 |
|-------------------------------------|-------------------------------------|---|---|
| how to draw                         | how to draw                         |   |   |
| from a primary                      | from a primary                      |   |   |
| source                              | source                              |   |   |
| Re-cap what an                      | Re-cap what an                      |   |   |
| observational                       | observational                       |   |   |
| drawing is                          | drawing is                          |   |   |
| <ul> <li>Re-cap the grid</li> </ul> | <ul> <li>Re-cap the grid</li> </ul> |   |   |
| method                              | method                              |   |   |
| Re-cap creating                     | Re-cap creating                     |   |   |
| an image by                         | an image by                         |   |   |
| breaking it                         | breaking it                         |   |   |
| down into                           | down into                           |   |   |
| geometric                           | geometric                           |   |   |
| shapes                              | shapes                              |   |   |
| Recap prior                         | Recap prior                         |   |   |
| knowledge of                        | knowledge of                        |   |   |
| composition                         | composition                         |   |   |
|                                     |                                     |   |   |
| Know how to                         | Know how to                         |   |   |
| use a variety of                    | use a variety of                    |   |   |
| techniques and                      | techniques and                      |   |   |
| processes using                     | processes using                     |   |   |
| watercolour                         | watercolour                         |   |   |
| paint such as:                      | paint such as:                      |   |   |
| wet wash, dry                       | wet wash, dry                       |   |   |
| wash, wet wash                      | wash, wet wash                      |   |   |
| blend, wet wash                     | blend, wet wash                     |   |   |
| layer, dry wash                     | layer, dry wash                     |   |   |
| blend, wet wash                     | blend, wet wash                     |   |   |
| layer, stippling                    | layer, stippling                    |   |   |
| . Kasaraharata                      |                                     |   |   |
| Know how to                         | Know how to                         |   |   |
| use a variety of                    | use a variety of                    |   |   |
| techniques and                      | techniques and                      |   |   |
| processes using                     | processes using                     |   |   |
| acrylic paint                       | acrylic paint                       |   |   |
| such as: dry                        | such as: dry                        |   |   |
| brush, washing,                     | brush, washing,                     |   |   |

|                                  | <ul> <li>stippling,<br/>splattering,<br/>dabbing.</li> <li>Know how to<br/>annotate<br/>(images, artist<br/>research,<br/>observational<br/>drawings/painti<br/>ngs/media<br/>experimentatio<br/>n/<br/>design ideas)</li> <li>Know how to<br/>refine<br/>experimentatio<br/>n through<br/>media sampling</li> </ul> | <ul> <li>stippling,<br/>splattering,<br/>dabbing.</li> <li>Know how to<br/>annotate<br/>(images, artist<br/>research,<br/>observational<br/>drawings/painti<br/>ngs/media<br/>experimentatio<br/>n/<br/>design ideas)</li> <li>Know how to<br/>refine<br/>experimentatio<br/>n through<br/>media sampling</li> </ul> |   |   |   |   |
|----------------------------------|--|--|---|---|---|---|
|                                  |  |  |   |   |   |   |
| Feedba<br>ck &<br>Assess<br>ment | Formative<br>Assessment<br>All students will be<br>involved in group art<br>critiques and act on<br>the constructive<br>advice given by peers<br>and teacher.  | Formative<br>Assessment<br>All students will be<br>involved in group art<br>critiques and act on<br>the constructive<br>advice given by peers<br>and teacher.  | Formative<br>Assessment<br>All students will be<br>involved in group art<br>critiques and act on<br>the constructive<br>advice given by peers<br>and teacher. | Formative<br>Assessment<br>All students will be<br>involved in group art<br>critiques and act on<br>the constructive<br>advice given by peers<br>and teacher. | Formative<br>Assessment<br>All students will be<br>involved in group art<br>critiques and act on<br>the constructive<br>advice given by peers<br>and teacher. | Formative<br>Assessment<br>All students will be<br>involved in group art<br>critiques and act on<br>the constructive<br>advice given by peers<br>and teacher. |
|                                  | Recall of previous<br>learning and   | Recall of previous<br>learning and   | Recall of previous<br>learning and  | Recall of previous<br>learning and  | Recall of previous<br>learning and  | Recall of previous learning and   |

|        | understanding will be<br>used in DO NOW and<br>PLENARY tasks.<br>EBI, WWW will be<br>used in lessons as a<br>plenary or if<br>necessary, verbally<br>during a difficult task.<br>Students work will be<br>peer assessed both<br>verbally and<br>documented.<br>Summative<br>Assessment                                      | understanding will be<br>used in DO NOW and<br>PLENARY tasks.<br>EBI, WWW will be<br>used in lessons as a<br>plenary or if<br>necessary, verbally<br>during a difficult task.<br>Summative<br>Assessment  | understanding will be<br>used in DO NOW and<br>PLENARY tasks.<br>EBI, WWW will be<br>used in lessons as a<br>plenary or if<br>necessary, verbally<br>during a difficult task.<br>Summative<br>Assessment   | understanding will be<br>used in DO NOW and<br>PLENARY tasks.<br>EBI, WWW will be<br>used in lessons as a<br>plenary or if<br>necessary, verbally<br>during a difficult task.<br>Summative<br>Assessment   | understanding will be<br>used in DO NOW and<br>PLENARY tasks.<br>EBI, WWW will be<br>used in lessons as a<br>plenary or if<br>necessary, verbally<br>during a difficult task.<br>Summative<br>Assessment                                       | understanding will be<br>used in DO NOW and<br>PLENARY tasks.<br>EBI, WWW will be<br>used in lessons as a<br>plenary or if<br>necessary, verbally<br>during a difficult task.<br>Summative<br>Assessment                                       |
|--------|---|---|--|--|--|--|
| Year 9 | Cultural Project<br>How does Culture<br>from around the<br>world inspire<br>imaginative,<br>decorative art work?<br>Mixed media:<br>watercolour, pencil<br>crayons, oil paints, oil<br>pastel, oil pastel<br>mono printing, acrylic<br>paint techniques.<br>geometric patterns –<br>symmetry – organic<br>patterns - shapes | Cultural Project<br>How does Culture<br>from around the<br>world inspire<br>imaginative,<br>decorative art work?<br>Mixed media:<br>watercolour, pencil<br>crayons, oil paints, oil<br>pastel, oil pastel<br>mono printing, acrylic<br>paint techniques.<br>geometric patterns –<br>symmetry – organic<br>patterns - shapes | Portraits<br>Exploring how<br>portraits can give<br>insights to represent<br>themselves, their<br>personality and their<br>aspirations<br>Observational<br>drawing/mixed media<br>Collaborative<br>Confident<br>Practice<br>Perseverance<br>Resilience<br>Fluent Thinking<br>Originality | Portraits<br>Exploring how<br>portraits can give<br>insights to represent<br>themselves, their<br>personality and their<br>aspirations<br>Observational<br>drawing/mixed media<br>Collaborative<br>Confident<br>Practice<br>Perseverance<br>Resilience<br>Fluent Thinking<br>Precision | GCSE PROJECT<br>How will I progress<br>within my project to<br>present a personal<br>and meaningful<br>response that realises<br>intentions and<br>demonstrates<br>understanding of<br>visual language<br>Observational<br>drawing/mixed media | GCSE PROJECT<br>How will I progress<br>within my project to<br>present a personal<br>and meaningful<br>response that realises<br>intentions and<br>demonstrates<br>understanding of<br>visual language<br>Observational<br>drawing/mixed media |

| Ta lilaa MAisia a      |                            |  | Fluent Thinking          | Fluent Thinking        |
|------------------------|----------------------------|--|--------------------------|------------------------|
| Textiles – Miriam      | Textiles – Miriam          |  | Self-Regulation          | Originality            |
| Project                | Project                    |  | Self-Regulation          | onginality             |
| Applique – Stitching – | Applique – Stitching –     |  |                          |                        |
| fabric paint – freezer | fabric paint – freezer     |  | GCSE: Component 1:       | GCSE: Component 1:     |
| paper stencils         | paper stencils             |  | Portfolio                | Portfolio              |
| - 11 I                 |                            |  | Mini Experimentation     | Mini Experimentation   |
| Collaborative          | Collaborative<br>Confident |  | Project X4 themes        | Project X4 themes      |
| Confident<br>Practice  | Practice                   |  | (exam style questions)   | (exam style questions) |
| Perseverance           | Perseverance               |  |                          |                        |
| Resilience             | Resilience                 |  | Introduction to course   | Introduction to course |
| Fluent Thinking        | Fluent Thinking            |  |                          |                        |
| Precision Precision    | <mark>Originality</mark>   |  | Food                     | Food                   |
|                        |                            |  | Mechanical               | Mechanical             |
|                        |                            |  | Natural Forms            | Natural Forms          |
|                        |                            |  | Music                    | Music                  |
|                        |                            |  | Water (Textiles          | Water (Textiles        |
|                        |                            |  | theme)                   | theme)                 |
|                        |                            |  |                          |                        |
|                        |                            |  | AO1: Collecting          | AO1: Collecting        |
|                        |                            |  | imagery                  | imagery                |
|                        |                            |  | AO2:Experimentation      | AO2:Experimentation    |
|                        |                            |  | /Refinement –            | /Refinement –          |
|                        |                            |  | ,<br>Watercolour paint - | Watercolour paint -    |
|                        |                            |  | techniques               | techniques             |
|                        |                            |  | Acrylic paint –          | Acrylic paint –        |
|                        |                            |  | techniques               | techniques             |
|                        |                            |  | Textile Techniques       | Textiles Techniques    |
|                        |                            |  | AO3: Observational       | AO3: Observational     |
|                        |                            |  | drawing/annotation/d     | drawing/annotation/d   |
|                        |                            |  | esign ideas              | esign ideas            |
|                        |                            |  | AO4: Personalised        | AO4: Personalised      |
|                        |                            |  |                          |                        |
|                        |                            |  | final piece              | final piece            |
|                        | 1                          |  |                          |                        |

| Кеу    | Students will know        | Students will know       | Students will study                      | Students will study     | Students will know     | Students will know     |
|--------|---------------------------|--------------------------|--|-------------------------|------------------------|------------------------|
| Knowle | how to create             | how to create            | the basic proportions                    | the basic proportions   | how they will be       | how they will be       |
| dge,   | decorative,               | decorative,              | of the face and will                     | of the face and will    | assessed.              | assessed.              |
| Concep | informative mood          | informative mood         | extend their                             | extend their            | assesseu.              | assesseu.              |
| ts and | boards that research      | boards that research     | knowledge of                             | knowledge of            | Students will know     | Students will know     |
| skills | cultures from around      | cultures from around     | 0  | 0                       | what each of the       | what each of the       |
|        |                           |                          | portraiture to expand                    | portraiture to expand   |                        |                        |
|        | the world.                | the world.               | upon combinations of the elements of art | upon combinations of    | assessment objectives  | assessment objectives  |
|        | Churchenster will be envi |                          |  | the elements of art     | are.                   | are.                   |
|        | Students will know        | Students will know       | such as line, shape,                     | such as line, shape,    |                        |                        |
|        | about the London          | about the London         | pattern, form, colour                    | pattern, form, colour   | Students will know     | Students will know     |
|        | Bombings.                 | Bombings.                | and texture.                             | and texture.            | how they will create   | how they will create   |
|        |                           |                          |  |                         | work within both their | work within both their |
|        | Students will know        | Students will know       | Students will learn                      | Students will learn     | portfolio and          | portfolio and          |
|        | the difference            | the difference           | how about all the                        | how about all the       | externally set exam.   | externally set exam.   |
|        | between fine art and      | between fine art and     | different face shapes                    | different face shapes   |                        |                        |
|        | arts and craft.           | arts and craft.          | types and which one                      | types and which one     | Students will know     | Students will know     |
|        |                           |                          | they resemble                            | they resemble           | how to gather          | how to gather          |
|        | They will create          | They will create         |  |                         | evidence for           | evidence for           |
|        | observational studies     | observational studies    | Students will learn                      | Students will learn     | assessment objectives  | assessment objectives  |
|        | in a range of mediums     | in a range of mediums    | about how facial                         | about how facial        | 1-3                    | 1-3                    |
|        |                           |                          | features are sectioned                   | features are sectioned  |                        |                        |
|        | This will lead to both a  | This will lead to both a | into fraction within                     | into fraction within    | They will recap        | They will recap        |
|        | visual study sheet and    | visual study sheet and   | the face shape.                          | the face shape.         | sketchbook             | sketchbook             |
|        | design ideas that they    | design ideas that they   |  |                         | presentation and       | presentation and       |
|        | will create.              | will create.             | Students will recap on                   | Students will recap on  | research skills        | research skills        |
|        |                           |                          | prior knowledge of                       | prior knowledge of      |                        |                        |
|        | Students will recap       | Students will recap      | tone and form to                         | tone and form to        | They will recap colour | They will recap colour |
|        | shapes from different     | shapes from different    | realise how light falls                  | realise how light falls | theory                 | theory                 |
|        | cultures, the             |                          | upon a face to form                      | upon a face to form     |                        |                        |
|        | geometric forms           | cultures, the            | shadows and                              | shadows and             | They will recap        | They will recap        |
|        | within African art        | geometric forms          | highlights.                              | highlights.             | observational skills   | observational skills   |
|        | compared with the         | within African art       |  |                         |                        |                        |
|        | organic shapes within     | compared with the        | Students will learn                      | Students will learn     | They will recap the    | They will recap the    |
|        | Mexican art.              | organic shapes within    | how to break down                        | how to break down       | elements of art: line, | elements of art: line, |
|        |                           | Mexican art.             | the facial features                      | the facial features     | shape, tone, colour,   | shape, tone, colour,   |

| They will lead to   |                            | such as the lips, nose, | such as the lips, nose,              | texture, pattern and   | texture, pattern and   |
|---------------------|----------------------------|-------------------------|--------------------------------------|------------------------|------------------------|
| students create     | They will lead to          | ears and eyes into      | ears and eyes into                   | space.                 | space.                 |
| applique lanterns   | students create            | shapes and then be      | shapes and then be                   |                        |                        |
| inspired by the B   | itish applique lanterns    | taught how to add       | taught how to add                    | This will lead to      | This will lead to      |
| Arts Movement a     | nd inspired by the British | fine details into the   | fine details into the                | students starting to   | students starting to   |
| Pipili Applique     | Arts Movement and          | features such as the    | features such as the                 | work in a sketchbook   | work in a sketchbook   |
| Patterns            | Pipili Applique            | iris and the pupils.    | iris and the pupils.                 | in a creative          | in a creative          |
|                     | Patterns                   |                         |                                      | experimental manner    | experimental manner    |
| ARTISTS             |                            | Students will know      | Students will know                   | to select a theme,     | to select a theme,     |
|                     | ARTISTS                    | how to recognise hair   | how to recognise hair                | research imagery that  | research imagery that  |
| Cultural Moveme     |                            | strands to resemble     | strands to resemble                  | will then be presented | will then be presented |
| – Students will st  |                            | their hair style        | their hair style                     | within their           | within their           |
| cultural artefacts  | ,                          |                         |                                      | sketchbook, creating a | sketchbook, creating a |
| as ceramic sculpt   |                            | Students will be able   | Students will be able                | front cover, mood      | front cover, mood      |
| and pots and plat   | -                          | to adapt their          | to adapt their                       | boards, observational  | boards, observational  |
| from Africa, Egyp   |                            | knowledge of            | knowledge of                         | drawings/paintings,    | drawings/paintings,    |
| Australia, Italy,   | from Africa, Egypt,        | proportion of the face  | proportion of the face               | experimentation with   | experimentation with   |
| Mexico and China    | , ,,                       | to resemble chosen      | to resemble chosen                   | watercolour paint and  | watercolour paint and  |
|                     | Mexico and China           | artists for their       | artists for their                    | acrylic paint.         | acrylic paint.         |
| ART GENRE           |                            | abstract portrait.      | abstract portrait.                   |                        |                        |
| Cultural Moveme     | ents ART GENRE             |                         |                                      | Students will research | Students will research |
| – varied            | Cultural Movements         | Students will           | Students will                        | a range of artist      | a range of artist      |
| Students will stud  |                            | understand the          | understand the                       | related to their theme | related to their theme |
| historical referen  | -                          | concept of wax resist   | concept of wax resist                |                        |                        |
| within Art such as  | ,                          | using hot wax – batik   | using hot wax – batik                | Students will then     | Students will then     |
| origins of Aborigi  |                            | – to form coloured      | <ul> <li>to form coloured</li> </ul> | create annotated       | create annotated       |
| paintings, tribes a |                            | layered sections –      | layered sections –                   | design ideas related   | design ideas related   |
| patterns, Egyptia   |                            | recapping on their      | recapping on their                   | to their theme         | to their theme         |
| Gods, African cul   |                            | prior knowledge of      | prior knowledge of                   |                        |                        |
| and tribes, Venet   |                            | colour theory.          | colour theory.                       | Students will then     | Students will then     |
| carnivals/masks a   |                            |                         | ADTICTC                              | undertake a three      | undertake a three      |
| Mexican celebrat    |                            | ARTISTS                 | ARTISTS                              | hour mock exam to      | hour mock exam to      |
| such as The Day of  |                            |                         | Couch Dootson 1070                   | create a finalised     | create a finalised     |
| Dead.               |                            | Sarah Beetson 1973      | Sarah Beetson 1973                   | piece of art that      | piece of art that      |
|                     |                            |                         |                                      | answers the big        | answers the big        |

| British Arts                       | such as The Day of the                             | Contemporary             | Contemporary                                 | question (AO4) – this    | question (AO4) – this    |
|------------------------------------|--|--------------------------|--|--------------------------|--------------------------|
| Movement                           | Dead.  | illustrator. Pop culture | illustrator. Pop culture                     | encompasses all of       | encompasses all of       |
| Pipili Applique                    | British Arts                                       | is rendered with a       | is rendered with a                           | the assessment           | the assessment           |
| Patterns                           | Movement   | retro twist through      | retro twist through                          | objectives holistically. | objectives holistically. |
|                                    | Pipili Applique                                    | her figurative line      | her figurative line                          |                          |                          |
|                                    | Patterns   | work, vibrant colours,   | work, vibrant colours,                       | ARTISTS                  | ARTISTS                  |
| SKILLS                             |  | sparkles and paint       | sparkles and paint                           |                          |                          |
|                                    |  | splatters.               | splatters.                                   | Ron Magnes – Pop Art     | Ron Magnes – Pop Art     |
| Recap prior                        | SKILLS   |                          |  | (food)                   | (food)                   |
| knowledge of                       |  | Julian Opie – 1958       | Julian Opie – 1958                           | Roy Lichtenstein –       | Roy Lichtenstein –       |
| tone and mark                      | Recap prior  | Pop art inspired         | Pop art inspired                             | Pop Art (food)           | Pop Art (food)           |
| making                             | knowledge of                                       | portrait artist. Heavy   | portrait artist. Heavy                       | Andy Warhol – Pop        | Andy Warhol – Pop        |
| Recap prior                        | tone and mark                                      | focus on flat colour     | focus on flat colour                         | Art (food)               | Art (food)               |
| knowledge of<br>colour theory      | making   | and bold black           | and bold black                               | Kandinsky – (music)      | Kandinsky – (music)      |
| Recap prior                        | <ul> <li>Recap prior<br/>knowledge of</li> </ul>   | outlines                 | outlines                                     | Zentangle                | Zentangle                |
| knowledge of                       | colour theory                                      |                          |  | (music/natural           | (music/natural           |
| composition                        | Recap prior  | Minjae Lee – 1989        | Minjae Lee – 1989                            | forms/mechanical)        | forms/mechanical)        |
| Know how to                        | knowledge of                                       | South Korean artist –    | South Korean artist –                        | Kathleen Pequignot –     | Kathleen Pequignot –     |
| use guidelines                     | composition  | decorative portrait      | decorative portrait                          | WC                       | WC                       |
| when drawing                       | Know how to  | artist – influenced by   | artist – influenced by                       | Natural forms            | Natural forms            |
| lettering                          | use guidelines                                     | natural forms –          | natural forms –                              | Vincent Scarpace –       | Vincent Scarpace –       |
| Know how to                        | when drawing                                       | marker pen and           | marker pen and                               | Natural Forms            | Natural Forms            |
| use acrylic paint                  | lettering  | mixed media              | mixed media                                  | Michael Lang –           | Michael Lang –           |
| Know about                         | Know how to  |                          |  | Mechanical               | Mechanical               |
| different types<br>of cultural art | use acrylic paint                                  | Heather Galler – 1966    | Heather Galler – 1966                        | Scandinavian Art –       | Scandinavian Art –       |
| from around the                    | <ul> <li>Know about<br/>different types</li> </ul> | Folk art pattern artist  | Folk art pattern artist                      | Natural Forms            | Natural Forms            |
| world                              | of cultural art                                    | Folk patterns, shapes,   | Folk patterns, shapes,                       | Karl Blossfeldt –        | Karl Blossfeldt –        |
| Know the                           | from around the                                    | colour to influence      | colour to influence                          | Natural Forms            | Natural Forms            |
| difference                         | world  | her portraits. Popular   | her portraits. Popular                       | Heather Galler –         | Heather Galler –         |
| between Fine                       | Know the   | culture figures inspire  | culture figures inspire                      | Natural Forms            | Natural Forms            |
| art and Arts and                   | difference   | her.                     | her.   | Abbey Diamond –          | Abbey Diamond –          |
| Craft.                             | between Fine                                       |                          |  | Natural Forms WC         | Natural Forms WC         |
| Know how to                        | art and Arts and                                   | ART GENRE                | ART GENRE                                    | Day of the Dead –        | Day of the Dead –        |
| use applique                       | Craft.   | Portraiture              | <b>Portraiture</b><br>Portraiture art is art | Natural Forms            | Natural Forms            |
|                                    |  |                          | that records the                             | Ledger: Mechanical       | Ledger: Mechanical       |

| <ul> <li>Know how<br/>create diff<br/>stitch type</li> <li>Know how<br/>create free<br/>paper ster</li> <li>Know how<br/>use fabric</li> <li>Know how<br/>iron freeze<br/>paper onto<br/>fabric</li> <li>Know how<br/>iron bonda<br/>onto fabrie</li> <li>Know how<br/>delegate</li> <li>Know how<br/>work as pa<br/>a team</li> </ul> | erentuse appliqueisKnow how to<br>create different<br>stitch typesicilsKnow how to<br>create freezer<br>painticilsKnow how to<br>create freezer<br>paper stencilsicilsKnow how to<br>create freezer<br>paper stencilsicilsKnow how to<br>create freezer<br>paper stencilsicilsKnow how to<br>create freezer<br>paper of to<br>awebicilsKnow how to<br>iron freezer<br>paper onto<br>fabricicilsKnow how to<br>iron bondaweb<br>onto fabricicilsKnow how to<br>iron bondaweb<br>onto fabric | Portraiture art is art<br>that records the<br>likenesses of humans<br>or animals It focuses<br>on the face and<br>captures the subject's<br>likeness, personality,<br>and essence.<br>Portraiture art can be<br>done with various<br>mediums, such as<br>painting, drawing,<br>photography, or<br>sculpture. The<br>purpose of portraiture<br>art is to memorialize<br>an image of someone<br>for the future.<br><b>SKILLS</b><br>• Recap facial | likenesses of humans<br>or animals. It focuses<br>on the face and<br>captures the subject's<br>likeness, personality,<br>and essence.<br>Portraiture art can be<br>done with various<br>mediums, such as<br>painting, drawing,<br>photography, or<br>sculpture. The<br>purpose of portraiture<br>art is to memorialize<br>an image of someone<br>for the future.<br><b>SKILLS</b><br>• Recap facial<br>proportion on a<br>larger scale   | Pixie Cold: Water<br>Tiffany Budd: Water<br><b>ART GENRES</b><br>A wide range of art<br>genres from Pop Art<br>to Modernism<br><b>SKILLS</b><br>• Recap mind<br>mapping<br>• Recap prior<br>knowledge of<br>tone and mark<br>making<br>• Recap prior<br>knowledge of<br>colour theory<br>• Recap prior<br>knowledge of<br>colour theory | Pixie Cold: Water<br>Tiffany Budd: Water<br>ART GENRES<br>A wide range of art<br>genres from Pop Art<br>to Modernism<br>SKILLS<br>• Recap mind<br>mapping<br>• Recap prior<br>knowledge of<br>tone and mark<br>making<br>• Recap prior<br>knowledge of<br>colour theory<br>• Recap prior<br>knowledge of<br>colour theory  |
|--|--|--|--|---|--|
| iron freeze<br>paper onto<br>fabric<br>• Know how<br>iron bonda<br>onto fabric<br>• Know how<br>delegate<br>• Know how<br>work as pa   | er use fabric paint<br>• Know how to<br>iron freezer<br>paper onto<br>fabric<br>• Know how to<br>fabric<br>• Know how to<br>iron bondaweb<br>onto fabric<br>• to<br>• Know how to<br>delegate<br>• Know how to<br>work as part of  | mediums, such as<br>painting, drawing,<br>photography, or<br>sculpture. The<br>purpose of portraiture<br>art is to memorialize<br>an image of someone<br>for the future.<br><b>SKILLS</b><br>• Recap facial<br>proportion on a<br>larger scale<br>• Know how to<br>apply shadows,<br>mid tones and<br>highlights onto<br>a self portrait<br>• Know how to<br>use a primary<br>source to create<br>a self portrait                                | <ul> <li>painting, drawing,<br/>photography, or<br/>sculpture. The<br/>purpose of portraiture<br/>art is to memorialize<br/>an image of someone<br/>for the future.</li> <li>SKILLS <ul> <li>Recap facial<br/>proportion on a<br/>larger scale</li> <li>Know how to<br/>apply shadows,<br/>mid tones and<br/>highlights onto<br/>a self portrait</li> <li>Know how to<br/>use a primary<br/>source to create<br/>a self portrait</li> <li>Know how to<br/>use a primary</li> </ul></li></ul> | <ul> <li>mapping</li> <li>Recap prior<br/>knowledge of<br/>tone and mark<br/>making</li> <li>Recap prior<br/>knowledge of<br/>colour theory</li> <li>Recap prior<br/>knowledge of<br/>composition</li> </ul>  | <ul> <li>Recap mind<br/>mapping</li> <li>Recap prior<br/>knowledge of<br/>tone and mark<br/>making</li> <li>Recap prior<br/>knowledge of<br/>colour theory</li> <li>Recap prior<br/>knowledge of<br/>composition</li> <li>Recap prior<br/>knowledge of<br/>the difference<br/>between a<br/>primary source<br/>and a secondary<br/>source</li> <li>Recap prior<br/>knowledge of<br/>the difference<br/>between a<br/>primary source<br/>and a secondary<br/>source</li> <li>Recap prior<br/>knowledge of<br/>how to draw<br/>from a</li> </ul> |
|  |  | <ul> <li>Know how to<br/>use<br/>observational<br/>skills to create<br/>own facial</li> </ul>  | observational<br>skills to create<br>own facial<br>features –  | <ul> <li>Recap prior<br/>knowledge of<br/>how to draw</li> </ul>  | secondary<br>source<br>Recap prior<br>knowledge of<br>how to draw  |

| features –shapes and finefrom a primaryshapes and finedetailssourcedetails•Know how toereate and useobservationalcreate and usemark makinginters toresemble hairresemble hairresemble hairstrands within astrands within astrands within ahair line andwithinhair line andwithinbreaking it | <ul> <li>from a primary<br/>source</li> <li>Re-cap what an<br/>observational<br/>drawing is</li> <li>Re-cap the grid<br/>method<br/>Re-cap creating<br/>an image by</li> </ul> |
|---|--|
| details• Know how to<br>create and use<br>mark making<br>lines to• Re-cap what an<br>observational<br>drawing isMark making<br>lines to• Re-cap the grid<br>methodInes to<br>resemble hair<br>strands within a<br>hair line and• Re-cap the grid<br>method                                  | <ul> <li>Re-cap what an observational drawing is</li> <li>Re-cap the grid method Re-cap creating</li> </ul>  |
| <ul> <li>Know how to<br/>create and use<br/>mark making<br/>lines to</li> <li>Re-cap the grid<br/>lines to<br/>resemble hair<br/>resemble hair</li> <li>Strands within a<br/>strands within a</li> </ul>  | <ul> <li>observational<br/>drawing is</li> <li>Re-cap the grid<br/>method<br/>Re-cap creating</li> </ul>   |
| Image: strands within aCreate and usemark makingdrawing isImage: strands within aImage: strands within aImage: strands within aRe-cap the gridImage: strands within aresemble hairresemble hairRe-cap creatingImage: strands within ahair line andImage byImage: strands within a           | drawing is<br>• Re-cap the grid<br>method<br>Re-cap creating   |
| mark makinglines toRe-cap the gridlines toresemble hairmethodresemble hairstrands within aRe-cap creatingstrands within ahair line andan image by   | Re-cap the grid<br>method<br>Re-cap creating   |
| lines toresemble hairmethodresemble hairstrands within aRe-cap creatingstrands within ahair line andan image by   | method<br>Re-cap creating  |
| resemble hairstrands within aRe-cap creatingstrands within ahair line andan image by  | Re-cap creating  |
| strands within a hair line and an image by  |  |
| strands within a hair line and an image by  | an image by  |
|   |  |
|   | breaking it  |
| within eyebrows down into   | down into  |
| eyebrows    Know what geometric   | geometric  |
| Know what certain types of shapes   | shapes   |
| certain types of the face are • Recap prior   | Recap prior  |
| the face are called knowledge of  | knowledge of   |
| called  • Know what composition   | composition  |
| Know what cupids bow is   | •  |
| cupids bow is and its purpose • Know how to   | Know how to  |
| and its purpose  • Know what an use a variety of  | use a variety of   |
| Know what an iris is and its techniques and   | techniques and   |
| iris is and its purpose processes using   | processes using  |
| purpose • Know what a watercolour   | watercolour  |
| Know what a pupil within an paint such as:  | paint such as:   |
| pupil within an eye is and its wet wash, dry  | ,<br>wet wash, dry   |
| eye is and its purpose wash, wet wash   | wash, wet wash   |
| purpose • Know what an blend, wet wash  | blend, wet wash  |
| Know what an earlobe is and layer, dry wash   | layer, dry wash  |
| earlobe is and its purpose blend, wet wash  | blend, wet wash  |
| its purpose • Know how to layer, stippling  | layer, stippling   |
| Know how to     create  | ,  |
| create reflections • Know how to  | Know how to  |
| reflections within eyes use a variety of  | use a variety of   |
| within eyes • Know the techniques and   | techniques and   |
| Know the differences processes using  | processes using  |
| differences between acrylic paint   | acrylic paint  |
| between realism and such as: dry  | such as: dry   |
| realism and abstract brush, washing,  | brush, washing,  |
| abstract stippling,   | stippling,   |

|  | <ul> <li>Know about the work of portrait artists such as Minjae Lee, Heather Galler, Julian Opie and Sarah Beetson</li> <li>Know about the Pop Art movement</li> <li>Know about Folk Art</li> <li>Know how to create work inspired by the work of others</li> <li>Recap prior knowledge of colour theory</li> <li>Recap prior knowledge of composition</li> <li>Know how to composition</li> <li>Know how to composition</li> <li>Know how to composition</li> </ul> | <ul> <li>dabbing.</li> <li>Know how to<br/>use a variety of<br/>techniques and<br/>processes such<br/>a transferring<br/>an image onto<br/>selotape</li> <li>Know how to<br/>use a variety of<br/>techniques and<br/>processes such<br/>a transferring<br/>an image onto<br/>selotape</li> <li>Know how to<br/>use a variety of<br/>techniques and<br/>processes such<br/>as how create<br/>an aesthetic<br/>trapping of an<br/>image using wax</li> <li>Know how to<br/>annotate<br/>(images, artist<br/>research,</li> <li>Know how to<br/>use a variety of<br/>techniques and<br/>processes such<br/>as how create<br/>an aesthetic<br/>trapping of an<br/>image using wax</li> </ul> |
|--|--|--|
|--|--|--|

| Feedba<br>ck & | Formative                | Formative                | Formative                | Formative                | Formative                | Formative                |
|----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Assess         | Assessment               | Assessment               | Assessment               | Assessment               | Assessment               | Assessment               |
| ment           | All students will be     |
|                | involved in group art    |
|                | critiques and act on     |
|                | the constructive         |
|                | advice given by peers    |
|                | and teacher.             |
|                | Recall of previous       |
|                | learning and             |
|                | understanding will be    |
|                | used in DO NOW and       |
|                | PLENARY tasks.           |
|                | EBI, WWW will be         |
|                | used in lessons as a     |
|                | plenary or if            |
|                | necessary, verbally      |
|                | during a difficult task. |
|                | Students work will be    |                          | Summative                | Summative                | Summative                | Summative                |
|                | peer assessed both       | Summative                | Assessment               | Assessment               | Assessment               | Assessment               |
|                | verbally and             | Assessment               | Interim assessment to    | Interim assessment to    | Interim assessment to    | Interim assessment to    |
|                | documented.              | Interim assessment to    | test knowledge and       | test knowledge and       | test knowledge and       | test knowledge and       |
|                | Summative                | test knowledge and       | skills which will take   |
|                | Assessment               | skills which will take   | the form of a            |
|                | Interim assessment to    | the form of a            | knowledge based          | knowledge based          | knowledge based          | knowledge based          |
|                | test knowledge and       | knowledge based          | paper consisting of      | paper consisting of      | paper consisting of      | paper consisting of      |
|                | skills which will take   | paper consisting of      | questions relating to    | questions relating to    | questions relating to    | questions relating to    |
|                | the form of a            | questions relating to    |                          |                          | skills and information   |                          |
|                | knowledge based          | skills and information   | taught during each       | taught during each       | 0                        | taught during each       |
|                | paper consisting of      | taught during each       | half term.               | half term.               | half term.               | half term.               |
|                | questions relating to    | half term.               | End of Composite         | End of Composite         | End of Composite         | End of Composite         |
|                | skills and information   | End of Composite         | Assessments will be      | Assessments will be      | Assessments will be      | Assessments will be      |
|                |                          | Assessments will be      | completed as a           | completed as a           | completed as a           | completed as a           |

| ha<br>En<br>As<br>cou<br>pra<br>rel<br>pra<br>in<br>pla<br>les   | ught during each<br>alf term.<br>ad of Composite<br>sessments will be<br>impleted as a<br>actical paper<br>lating to the<br>actical skills taught<br>lesson and will take<br>ace over two/three<br>ssons towards the<br>ad of each term.   | completed as a<br>practical paper<br>relating to the<br>practical skills taught<br>in lesson and will take<br>place over two/three<br>lessons towards the<br>end of each term  | practical paper<br>relating to the<br>practical skills taught<br>in lesson and will take<br>place over two/three<br>lessons towards the<br>end of each term  | practical paper<br>relating to the<br>practical skills taught<br>in lesson and will take<br>place over two/three<br>lessons towards the<br>end of each term  | practical paper<br>relating to the<br>practical skills taught<br>in lesson and will take<br>place over two/three<br>lessons towards the<br>end of each term   | practical paper<br>relating to the<br>practical skills taught<br>in lesson and will take<br>place over two/three<br>lessons towards the<br>end of each term   |
|--|--|--|--|--|---|---|
| Th<br>De<br>Pa<br>Ca<br>exp<br>cou<br>foo<br>an<br>cau<br>fou<br>an<br>cau<br>fou<br>Pa<br>lin<br>Cra<br>Col<br>Pa<br>lin<br>Cra<br>Fu | atural Forms<br>actural Forms<br>actural Forms<br>active Art<br>active Art | Natural Forms<br>The Elements of<br>Decorative Art<br>Pattern, Textures<br>Can we create an<br>experimental<br>composition which<br>focuses on drawing<br>and pattern? How<br>can exploring natural<br>forms help with this?<br>Painting, Drawing,<br>linked to The Arts &<br>Craft Movement<br>Collaborative<br>Confident<br>Practice<br>Perseverance<br>Resilience<br>Fluent Thinking<br>Originality | Day of the Dead<br>How can we<br>understand folk art<br>and traditions by<br>exploring the Day of<br>the Dead festival?<br>Can we use our<br>understanding to<br>create our own<br>decorated skulls?<br>Drawing, Embossing,<br>Designing, Assembling<br>Collaborative<br>Confident<br>Practice<br>Perseverance<br>Resilience<br>Fluent Thinking<br>Originality | Day of the Dead<br>How can we<br>understand folk art<br>and traditions by<br>exploring the Day of<br>the Dead festival?<br>Can we use our<br>understanding to<br>create our own<br>decorated skulls?<br>Drawing, Embossing,<br>Designing, Assembling<br>Collaborative<br>Confident<br>Practice<br>Perseverance<br>Resilience | Food<br>How we can<br>understand and<br>experiment with<br>three dimensional<br>processes to within<br>the theme of food<br>Cardboard,<br>assembling,<br>construction, relief,<br>texture<br>Collaborative<br>Confident<br>Practice<br>Perseverance<br>Resilience<br>Fluent Thinking<br>Originality | Food<br>How we can<br>understand and<br>experiment with<br>three dimensional<br>processes to within<br>the theme of food<br>Cardboard,<br>assembling,<br>construction, relief,<br>texture<br>Collaborative<br>Confident<br>Practice<br>Perseverance<br>Resilience<br>Fluent Thinking<br>Originality |

| Кеу            | Students will build       | Students will build       | Students will study           | Students will study             | Students will gain     | Students will gain     |
|----------------|---------------------------|---------------------------|-------------------------------|---------------------------------|------------------------|------------------------|
| Knowle<br>dge, | upon observational        | upon observational        | and gain key                  | and gain key                    | knowledge of           | knowledge of           |
| Concep         | skills to create a series | skills to create a series | knowledge of the folk         | knowledge of the folk           | cardboard              | cardboard              |
| ts and         | of drawings of flowers    | of drawings of flowers    | art and traditions of         | art and traditions of           | construction           | construction           |
| skills         | and leaves that relate    | and leaves that relate    | The Mexican Day of            | The Mexican Day of              | processes such as      | processes such as      |
|                | to the theme of           | to the theme of           | the Dead Festival.            | the Dead Festival.              | slotting, tabbing and  | slotting, tabbing and  |
|                | natural forms.            | natural forms.            | They will master the          | They will master the            | relief construction.   | relief construction.   |
|                |                           |                           | techniques needed to          | techniques needed to            | Students will          | Students will          |
|                | Students will             | Students will             | create a decorative           | create a decorative             | experiment with        | experiment with        |
|                | experiment with tone      | experiment with tone      | embossed skull in a           | embossed skull in a             | shape, pattern and     | shape, pattern and     |
|                | and pen mark making       | and pen mark making       | raised frame; learning        | raised frame; learning          | form within their food | form within their food |
|                | initially within their    | initially within their    | the traditional               | the traditional                 | constructions in a     | constructions in a     |
|                | observations.             | observations.             | Mexican craft                 | Mexican craft                   | similar style to       | similar style to       |
|                |                           |                           | processes.                    | processes.                      | Pattianne Stevenson.   | Pattianne Stevenson.   |
|                | ARTISTS                   | ARTISTS                   |                               |                                 |                        |                        |
|                | Karl Blossfeldt – 1932    | Karl Blossfeldt – 1932    | ARTISTS                       | ARTISTS                         | ARTISTS                | ARTISTS                |
|                | German                    | German                    | Thaneeya McArdle              | Thaneeya McArdle                | Patianne Stevenson     | Patianne Stevenson     |
|                | photographer,             | photographer,             | Sugar skull arti <b>st</b> is | Sugar skull arti <b>st</b> is   | 1973                   | 1973                   |
|                | sculptor and artist.      | sculptor and artist.      | colourful and has             | colourful and has               | Uses recycled          | Uses recycled          |
|                | Created close up          | Created close up          | some psychedelic              | some psychedelic                | cardboard to create    | cardboard to create    |
|                | photographs of plants     | photographs of plants     | details. Mixed media          | details. Mixed media            | hand crafted treats.   | hand crafted treats.   |
|                | and living things.        | and living things.        | artist                        | artist                          | Uses box cutters, glue | Uses box cutters, glue |
|                |                           |                           | Prisctine Turkus 1970         | Prisctine Turkus 1970           | and exacto knifes to   | and exacto knifes to   |
|                | William Morris – 1834     | William Morris – 1834     | Mexican Folk Artist           | Mexican Folk Artist             | create her food        | create her food        |
|                | British textile           | British textile           | specialising in nature        | specialising in nature          | sculptures.            | sculptures.            |
|                | designer, poet and        | designer, poet and        | and skulls                    | and skulls                      | GENRES                 | GENRES                 |
|                | artist. Associated with   | artist. Associated with   |                               |                                 | Sustainable art        | Sustainable art        |
|                | the British Arts and      | the British Arts and      | GENRES                        | GENRES                          | The genre of its time. | The genre of its time. |
|                | Craft movement.           | Craft movement.           | Zentangle                     | Zontonglo                       | Use of recycled or     | Use of recycled or     |
|                | Created wallpaper         | Created wallpaper         | Invented by a monk            | Zentangle<br>Invented by a monk | natural materials      | natural materials      |
|                | designs inspired by       | designs inspired by       | named Rick Roberts and        | named Rick Roberts and          | transforms art into a  | transforms art into a  |
|                | natural forms such as     | natural forms such as     | artist Maria Thomas.          | artist Maria Thomas.            | socially conscious     | socially conscious     |
|                | birds and flowers.        | birds and flowers.        | Structured patterns using     | Structured patterns using       | enterprise,            | •                      |
|                |                           |                           | combinations of lines,        | combinations of lines,          | •                      | enterprise,            |
|                |                           |                           | dots, zig zags and curves,    | dots, zig zags and curves,      | demanding that         | demanding that         |
|                |                           |                           |                               |                                 | viewers and            | viewers and            |

| William De Morgan –  | William De Morgan –  | to create abstract black   | to create abstract black   | audiences rethink   | audiences rethink   |
|--|--|--|--|---|---|
| 1839   | 1839   | and white patterns   | and white patterns   | how they see the  | how they see the  |
| English potter, tile   | English potter, tile   |  |  | world around them.  | world around them.  |
| designer and novelist.   | designer and novelist.   |  |  |   |   |
| A lifelong friend of   | A lifelong friend of   |  |  | SKILLS  | SKILLS  |
| Morris, designed<br>decorative tiles,<br>stained glass and<br>furniture for Morris<br>and Co. Influenced by<br>natural forms.    | Morris, designed<br>decorative tiles,<br>stained glass and<br>furniture for Morris<br>and Co. Influenced by<br>natural forms.    | Folk Art<br>Mexican handcrafts<br>and folk art is a<br>complex collection of<br>items made with<br>various materials and<br>intended for | Folk Art<br>Mexican handcrafts<br>and folk art is a<br>complex collection of<br>items made with<br>various materials and<br>intended for | <ul> <li>Recap<br/>geometric<br/>shapes</li> <li>Recap<br/>presentation<br/>and<br/>composition</li> </ul>                    | <ul> <li>Recap<br/>geometric<br/>shapes</li> <li>Recap<br/>presentation<br/>and<br/>composition</li> </ul>                    |
| Charles Rennie   | Charles Rennie   | utilitarian, decorative  | utilitarian, decorative  | <ul> <li>Recap how to</li> </ul>  | Recap how to  |
| Mackintosh – 1868  | Mackintosh – 1868  | or other purposes.   | or other purposes.   | use a ruler to  | use a ruler to  |
| Scottish architect,  | Scottish architect,  |  |  | measure   | measure   |
| designer and artist.   | designer and artist.   | SKILLS   | SKILLS   | geometric   | geometric   |
| Connected to both  | Connected to both  |  | SKILLS   | shapes such as squares and  | shapes such as squares and  |
| the decorative arts<br>and to the Art  | the decorative arts and to the Art   | <ul> <li>Know about the<br/>Mexican 'Day of<br/>the Dead'</li> </ul>   | <ul> <li>Know about the<br/>Mexican 'Day of</li> </ul>   | rectangles<br>accurately.   | rectangles<br>accurately.   |
| Nouveau movement.  | Nouveau movement.  | festival   | the Dead'  | Know how to   | Know how to   |
| Created decorative   | Created decorative   | Know about   | festival   | use a compass   | use a compass   |
| furniture and was  | furniture and was  | Mexican folk   | Know about     Movison folk  | to create circles.  | to create circles.  |
| inspired   | inspired   | art.   | Mexican folk<br>art.   | <ul> <li>Know how to</li> </ul>   | <ul> <li>Know how to</li> </ul>   |
| GENRES   | GENRES   | <ul> <li>Know that the<br/>skull symbolises</li> </ul>   | <ul> <li>Know that the skull symbolises</li> </ul>   | create<br>cardboards slots<br>• Know how to   | create<br>cardboards slots<br>• Know how to   |
| Arts and Crafts<br>movement  | Arts and Crafts<br>movement  | death but in a<br>positive<br>celebratory  | death but in a<br>positive<br>celebratory  | score cardboard<br>to create tabs,  | score cardboard<br>to create tabs,  |
| A design movement<br>initiated by William<br>Morris in 1861, aimed<br>to improve the quality<br>and aesthetic look of<br>designs | A design movement<br>initiated by William<br>Morris in 1861, aimed<br>to improve the quality<br>and aesthetic look of<br>designs | <ul> <li>manner</li> <li>Know that<br/>'flowers' are<br/>meant to<br/>symbolise life.</li> <li>Know that<br/>ribbons</li> </ul>          | <ul> <li>Manner</li> <li>Know that<br/>'flowers' are<br/>meant to<br/>symbolise life.</li> <li>Know that<br/>ribbons</li> </ul>          | <ul> <li>folds and edges</li> <li>Know how to create nets of geometric shapes</li> <li>Know how to create textured</li> </ul> | <ul> <li>folds and edges</li> <li>Know how to create nets of geometric shapes</li> <li>Know how to create textured</li> </ul> |

| Craft is a form of                 | Craft is a form of                 | represent                          | represent                           | cardboard                          | cardboard                          |
|------------------------------------|------------------------------------|------------------------------------|-------------------------------------|------------------------------------|------------------------------------|
| making which generally             | making which generally             | eternity                           | eternity                            | surfaces                           | surfaces                           |
| produces an object that            | produces an object that            | Know that                          | Know that                           | Know how to                        | Know how to                        |
| has a function.                    | has a function.                    | burning candles                    | burning candles                     | use rolling                        | use rolling                        |
|                                    |                                    | are set inside                     | are set inside                      | <ul> <li>Know how to</li> </ul>    | <ul> <li>Know how to</li> </ul>    |
| Art Nouveau – an                   | Art Nouveau – an                   | the eyes of                        | the eyes of                         | create relief                      | create relief                      |
| international style in             | international style in             | decorated skulls                   | decorated skulls                    | surfaces in                        | surfaces in                        |
| architecture and design            | architecture and design            | to symbolise                       | to symbolise                        | cardboard                          | cardboard                          |
| that emerged in the                | that emerged in the                | remembrance                        | remembrance                         | <ul> <li>Know how to</li> </ul>    | <ul> <li>Know how to</li> </ul>    |
| 1890's.                            | 1890's.                            | Know that in                       | Know that in                        | use a glue gun                     | use a glue gun                     |
|                                    |                                    | Mexico that                        | Mexico that                         | safely                             | safely                             |
| British Arts &Crafts               | British Arts &Crafts               | they believe                       | they believe                        | <ul> <li>Know about the</li> </ul> | <ul> <li>Know about the</li> </ul> |
| Movement                           | Movement                           | death is not the                   | death is not the                    | work of 3D                         | work of 3D                         |
| Mid-19 <sup>th</sup> century       | Mid-19 <sup>th</sup> century       | final stage in life                | final stage in life                 | sculpture artists                  | sculpture artists                  |
| Philosophy was the                 | Philosophy was the                 | but 're-birth.'                    | but 're-birth.'                     | such Patianne                      | such Patianne                      |
| Industrial revolution              | Industrial revolution              | Know that                          | Know that                           | Stevenson                          | Stevenson                          |
| had made man less                  | had made man less                  | decorated skulls                   | decorated skulls                    | Know how to                        | Know how to                        |
| creative and his skill             | creative and his skill             | are known as                       | are known as                        | create work                        | create work                        |
| have been removed                  | have been removed                  | 'Calacas.'                         | 'Calacas.'                          | inspired by the                    | inspired by the                    |
| from the                           | from the                           | Know that                          | Know that                           | work of others                     | work of others                     |
| manufacturing                      | manufacturing                      | during the 'Day                    | during the 'Day                     |                                    |                                    |
| process.                           | process.                           | of the Dead'                       | of the Dead'                        |                                    |                                    |
|                                    |                                    | festival paper                     | festival paper                      |                                    |                                    |
|                                    |                                    | banners, shrines                   | banners, shrines                    |                                    |                                    |
| SKILLS                             | SKILLS                             | and altars are                     | and altars are                      |                                    |                                    |
| Recap prior                        | <ul> <li>Recap prior</li> </ul>    | made                               | made                                |                                    |                                    |
| knowledge of                       | knowledge of                       | <ul> <li>Know that a</li> </ul>    | Know that a                         |                                    |                                    |
| tone and mark                      | tone and mark                      | paper banner is                    | paper banner is                     |                                    |                                    |
| making                             | making                             | known as a                         | known as a                          |                                    |                                    |
| Know about                         | <ul> <li>Know about</li> </ul>     | 'Papal Picador.'                   | 'Papal Picador.'                    |                                    |                                    |
| organic shapes                     | organic shapes                     | <ul> <li>Recap line and</li> </ul> | <ul> <li>Recap line and</li> </ul>  |                                    |                                    |
| Know how to                        | <ul> <li>Know how to</li> </ul>    | shape                              | shape                               |                                    |                                    |
| draw organic                       | draw organic                       |                                    | <ul> <li>Re-cap what an</li> </ul>  |                                    |                                    |
| shapes                             | shapes                             |                                    | observational                       |                                    |                                    |
| <ul> <li>Re-cap what an</li> </ul> | <ul> <li>Re-cap what an</li> </ul> | <ul> <li>Re-cap what an</li> </ul> | drawing is                          |                                    |                                    |
| observational                      | observational                      | observational                      | <ul> <li>Re-cap the grid</li> </ul> |                                    |                                    |
| drawing is                         | drawing is                         | drawing is                         | method                              |                                    |                                    |

| <ul> <li>Re-cap the grid<br/>method<br/>Re-cap creating<br/>an image by<br/>breaking it<br/>down into<br/>geometric<br/>shapes</li> <li>Know how to<br/>use line to add<br/>fine details into<br/>an organic<br/>shape</li> <li>Know how to<br/>place imagery<br/>within a<br/>composition</li> <li>Recap Colour<br/>Theory</li> <li>Recap colour<br/>types</li> <li>Recap how to<br/>layer colours</li> <li>Recap how to<br/>blend colours</li> </ul> | <ul> <li>Re-cap the grid<br/>method<br/>Re-cap creating<br/>an image by<br/>breaking it<br/>down into<br/>geometric<br/>shapes</li> <li>Know how to<br/>use line to add<br/>fine details into<br/>an organic<br/>shape</li> <li>Know how to<br/>place imagery<br/>within a<br/>composition</li> <li>Recap Colour<br/>Theory</li> <li>Recap colour<br/>types</li> <li>Recap how to<br/>layer colours</li> <li>Recap how to<br/>blend colours</li> </ul> | <ul> <li>Re-cap the grid<br/>method</li> <li>Re-cap creating<br/>an image by<br/>breaking it<br/>down into<br/>geometric<br/>shapes</li> <li>Re-cap tone</li> <li>Know how to<br/>use knowledge<br/>of tone with<br/>colour</li> <li>Know how to<br/>create<br/>highlights with<br/>coloured chalk<br/>pastels using<br/>the 'scumbling'<br/>technique</li> <li>Know how to<br/>create shadows<br/>with coloured<br/>chalk pastels<br/>using the</li> </ul> | <ul> <li>Re-cap creating<br/>an image by<br/>breaking it<br/>down into<br/>geometric<br/>shapes</li> <li>Re-cap tone</li> <li>Know how to<br/>use knowledge<br/>of tone with<br/>colour</li> <li>Know how to<br/>create<br/>highlights with<br/>coloured chalk<br/>pastels using<br/>the 'scumbling'<br/>technique</li> <li>Know how to<br/>create shadows<br/>with coloured<br/>chalk pastels<br/>using the<br/>'glazing'<br/>technique</li> </ul> |
|--|--|---|---|
| shape  | shape  | colour  | create  |
| place imagery<br>within a<br>composition   | place imagery<br>within a<br>composition   | create<br>highlights with<br>coloured chalk   | coloured chalk<br>pastels using<br>the 'scumbling'  |
| Theory   | Theory   | the 'scumbling'   | Know how to   |
|  | •  | •   |   |
| -  |  |   |   |
| Recap how to   | Recap how to   | chalk pastels   | 'glazing'   |
| <ul> <li>Know how to combine colour types</li> </ul>   | <ul> <li>Know how to<br/>combine colour<br/>types</li> </ul>   | <ul> <li>'glazing'</li> <li>technique</li> <li>Re-cap</li> </ul>  | Re-cap     presentational     skills  |
| Know how to     use watercolour     paint  | <ul> <li>Know how to<br/>use watercolour<br/>paint</li> </ul>  | presentational<br>skills<br>• Know how to   | <ul> <li>Know how to<br/>cut decorative<br/>shapes out of</li> </ul>  |
| <ul> <li>Know how to<br/>use solid dyes</li> </ul>   | <ul> <li>Know how to<br/>use solid dyes</li> </ul>   | cut decorative<br>shapes out of   | <ul><li>tissue paper</li><li>Know how to</li></ul>  |
| <ul> <li>Know about the<br/>pen/wash</li> </ul>  | <ul> <li>Know about the<br/>pen/wash</li> </ul>  | <ul><li>tissue paper</li><li>Know how to</li></ul>  | create a<br>'scrafitto.'<br>• Know about  |
| technique <ul> <li>Know how to use the</li> </ul>  | <ul><li>technique</li><li>Know how to use the</li></ul>  | create a<br>'scrafitto.'  | • Know about<br>'zentangle.'  |

|                                  | <ul> <li>pen/wash<br/>technique</li> <li>Know about the<br/>British art and<br/>design<br/>movement</li> <li>Know about the<br/>work of artists<br/>such Karl<br/>Blossfeldt,<br/>William Morris,<br/>William De<br/>Morgan, Gustav<br/>Klimt and Renee<br/>Mackintosh</li> <li>Know how to<br/>create work<br/>inspired by the<br/>work of others</li> <li>Know about<br/>positive and<br/>negative space</li> <li>Know how to<br/>use positive and<br/>negative space<br/>in a composition</li> </ul> | <ul> <li>pen/wash<br/>technique</li> <li>Know about the<br/>British art and<br/>design<br/>movement</li> <li>Know about the<br/>work of artists<br/>such Karl<br/>Blossfeldt,<br/>William Morris,<br/>William De<br/>Morgan, Gustav<br/>Klimt and Renee<br/>Mackintosh</li> <li>Know how to<br/>create work<br/>inspired by the<br/>work of others</li> <li>Know about<br/>positive and<br/>negative space</li> <li>Know how to<br/>use positive and<br/>negative space<br/>in a composition</li> </ul> | <ul> <li>Know about<br/>'zentangle.'</li> <li>Re-cap how to<br/>create work<br/>inspired by the<br/>work of others.</li> <li>Know how to<br/>'emboss'<br/>patterns onto<br/>foil</li> <li>Know how to<br/>use a ruler to<br/>measure<br/>geometric<br/>shapes such as<br/>squares and<br/>rectangles<br/>accurately.</li> <li>Know how to<br/>delegate</li> <li>Know how to<br/>work as part of<br/>a team</li> </ul> | <ul> <li>Re-cap how to create work inspired by the work of others.</li> <li>Know how to 'emboss' patterns onto foil</li> <li>Know how to use a ruler to measure geometric shapes such as squares and rectangles accurately.</li> <li>Know how to delegate</li> <li>Know how to work as part of a team</li> </ul> |   |   |
|----------------------------------|---|---|---|--|---|---|
| Feedba<br>ck &<br>Assess<br>ment | Formative<br>Assessment<br>All students will be<br>involved in group art<br>critiques and act on<br>the constructive<br>advice given by peers<br>and teacher.   | Formative<br>Assessment<br>All students will be<br>involved in group art<br>critiques and act on<br>the constructive<br>advice given by peers<br>and teacher.   | Formative<br>Assessment<br>All students will be<br>involved in group art<br>critiques and act on<br>the constructive<br>advice given by peers<br>and teacher.   | Formative<br>Assessment<br>All students will be<br>involved in group art<br>critiques and act on<br>the constructive<br>advice given by peers<br>and teacher.  | Formative<br>Assessment<br>All students will be<br>involved in group art<br>critiques and act on<br>the constructive<br>advice given by peers<br>and teacher. | Formative<br>Assessment<br>All students will be<br>involved in group art<br>critiques and act on<br>the constructive<br>advice given by peers<br>and teacher. |

| Recall of previous  | Recall of previous   | Recall of previous   | Recall of previous   | Recall of previous   | Recall of previous   |
|---|--|--|--|--|--|
| learning and  | learning and   | learning and   | learning and   | learning and   | learning and   |
| understanding will be   | understanding will be  | understanding will be  | understanding will be  | understanding will be  | understanding will be  |
| used in DO NOW and  | used in DO NOW and   | used in DO NOW and   | used in DO NOW and   | used in DO NOW and   | used in DO NOW and   |
| PLENARY tasks.  | PLENARY tasks.   | PLENARY tasks.   | PLENARY tasks.   | PLENARY tasks.   | PLENARY tasks.   |
| EBI, WWW will be  | EBI, WWW will be   | EBI, WWW will be   | EBI, WWW will be   | EBI, WWW will be   | EBI, WWW will be   |
| used in lessons as a  | used in lessons as a   | used in lessons as a   | used in lessons as a   | used in lessons as a   | used in lessons as a   |
| plenary or if   | plenary or if  | plenary or if  | plenary or if  | plenary or if  | plenary or if  |
| necessary, verbally   | necessary, verbally  | necessary, verbally  | necessary, verbally  | necessary, verbally  | necessary, verbally  |
| during a difficult task.  | during a difficult task.   | during a difficult task.   | during a difficult task.   | during a difficult task.   | during a difficult task.   |
| Students work will be<br>peer assessed both<br>verbally and<br>documented.<br>Summative<br>Assessment<br>Interim assessment to<br>test knowledge and<br>skills which will take<br>the form of a<br>knowledge based<br>paper consisting of<br>questions relating to<br>skills and information<br>taught during each<br>half term.<br>End of Composite<br>Assessments will be<br>completed as a | <ul> <li>skills and information</li> <li>taught during each</li> <li>half term.</li> <li>End of Composite</li> <li>Assessments will be</li> <li>completed as a</li> <li>practical paper</li> <li>relating to the</li> <li>practical skills taught</li> <li>in lesson and will take</li> <li>place over two/three</li> <li>lessons towards the</li> </ul> | Summative<br>Assessment<br>Interim assessment to<br>test knowledge and<br>skills which will take<br>the form of a<br>knowledge based<br>paper consisting of<br>questions relating to<br>skills and information<br>taught during each<br>half term.<br>End of Composite<br>Assessments will be<br>completed as a<br>practical paper<br>relating to the<br>practical skills taught<br>in lesson and will take<br>place over two/three<br>lessons towards the | Summative<br>Assessment<br>Interim assessment to<br>test knowledge and<br>skills which will take<br>the form of a<br>knowledge based<br>paper consisting of<br>questions relating to<br>skills and information<br>taught during each<br>half term.<br>End of Composite<br>Assessments will be<br>completed as a<br>practical paper<br>relating to the<br>practical skills taught<br>in lesson and will take<br>place over two/three<br>lessons towards the | Summative<br>Assessment<br>Interim assessment to<br>test knowledge and<br>skills which will take<br>the form of a<br>knowledge based<br>paper consisting of<br>questions relating to<br>skills and information<br>taught during each<br>half term.<br>End of Composite<br>Assessments will be<br>completed as a<br>practical paper<br>relating to the<br>practical skills taught<br>in lesson and will take<br>place over two/three<br>lessons towards the | Summative<br>Assessment<br>Interim assessment to<br>test knowledge and<br>skills which will take<br>the form of a<br>knowledge based<br>paper consisting of<br>questions relating to<br>skills and information<br>taught during each<br>half term.<br>End of Composite<br>Assessments will be<br>completed as a<br>practical paper<br>relating to the<br>practical skills taught<br>in lesson and will take<br>place over two/three<br>lessons towards the |
| practical paper<br>relating to the<br>practical skills taught   |  | end of each term   |

| Year 7  | <ul> <li>in lesson and will take place over two/three lessons towards the end of each term.</li> <li>Autumn 1:<br/>The Elements of Art – Still Life</li> <li>Line, Tone, Form</li> <li>What is Tone and Line and how can we use it effectively in our art work?</li> <li>Observational drawing and mark making in the style of two still life artists.</li> </ul> | Autumn 2:<br>The Elements of Art –<br>Still Life<br>Line, Tone, Form<br>What is Tone and<br>Line and how can we<br>use it effectively in<br>our art work?<br>Observational<br>drawing and mark<br>making in the style of<br>two still life artists. | Spring 1:<br>The Elements of Art<br>Portraiture – Clay<br>Colour, shape, form<br>and texture<br>How can we combine<br>both colour, shape<br>form and texture<br>within the theme of<br>Portraits?<br>Drawing, painting,<br>sculpting | Spring 2:<br>The Elements of Art<br>Portraiture – Clay<br>Colour, shape, form<br>and texture<br>How can we combine<br>both colour, shape<br>form and texture<br>within the theme of<br>Portraits?<br>Drawing, painting,<br>sculpting | Summer 1:<br>The Elements of Art –<br>Insects:<br>Zentangle/Notan<br>Pattern, space<br>(negative/positive)<br>How can we perceive<br>both negative and<br>positive space within<br>art work through the<br>use of pattern?<br>Collage, paper cutting,<br>mono printing, press | Summer 2:<br>The Elements of Art –<br>Insects:<br>Zentangle/Notan<br>Pattern, space<br>(negative/positive)<br>How can we perceive<br>both negative and<br>positive space within<br>art work through the<br>use of pattern?<br>Collage, paper cutting,<br>mono printing, press |
|---|---|---|--|--|---|---|
|   | ACP: Self Regulation<br>Precision<br>Originality<br>VAA: Practice<br>Enquiring  | ACP: Self Regulation<br>Precision<br>Originality<br>VAA: Practice<br>Enquiring  |  |  | printing  | printing  |
| Key<br>Knowle<br>dge,<br>Concep<br>ts and<br>skills | Students will be<br>taught how to<br>develop ideas through<br>investigation.<br>Exploring Giorgio<br>Morandi and how he<br>used tone, and where<br>tone sits amongst the  | Students will be<br>taught how to<br>develop ideas through<br>investigation.<br>Exploring Giorgio<br>Morandi and how he<br>used tone, and where<br>tone sits amongst the  | Students will be<br>taught about facial<br>proportion and<br>investigate this<br>knowledge and build<br>further upon their<br>understanding of tone  | Students will be<br>taught about facial<br>proportion and<br>investigate this<br>knowledge and build<br>further upon their<br>understanding of tone  | Students will be<br>taught about how<br>space can be both<br>positive and negative,<br>Students will<br>experiment initially<br>with simple shapes  | Students will be<br>taught about how<br>space can be both<br>positive and negative,<br>Students will<br>experiment initially<br>with simple shapes  |

| form   | mal elements of          | formal elements of          | learn to create a     | learn to create a     | using paper cutting to | using paper cutting to |
|--------|--------------------------|-----------------------------|-----------------------|-----------------------|------------------------|------------------------|
| art.   |                          | art.                        | simple self portrait. | simple self portrait. | create both positive   | create both positive   |
| They   | ey will be taught        | They will be taught         |                       |                       | and negative space     | and negative space     |
|        | v to select and          | how to select and           | They will investigate | They will investigate | images.                | images.                |
| expe   | eriment with             | experiment with             | moulding and          | moulding and          | 0                      | 0                      |
| аррі   | propriate media,         | appropriate media,          | sculpting skills when | sculpting skills when | Students will then     | Students will then     |
| mat    | terials and              | materials and               | manipulating clay,    | manipulating clay,    | develop further their  | develop further their  |
| proc   | cesses drawing           | processes drawing           | they will combine     | they will combine     | understanding of       | understanding of       |
|        | ects in a still life.    | objects in a still life.    | their prior knowledge | their prior knowledge | using positive and     | using positive and     |
| Mak    | king the subject         | Making the subject          | of proportion and     | of proportion and     | negative paper cutting | negative paper cutting |
| mat    | tter realistic and       | matter realistic and        | shape within their    | shape within their    | using a Japanese style | using a Japanese style |
| thre   | ee dimensional.          | three dimensional.          | investigation. They   | investigation. They   | of cutting called      | of cutting called      |
| Stuc   | dents will also be       | Students will also be       | will be taught the    | will be taught the    | Notan.                 | Notan.                 |
| taug   | ght how to               | taught how to               | 'score and slip'      | 'score and slip'      |                        |                        |
| com    | nbine both the           | combine both the            | technique and this    | technique and this    | Students will the      | Students will the      |
| trad   | ditional with the        | traditional with the        | will be combined with | will be combined with | study a decorative     | study a decorative     |
| abst   | tract by combining       | abstract by combining       | both placement and    | both placement and    | form of Zentangle to   | form of Zentangle to   |
| trad   | ditional still life      | traditional still life      | textural mark making  | textural mark making  | create black and       | create black and       |
| skills | ls with the              | skills with the             | skills to create      | skills to create      | white patterns within  | white patterns within  |
| mov    | vement of Cubism         | movement of Cubism          | textural areas with a | textural areas with a | natural forms such as  | natural forms such as  |
|        | create an abstract       | to create an abstract       | 3D medium to show     | 3D medium to show     | insects.               | insects.               |
| tona   | al still life. They      | tonal still life. They      | detail, realism and   | detail, realism and   |                        |                        |
|        | be taught how to         | will be taught how to       | proportion.           | proportion.           | Students will          | Students will          |
|        | w points of a            | view points of a            |                       |                       | experiment with        | experiment with        |
|        | ditional still life in a | traditional still life in a | They will be taught   | They will be taught   | Zentangle patterns.    | Zentangle patterns.    |
| -      |                          | fragmented way but          | further the           | further the           |                        |                        |
|        | o how to apply           | also how to apply           | differences between   | differences between   | They will experiment   | They will experiment   |
|        | ir knowledge of          | their knowledge of          | types of shapes,      | types of shapes,      | with both positive and | with both positive and |
|        | al values to their       | tonal values to their       | geometrical and       | geometrical and       | negative space within  | negative space within  |
|        | tracted and              | abstracted and              | organic.              | organic.              | their pattern work     | their pattern work     |
| -      | gmented still life       | fragmented still life       |                       |                       | using this printing    | using this printing    |
| -      | ects. This will          | objects. This will          | They will be taught   | They will be taught   | technique of blocking  | technique of blocking  |
|        | lore the                 | explore the                 | 'colour theory.' They | 'colour theory.' They | in areas within their  | in areas within their  |
|        | nbinations of line,      | combinations of line,       | will learn about the  | will learn about the  | drawings of pattern.   | drawings of pattern.   |
| shap   | pe, form and tone.       | shape, form and tone.       | different types of    | different types of    |                        |                        |

|                                 | ARTISTS                         | colour within the       | colour within the       | Students will             | Students will             |
|---------------------------------|---------------------------------|-------------------------|-------------------------|---------------------------|---------------------------|
| ARTISTS                         | Giorgio Morandi 1890            | colour wheel, they      | colour wheel, they      | eventually create line    | eventually create line    |
| Giorgio Morandi 18              | -                               | will be taught how to   | will be taught how to   | drawings of insects       | drawings of insects       |
| Italian painter and             | printmaker                      | use colour hues to      | use colour hues to      | using both pattern        | using both pattern        |
| printmaker                      | specializing in still life      | create tints and        | create tints and        | and negative/positive     | and negative/positive     |
| specializing in still lif       |                                 | shades. They will be    | shades. They will be    | space using a             | space using a             |
| his paintings where             | noted for their tonal           | taught about            | taught about            | combination of            | combination of            |
| noted for their tonal           |                                 | complimentary           | complimentary           | printing and paper        | printing and paper        |
| quality and his use o           | 1                               | colour, warm/cool       | colour, warm/cool       | cutting                   | cutting                   |
| simple objects such             | has vases, bottles,             | colours and will use    | colours and will use    | cutting                   | cutting                   |
| has vases, bottles,             | bowls, flowers.                 | this knowledge,         | this knowledge,         | ARTISTS                   | ARTISTS                   |
| bowls, flowers.                 | Picasso 1881                    | combined with their     | combined with their     | Millie Marotta            | Millie Marotta            |
| Picasso 1881                    | Spanish Painter,                | prior knowledge of      | prior knowledge of      | British freelance         | British freelance         |
| Spanish Painter,                | sculptor, printmaker            | line, to create both    | line, to create both    | illustrator – designing   | illustrator – designing   |
| sculptor, printmaker            |                                 | organic and geometric   | organic and geometric   | colouring books –         | colouring books –         |
| and ceramicist. One             |                                 | shaped patterns         | shaped patterns         | influenced by natural     | influenced by natural     |
| the most influential            | artists of the 20 <sup>th</sup> | influenced by the       | influenced by the       | forms, animals and        | forms, animals and        |
| artists of the 20 <sup>th</sup> | century and co-                 | artists Min Jae Lee     | artists Min Jae Lee     | insects                   | insects                   |
| century and co-                 | creator of the                  | and Heather Galler to   | and Heather Galler to   |                           |                           |
| creator of the                  | movement Cubism                 | create a decorative     | create a decorative     | Rosalind Monks -          | Rosalind Monks -          |
| movement Cubism                 | George Braque                   | background for their    | background for their    | British born Artist and   | British born Artist and   |
| George Braque                   | French painter,                 | constructed 3D clay     | constructed 3D clay     | Illustrator               | Illustrator               |
| French painter,                 | printmaker and                  | face.                   | , face.                 |                           |                           |
| printmaker and                  | sculptor. Co-created            |                         |                         | Eugene Seguy              | Eugene Seguy              |
| sculptor. Co-created            | •                               | ARTISTS                 | ARTISTS                 | A major and               | A major and               |
| the movement                    | Cubism with Picasso             | Minjae Lee – 1989       | Minjae Lee – 1989       | influential artist of the | influential artist of the |
| Cubism with Picasso             |                                 | South Korean artist –   | South Korean artist –   | Art Deco period.          | Art Deco period.          |
|                                 | ART GENRES                      | decorative portrait     | decorative portrait     | A print maker, who        | A print maker, who        |
| ART GENRES                      | Realism Art                     | artist – influenced by  | artist – influenced by  | created designs for       | created designs for       |
| Realism Art                     | Sometimes called                | natural forms –         | natural forms –         | wallpaper, inspired by    | wallpaper, inspired by    |
| Sometimes called                | naturalism it attempts          | marker pen and          | marker pen and          | nature.                   | nature.                   |
| naturalism it attemp            | ts to represent subject         | mixed media             | mixed media             |                           |                           |
| to represent subject            | matter in a truthful            |                         |                         | Clare Young               | Clare Young               |
| matter in a truthful            | simple format.                  | Heather Galler – 1966   | Heather Galler – 1966   |                           |                           |
| simple format.                  | Cubism                          | Folk art pattern artist | Folk art pattern artist |                           |                           |

| Cubism                    |             | An early 20 <sup>th</sup> century               | Folk patterns, shapes,         | Folk patterns, shapes,                                 | A designer who works                                 | A designer who works                              |
|---------------------------|-------------|---|--------------------------------|--|--|---|
| An early 20 <sup>th</sup> | century     | avant-garde art                                 | colour to influence            | colour to influence                                    | with a combination of                                | with a combination of                             |
| avant-garde a             | art         | movement. A style of                            | her portraits. Popular         | her portraits. Popular                                 | paper and fabric.                                    | paper and fabric                                  |
| movement. A               | A style of  | art which aims to                               | culture figures inspire        | culture figures inspire                                |  |   |
| art which aim             | ns to       | show all possible                               | her.                           | her.   | ART GENRES   | ART GENRES  |
| show all poss             | sible       | viewpoints of a                                 |                                |  |  |   |
| viewpoints of             | fa          | person or an object all                         |                                | ART GENRES   | Zentangle  | Zentangle   |
| person or an              | object all  | at once. It is called                           |                                | Folk Art   | Invented by a monk                                   | Invented by a monk                                |
| at once. It is o          | called      | Cubism because the                              | ART GENRES                     | Visual art made in the                                 | named Rick Roberts and artist Maria Thomas.          | named Rick Roberts and                            |
| Cubism becau              | use the     | items represented in                            | Folk Art                       | context of folk  | Structured patterns using                            | artist Maria Thomas.<br>Structured patterns using |
| items represe             | ented in    | the artworks look like                          | Visual art made in the         | culture.   | combinations of lines,                               | combinations of lines,                            |
| the artworks              | look like   | they are made out of                            | context of folk                | A complex collection                                   | dots, zig zags and curves,                           | dots, zig zags and curves,                        |
| they are mad              | de out of   | cubes and other                                 | culture.                       | of items made with                                     | to create abstract black                             | to create abstract black                          |
| cubes and oth             | her:        | geometric shapes                                | A complex collection           | various materials and                                  | and white patterns                                   | and white patterns                                |
| geometric sha             | napes       |   | of items made with             | intended for   | Notan  |   |
|                           |             | SKILLS  | various materials and          | utilitarian, decorative                                | Japanese term that                                   | Notan   |
|                           |             | <ul> <li>Know about the</li> </ul>              | intended for                   | or other purposes.                                     | literally means 'light dark<br>harmony.' Artists use | Japanese term that<br>literally means 'light dark |
| SKILLS                    |             | elements of art                                 | utilitarian, decorative        |  | Notan to explore                                     | harmony.' Artists use                             |
|                           | about the   | <ul> <li>Know the</li> </ul>                    | or other purposes.             | SKILLS   | different arrangements                               | Notan to explore                                  |
|                           | ents of art | difference                                      |                                | <ul> <li>Know about</li> </ul>                         | of light and dark                                    | different arrangements                            |
| Know                      |             | between a                                       |                                | Colour Theory  | elements to show areas                               | of light and dark                                 |
| differe                   |             | primary source                                  | SKILLS                         | <ul> <li>Know about</li> </ul>                         | of positive and negative                             | elements to show areas                            |
| betwe                     |             | and a secondary                                 | • Know about                   | primary colours  | space.   | of positive and negative                          |
|                           | ry source   | source  | Colour Theory                  | <ul> <li>Know about</li> </ul>                         |  | space.  |
| source                    | secondary   | <ul> <li>Know how to<br/>draw from a</li> </ul> | <ul> <li>Know about</li> </ul> | secondary  | Art Deco   |   |
|                           | e<br>how to | secondary                                       | primary colours                | colours  | A movement in the                                    | Art Deco  |
| draw f                    |             | source  | <ul> <li>Know about</li> </ul> | Know about   | decorative arts                                      | A movement in the                                 |
| second                    |             | Know how to                                     | secondary                      | complementary  | and architecture that                                | decorative arts                                   |
| source                    | •           | draw from a                                     | colours                        | colours  | originated in the                                    | and architecture that                             |
| Know                      | how to      | primary source                                  | <ul> <li>Know about</li> </ul> | Know about   | 1920s and developed                                  | originated in the                                 |
|                           | from a      | <ul> <li>Know about</li> </ul>                  | complementary                  | <ul><li>warm colours</li><li>Know about cool</li></ul> | into a major style in                                | 1920s and developed                               |
| primar                    | ry source   | geometric                                       | colours                        | colours  | western Europe and                                   | into a major style in                             |
| Know                      | about       | shapes  | • Know about                   | <ul> <li>Know how to</li> </ul>                        | the United   | western Europe and                                |
| geome                     | etric       | <ul> <li>know how to</li> </ul>                 | warm colours                   | mix, layer and   | States during the                                    | the United  |
| shapes                    | 2S          | draw geometric                                  | Know about cool                |  | 1930s.   | States during the                                 |
|                           |             | shapes  | colours                        |  |  | 1930s.  |

| <ul> <li>know how to<br/>draw geometric<br/>shapes</li> <li>Know about<br/>lines of<br/>symmetry in<br/>man-made<br/>objects</li> <li>Know how to<br/>create an image<br/>using the grid<br/>method</li> <li>Know how to<br/>create an image<br/>by breaking it<br/>down into</li> </ul> | <ul> <li>Know about<br/>lines of<br/>symmetry in<br/>man-made<br/>objects</li> <li>Know how to<br/>create an image<br/>using the grid<br/>method</li> <li>Know how to<br/>create an image<br/>by breaking it<br/>down into<br/>geometric<br/>shapes</li> <li>Know about</li> </ul> | <ul> <li>Know how to<br/>mix, layer and<br/>blend different<br/>colour types</li> <li>Know how to<br/>layer colour</li> <li>Know how to<br/>blend colour</li> <li>Know how to<br/>mix colour</li> <li>Know about<br/>facial<br/>proportion</li> <li>Know how to<br/>draw</li> </ul> | blend different<br>colour types<br>Know how to<br>layer colour<br>Know how to<br>blend colour<br>Know how to<br>mix colour<br>Know about<br>facial<br>proportion<br>Know how to<br>draw<br>proportional<br>lines on a pencil<br>drawing of a | <ul> <li>Recap elements<br/>of art: Line and<br/>shape</li> <li>Know about<br/>geometric<br/>patterns</li> <li>Know about<br/>organic patterns</li> <li>Know about<br/>symmetrical<br/>patterns</li> <li>Know about<br/>repeat patterns</li> </ul> | <ul> <li>SKILLS</li> <li>Recap elements<br/>of art: Line and<br/>shape</li> <li>Know about<br/>geometric<br/>patterns</li> <li>Know about<br/>organic patterns</li> <li>Know about<br/>symmetrical<br/>patterns</li> <li>Know about<br/>repeat patterns</li> </ul> |
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| _  | -  |   |  |  | •  |

| <ul> <li>within a<br/>sketchbook<br/>(presentation<br/>skills)</li> <li>Know how to<br/>select<br/>appropriate<br/>information<br/>(highlighting/bla<br/>cking out) -<br/>Research Skills</li> <li>Know how to<br/>apply paint -<br/>painting skills</li> <li>Know how to<br/>mix paint<br/>correctly</li> <li>Know how to<br/>create tonal<br/>values (poster<br/>paint)</li> <li>Know how draw<br/>objects in<br/>proportion</li> <li>Know how to<br/>fragment an<br/>image</li> <li>Know how to<br/>select<br/>appropriate<br/>imagery to create<br/>a composition</li> <li>Know how to<br/>compose an<br/>abstract image</li> </ul> | (presentation<br>skills)sections<br>togetherKnow how to<br>select<br>appropriate<br>information<br>(highlighting/bla<br>cking out) -<br>Research Skills<br>Know how to<br>apply paint -<br>painting skills<br>Know how to<br>mix paint<br>correctly<br>Know how to<br>create tonal<br>values (poster<br>paint)<br>Know about art<br>movements:<br>Cubism• Know about<br>relief surfaces<br>• Know how to<br>create relief<br>surfaces using<br>clay<br>• Know about air<br>bubbles and<br>how to prevent<br>them | <ul> <li>Know about<br/>relief surfaces</li> <li>Know how to<br/>create relief<br/>surfaces using<br/>clay</li> <li>Know about air<br/>bubbles and<br/>how to prevent<br/>them</li> <li>.</li> </ul> | Know how to<br>use positive<br>space to create<br>a design<br>Know how to<br>use negative<br>space to create<br>a design<br>Know how to<br>create paper<br>cuttings<br>Know how to<br>cut shapes away<br>from designs to<br>create patterns | <ul> <li>Know how to<br/>use Notan to<br/>create a design</li> <li>Know how to<br/>use positive<br/>space to create<br/>a design</li> <li>Know how to<br/>use negative<br/>space to create<br/>a design</li> <li>Know how to<br/>create paper<br/>cuttings</li> <li>Know how to<br/>cut shapes away<br/>from designs to<br/>create patterns</li> </ul> |
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| Feedba         | Formative                | Formative                                    | Formative                               | Formative                | Formative                                    | Formative                                    |
|----------------|--------------------------|--|---|--------------------------|--|--|
| ck &<br>Assess | Assessment               | Assessment                                   | Assessment                              | Assessment               | Assessment                                   | Assessment                                   |
| ment           | All students will be     | All students will be                         | All students will be                    | All students will be     | All students will be                         | All students will be                         |
|                | involved in group art    | involved in group art                        | involved in group art                   | involved in group art    | involved in group art                        | involved in group art                        |
|                | critiques and act on     | critiques and act on                         | critiques and act on                    | critiques and act on     | critiques and act on                         | critiques and act on                         |
|                | the constructive         | the constructive                             | the constructive                        | the constructive         | the constructive                             | the constructive                             |
|                | advice given by peers    | advice given by peers                        | advice given by peers                   | advice given by peers    | advice given by peers                        | advice given by peers                        |
|                | and teacher.             | and teacher.                                 | and teacher.                            | and teacher.             | and teacher.                                 | and teacher.                                 |
|                | Recall of previous       | Recall of previous                           | Recall of previous                      | Recall of previous       | Recall of previous                           | Recall of previous                           |
|                | learning and             | learning and                                 | learning and                            | learning and             | learning and                                 | learning and                                 |
|                | understanding will be    | understanding will be                        | understanding will be                   | understanding will be    | understanding will be                        | understanding will be                        |
|                | used in DO NOW and       | used in DO NOW and                           | used in DO NOW and                      | used in DO NOW and       | used in DO NOW and                           | used in DO NOW and                           |
|                | PLENARY tasks.           | PLENARY tasks.                               | PLENARY tasks.                          | PLENARY tasks.           | PLENARY tasks.                               | PLENARY tasks.                               |
|                | EBI, WWW will be         | EBI, WWW will be                             | EBI, WWW will be                        | EBI, WWW will be         | EBI, WWW will be                             | EBI, WWW will be                             |
|                | used in lessons as a     | used in lessons as a                         | used in lessons as a                    | used in lessons as a     | used in lessons as a                         | used in lessons as a                         |
|                | plenary or if            | plenary or if                                | plenary or if                           | plenary or if            | plenary or if                                | plenary or if                                |
|                | necessary, verbally      | necessary, verbally                          | necessary, verbally                     | necessary, verbally      | necessary, verbally                          | necessary, verbally                          |
|                | during a difficult task. | during a difficult task.                     | during a difficult task.                | during a difficult task. | during a difficult task.                     | during a difficult task.                     |
|                | Students work will be    | Summative                                    |   | Summative                | Summative                                    | Summative                                    |
|                | peer assessed both       | Assessment                                   | Summative                               | Assessment               | Assessment                                   | Assessment                                   |
|                | verbally and             | Interim assessment to                        | Assessment                              | Interim assessment to    | Interim assessment to                        | Interim assessment to                        |
|                | documented.              | test knowledge and                           | Interim assessment to                   | test knowledge and       | -  | test knowledge and                           |
|                |                          | skills which will take                       | test knowledge and                      | skills which will take   | skills which will take                       | skills which will take                       |
|                | Summative                | the form of a                                | skills which will take<br>the form of a | the form of a            | the form of a                                | the form of a                                |
|                | Assessment               | knowledge based                              | the form of a knowledge based           | knowledge based          | U U  | knowledge based                              |
|                | Interim assessment to    | paper consisting of                          | paper consisting of                     | paper consisting of      | paper consisting of                          | paper consisting of                          |
|                | test knowledge and       | questions relating to skills and information | questions relating to                   |                          | questions relating to skills and information | questions relating to skills and information |
|                | skills which will take   | taught during each                           | skills and information                  |                          | taught during each                           | taught during each                           |
|                | the form of a            | half term.                                   | taught during each                      | half term.               | half term.                                   | half term.                                   |
|                | knowledge based          | End of Composite                             | half term.                              | End of Composite         | End of Composite                             | End of Composite                             |
|                | paper consisting of      | Assessments will be                          |   | Assessments will be      | Assessments will be                          | Assessments will be                          |

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