

Subject: Year 7 Art

Year 7 Curriculum Intent: During year 7 the focus is on introducing students to the formal elements and basic core skills. Students will connect their own work to art movements and artists from history and the present day, beginning to appreciate and understand the historical and cultural development of their art forms. Drawing skills are first introduced in Y7 through an introduction to observational skills, tone and mark making. Once these skills have been mastered students are able to progress and develop their skills further into the application of colour using pencil crayon and painting techniques to develop colour mixing skills and tool control. These skills are then developed into repeat pattern and poly printing where students create their own textile based design. The end of Y7 gives students the opportunity to experiment with a variety of media and encourages independent material choices during the creation of personal final outcome.

	<u>Scheme 1: Natural Forms - Tone, Colour and the Formal Elements</u> (Observational drawing)	<u>Scheme 2: Natural Forms – Autumn Leaves</u> (Artist research and wax resist outcome)	<u>Scheme 3: Natural Forms – Patterns in Nature</u> (Artist research and the creative industries)	<u>Scheme 4: Natural Forms – Seashells</u> (Artist research and mixed media)
Acquire:	<p>Introduction to line, shape, form and tone (Pencil)</p> <p>Introduction to mark making and texture (Pen)</p> <p>Introduction to colour and colour wheel (Coloured pencil)</p>	<p>Introduction to Georgia O’Keeffe and other relevant artists throughout history.</p> <p>Researching and selecting appropriate images and information.</p> <p>Introduction to water colour paint and wax resist</p> <p>Developing colour theory (hot and cold colours)</p> <p>Introduction to repeating an image (tracing paper)</p>	<p>Introduction to the world of work and the textile industries.</p> <p>Introduction to William Morris, Timorous Beasties and other relevant artists throughout history.</p> <p>Researching and selecting appropriate images and information.</p> <p>Developing knowledge of repeat pattern (creating own design)</p> <p>Introduction to creating a Poly Print</p>	<p>Recap line, shape, form, mark making, tone and texture (Pencil)</p> <p>Introduction to Jo Sheppard and other relevant artists throughout history.</p> <p>Researching and selecting appropriate images and information.</p> <p>Introduction to oil pastel, chalk pastel.</p> <p>Developing knowledge of water colour and pencil crayon.</p> <p>Introduction to composition when composing a final outcome.</p>
Apply	Reflecting on reading text through written and	Reflecting on reading text through written and discussion-based	Reflecting on reading text through written and discussion-based	Reflecting on reading text through written and discussion-based

	<p>discussion-based activities with links to key vocabulary.</p> <p>Record observations using pencil, applying knowledge of line, shape, form and tone.</p> <p>Record observations using pen, applying knowledge of mark making and texture.</p> <p>Record observations using coloured pencils, applying knowledge of colour and colour mixing.</p>	<p>activities with links to key vocabulary.</p> <p>Presenting research creatively and effectively.</p> <p>Recreating artists work applying knowledge of pencil crayon and colour mixing.</p> <p>Developing a final piece to demonstrate knowledge of repeating an image, colour theory/mixing and brush control when painting.</p>	<p>activities with links to key vocabulary.</p> <p>Making independent choices</p> <p>Presenting research creatively and effectively.</p> <p>Recreating artists work applying knowledge of pencil crayon and/or water colour.</p> <p>Developing ideas into a personal repeat pattern design</p> <p>Creating a repeat pattern final piece to demonstrate knowledge of designing and repeating an image and skill level when creating a printing block and print.</p>	<p>activities with links to key vocabulary.</p> <p>Record observations using pencil, applying knowledge of line, shape, form, mark making, tone and texture.</p> <p>Recreating artists work applying knowledge of oil pastel and chalk pastel.</p> <p>Recreating artists work applying knowledge of pencil crayon and water colour.</p> <p>Developing a final piece to demonstrate knowledge of drawing and the formal elements, composition and skill level when working with a choice of oil pastel, chalk pastel, water colour and pencil crayon.</p>
Vocabulary	<p>Observation</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Tone</p> <p>Mark making</p> <p>Texture</p> <p>Colour</p> <p>Primary colours</p> <p>Secondary colours</p>	<p>Georgia O’Keeffe</p> <p>Present</p> <p>Annotation</p> <p>Pencil Crayon</p> <p>Blending</p> <p>Water Colour</p> <p>Colour Mixing</p> <p>Repeat</p> <p>Wax Resist</p>	<p>William Morris</p> <p>Timorous Beasties</p> <p>Textile</p> <p>Industry</p> <p>Pattern</p> <p>Design</p> <p>Repeat Pattern</p> <p>Poly Print</p>	<p>Jo Sheppard</p> <p>Shells</p> <p>Composition</p> <p>Oil Pastel</p> <p>Chalk Pastel</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Tone</p> <p>Mark making</p> <p>Texture</p> <p>Colour</p> <p>Blending</p>

Assessment	Questioning, Self and Peer assessment. FAR Marking – Leaf drawings	Questioning, Self and Peer assessment. FAR Marking – O’Keeffe Research and Painted Leaf Final Piece	Questioning, Self and Peer assessment. FAR Marking – William Morris/Timorous Beasties Research and Poly Print	Questioning, Self and Peer assessment. FAR Marking –Jo Sheppard studies and Shell composition final piece
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Subject: Year 8 Art

Year 8 Curriculum Intent: During year 8 the focus is on extending student’s knowledge and increasing proficiency in the core skills covered in year 7. Students will be introduced to new skills and artists, working with a range of Sculptural techniques while extending their knowledge and understanding of an increased number of artists, architects and art movements.

In Y8 both drawing and painting skills are extended further to focus on the mixing and blending of colours and tones when working with both dry media and paint. Y8 also sees an introduction to sculpture, initially creating paper sculptures and progressing into cardboard construction in the Architecture project.

	<u>Scheme 1: Architecture – Perspective</u> (Perspective drawing)	<u>Scheme 2: Architecture – Local Landmarks</u> (Artist research and Paper Sculpture)	<u>Scheme 3: Architecture – Forgotten Places</u> (Drawing skills, Artist research)	<u>Scheme 4: Architecture – Interiors</u> (Artist research and Mixed media)
Acquire	<p>Introduction to one point perspective and the effect of viewpoint. (Pencil)</p> <p>Introduce to the work of David Bushell.</p> <p>Introduction to image transfer techniques</p>	<p>Introduction to the world of work and becoming an Architect.</p> <p>Introduction to Rob Dunlavey and other relevant artists through history.</p> <p>Researching and selecting appropriate images and information.</p> <p>Introduction to paper sculpture</p> <p>Introduction to Architect Antoni Gaudi</p>	<p>Introduction to the work of artist Ian Murphy.</p> <p>Introduction to the work of sculptor John Brickels.</p> <p>Developing knowledge of line, shape, form, and tone when working with a range of media and surfaces. (Pencil, biro, pencil crayon)</p> <p>Developing knowledge of mark making and texture.</p>	<p>Developing knowledge of the world of Architecture.</p> <p>Introduction to artist David Hockney</p> <p>Introduction to artist Patrick Caulfield</p> <p>Introduction to Collage and developing knowledge of oil pastel and colour blending.</p>

		Introduction to Architect Friedensreich Hundertwasser and other relevant architects through history.	Introduction to the world of Architecture. Introduction to drawing for different purposes and presenting ideas. Introduction to cardboard construction techniques.	
Apply	<p>Reflecting on reading text through written and discussion-based activities with links to key vocabulary.</p> <p>Record observations using pencil and coloured pencil, applying knowledge of perspective and the effect of viewpoint.</p> <p>Developing own David Bushell inspired drawing demonstrating knowledge of repeating an image and drawing in line. (building on Y7 skills)</p> <p>Recreating the work of David Bushell using oil pastel transfer.</p>	<p>Reflecting on reading text through written and discussion-based activities with links to key vocabulary.</p> <p>Presenting research creatively and effectively. (building on Y7 skills)</p> <p>Recreating artists work applying knowledge of pencil crayon and fineliner.</p> <p>Developing own representation of a local landmark reflecting the style of Rob Dunlavey as part of paper sculpture final piece.</p> <p>Developing own representation of local landmarks reflecting the style of Antoni Gaudi and Friedensreich Hundertwasser as part of paper sculpture final piece.</p>	<p>Reflecting on reading text through written and discussion-based activities with links to key vocabulary.</p> <p>Presenting research creatively and effectively. (building on Y7 skills)</p> <p>Recreating artists work applying knowledge of a range of media and mark making techniques.</p> <p>Developing ideas into a 3D building design.</p> <p>Creating a 3D final piece demonstrating knowledge of layers and other cardboard construction techniques.</p>	<p>Reflecting on reading text through written and discussion-based activities with links to key vocabulary.</p> <p>Recreating the work of others applying knowledge of oil pastel and collaging techniques.</p> <p>Developing a personal piece demonstrating understanding of the artists studied and skill level when working with a choice of oil pastel, collage or a combination of mixed media.</p>
Vocabulary	<p>Observation</p> <p>Perspective</p> <p>View Point</p> <p>Horizon Line</p> <p>Vanishing Point</p>	<p>Architect</p> <p>Architecture</p> <p>Illustration</p> <p>Patten</p> <p>Mosaic</p>	<p>Line</p> <p>Shape</p> <p>Form</p> <p>Tone</p> <p>Mark making</p>	<p>Interior</p> <p>Line</p> <p>Shape</p> <p>Colour</p> <p>Oil Pastel</p>

	David Bushell Line Overlap Oil Pastel Transfer	Paper Sculpture Rob Dunlavy Antoni Gaudi Friedensreich Hundertwasser Colour Water colour Wax Resist	Texture Ian Murphy John Brickels Design Sculpture Relief Construction Layers	Collage Composition David Hockney Patrick Caulfield
Assessment	Questioning, Self and Peer assessment. FAR Marking – Perspective Drawing	Questioning, Self and Peer assessment. FAR Marking – Dunlavy Research and Paper Sculpture	Questioning, Self and Peer assessment. FAR Marking – Ian Murphy Research and John Brickels drawings	Questioning, Self and Peer assessment. FAR Marking – David Hockney and Patrick Caulfield research

Subject: Year 9 Art

Year 9 Curriculum Intent: During year 9 the focus is on further developing student’s creativity, enabling them to make choices within their work while developing their own ideas independently and experimenting with a wide range of media. Students will gain confidence when analysing their own and others work and will have a good understanding of the history of art, craft, design and architecture, including art movements from history to the present day.

Year 9 projects are aimed at consolidating students knowledge in drawing, painting, mixed media, sculpture and printing. Drawing skills develop into a wider range of mixed media work, including drawing on different surfaces and making more independent choices on suitable materials in the Food Art project.

By the end of Y9 students will have built up the skills base and confidence needed to be able to work with independence and confidence and will be able to make informed choices when experimenting and developing their own ideas and making decisions about progression through to GCSE.

	<u>Scheme 1: Food Art – Mixed Media</u> (Recording Observations and Mixed Media)	<u>Scheme 2: Food Art – Autumnal Foods</u> (Recording Observations and Mixed Media)	<u>Scheme 3: Food Art – Inspirational Artists</u> (Artist research)	<u>Scheme 4: Food Art – Pop Art</u> (Artist research)
Acquire	Develop knowledge of line, shape, form and tone (Pencil, building on Y7 and Y8 skills) Introduction to tertiary and complementary colours, developing knowledge of colour mixing (Coloured pencil, building on Y7 and Y8 skills)	Introduction to drawing for different purposes Developing knowledge of a wide range of mark making techniques. (Building on Y7 and Y8 skills)	Introduction to Sarah Graham, Joel Penkman, Wayne Thiebaud and other relevant artists throughout history. Researching and selecting appropriate images and information.	Introduction to the work of artist Roy Lichtenstein. Introduction to the work of artist Andy Warhol. Researching and selecting appropriate images and information.

	<p>Developing knowledge of pencil, pencil crayon, oil pastel and an introduction to collage (Building on Y7 and Y8 skills)</p>	<p>Developing knowledge of image transfer – oil pastel transfer. (Building on Y8)</p> <p>Introduction to chalk board drawing</p> <p>Introduction to mono printing</p>	<p>Develop knowledge of the creative industries and world of creative work</p> <p>Develop knowledge of composition</p> <p>Further develop knowledge of colour and colour theory</p> <p>Recapping the materials used so far in Y7, Y8 and Y9 and further develop knowledge of a wide range of media and application techniques</p>	<p>Developing knowledge of colour and suitability of materials to purpose.</p> <p>Introduction to screen printing</p> <p>Further develop knowledge of colour and colour theory</p>
Apply	<p>Reflecting on reading text through written and discussion-based activities with links to key vocabulary.</p> <p>Record observations using pencil, applying knowledge of line, shape, form and tone.</p> <p>Record observations in colour, using coloured pencils, oil pastels, water colour paint and paper collage applying knowledge of colour and colour mixing.</p>	<p>Reflecting on reading text through written and discussion-based activities with links to key vocabulary.</p> <p>Record a series of observations using pen, white pencil crayon, oil pastel transfer and mono print with a focus on mark making techniques.</p> <p>Recording observations on a range of different surfaces and creating own through watercolour washes.</p> <p>Presenting drawing work creatively and effectively working with independence.</p>	<p>Reflecting on reading text through written and discussion-based activities with links to key vocabulary.</p> <p>Making independent choices, selecting an appropriate artist to focus on.</p> <p>Recreating artists work selecting appropriate materials to work with.</p> <p>Presenting research creatively and effectively working with independence.</p> <p>Developing a personal final piece to demonstrate knowledge of drawing and the formal elements, composition and skill level when working from a wide selection of suitable materials.</p>	<p>Reflecting on reading text through written and discussion-based activities with links to key vocabulary.</p> <p>Recreating artists work and making independent choices when selecting appropriate materials to work with.</p> <p>Presenting research creatively and effectively working with independence.</p> <p>Developing ideas into a personal screen print design</p> <p>Creating a personal final piece to consolidate knowledge of Pop Art and skill level when creating a screen print.</p>

Vocabulary	Observation Line Shape Form Tone Blending Mark making Texture Colour Complementary colours Oil pastel Water colour Collage	Observation Line Shape Form Tone Blending Mark making Texture Colour Complementary colours Oil pastel transfer Chalk board drawing Colour swatch Mono print	Sarah Graham Joel Penkman Wayne Thiebaud Colour Complementary colours Annotation Composition Mixed Media	Pop Art Roy Lichtenstein Andy Warhol Benday dots Stripes Pattern Comic Callout shape Screen print
Assessment	Questioning, Self and Peer assessment. FAR Marking - Cake drawing and Mixed media piece in progress	Questioning, Self and Peer assessment. FAR Marking - Autumnal Mixed Media Drawings	Questioning, Self and Peer assessment. FAR Marking - Artist research and Food final piece	Questioning, Self and Peer assessment. FAR Marking - Artist research and Screen print

Subject: Year 10 Art

Year 10 Curriculum Intent: The GCSE Fine Art course aims to promote learning across a variety of experiences and through various processes, techniques, materials and resources to generate evidence of a clear creative journey leading to informed and meaningful outcomes.

During the course students are encouraged to develop a greater awareness and appreciation of the history of art and contemporary practice and students are offered the experience of working with a visiting practicing artist.

During Y10 Students will produce a portfolio of work based on two coursework project themes (Component 1) which will form 60% of their final GCSE grade.

	<u>Component 1: Animals</u> (Recording observations)	<u>Component 1: Animals</u> (Artist research, experimenting and developing ideas)	<u>Component 1: Animals</u> (Experimenting and developing ideas, presenting a personal response)	<u>Component 1: Animals</u> (Presenting a personal response)
Acquire	Introduction to grid drawing method	Introduction to a variety of Zentangle style pattern techniques	Further developing knowledge of successful selection and refinement of ideas and materials	Further developing presentation skills

	<p>Further developing knowledge of a wide range of mark making techniques</p> <p>Further developing knowledge of image transfer techniques – pencil/oil pastel transfer</p> <p>Further developing knowledge of a wide range of materials when selecting appropriate media</p> <p>Introduction to recording observations through photography</p>	<p>Introduction to Iain MacArthur and other relevant artists throughout history.</p> <p>Researching and selecting appropriate images and information.</p> <p>Introduction to Ola Liola, Kris Tate and other relevant artists throughout history.</p> <p>Further developing knowledge of mark making, pattern and colour wash techniques</p> <p>Introduction to a wide selection of related artists, further developing independent research skills</p>	<p>Further develop knowledge of composition and successful final piece planning and presentation techniques.</p>	
Apply	<p>Create a series of close up studies applying knowledge of mark making, texture and image transfer techniques.</p> <p>Record observations using the grid method, applying knowledge of pencil, tone, mark making and texture.</p> <p>Record observations using colour, selecting appropriate media.</p> <p>Take a series of photographs from taxidermy animals experimenting with composition and viewpoint.</p>	<p>Create a series of Zentangle style pattern studies.</p> <p>Recreating artists work selecting appropriate materials to work with.</p> <p>Presenting research creatively and effectively working with independence.</p> <p>Create a series of colourwash pattern studies.</p> <p>Making independent choices when researching and selecting additional artist to research.</p>	<p>Experiment with a variety of appropriate materials to develop personal ideas which evidencing strong links and understanding of the work of the artist researched.</p> <p>Develop ideas into a final piece plan.</p> <p>Begin to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Complete presentation of a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Present Component 1 portfolio of work.</p>
Vocabulary	Observation	Research	Development	Present

	Grid drawing Line Shape Form Tone Blending Mark making Texture Pencil Water colour Pencil Crayon Oil pastel transfer Photography Viewpoint Close up	Presentation Annotate Annotation Creative Pattern Zentangle Geometric Mark making Colour Fine liner Watercolour Collage Iain Macarthur Ola Liola Kris Tate	Inspired Refine Experiment Media	Final Piece Mixed media
Assessment	Questioning, Self and Peer assessment. FAR Marking – A3 pencil grid drawing and colour drawings	Questioning, Self and Peer assessment. FAR Marking – Iain Macarthur research, Ola Liola/Kris Tate research and independently chosen artist research	Questioning, Self and Peer assessment. FAR Marking – Iain Macarthur development, Ola Liola/Kris Tate development, independently chosen artist development and final piece plan	Questioning, Self and Peer assessment. FAR Marking – Final piece

Subject: Year 11 Art

Year 11 Curriculum Intent: The GCSE Fine Art course aims to promote learning across a variety of experiences and through various processes, techniques, materials and resources to generate evidence of a clear creative journey leading to informed and meaningful outcomes.

During the course students are encouraged to develop a greater awareness and appreciation of the history of art and contemporary practice and students are offered the experience of working with a visiting practicing artist.

During Y11 Term 1, Students will complete their portfolio of work based on two coursework project themes (Component 1) which will form 60% of their final GCSE grade. From Term 2 Y11, Students will complete an Externally Set Assignment (Component 2) Selecting from 7 starting points provided by the AQA examination board, which will form 40% of their final GCSE grade.

	<p align="center"><u>Component 1: Buildings</u> (Recording observations and Artist research)</p>	<p align="center"><u>Component 1: Buildings</u></p>	<p align="center"><u>Component 2: Externally Set Assignment</u></p>	<p align="center"><u>Component 2: Externally Set Assignment</u> (Presenting a personal response)</p>
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		(Experimenting and developing ideas, presenting a personal response)	(Recording observations, Artist research, Experimenting and developing ideas)	
Acquire	<p>Further developing knowledge of drawing and recording observations</p> <p>Further developing knowledge of recording observations through photography</p> <p>Introduction to Ian Murphy and other relevant artists throughout history.</p> <p>Introduction to artists techniques through full day workshop with Ian Murphy</p> <p>Researching and selecting appropriate images and information.</p>	<p>Further developing knowledge of successful selection and refinement of ideas and materials</p> <p>Further develop knowledge of composition and successful final piece planning and presentation techniques.</p>	<p>Further developing knowledge of drawing and recording observations</p> <p>Further developing knowledge of recording observations through photography</p> <p>Introduction to a wide selection of related artists, further developing independent research skills</p> <p>Researching and selecting appropriate images and information.</p> <p>Further developing knowledge of successful selection and refinement of ideas and materials</p> <p>Further develop knowledge of composition and successful final piece planning and presentation techniques.</p>	Further developing presentation skills
Apply	<p>Create a series of observational drawings of buildings, selecting appropriate media.</p> <p>Take a series of photographs of buildings, experimenting with composition and viewpoint.</p>	<p>Experiment with a variety of appropriate materials to develop personal ideas which evidencing strong links and understanding of the work of the artist researched.</p> <p>Develop ideas into a final piece plan.</p>	<p>Create a series of relevant observational drawings, selecting appropriate media.</p> <p>Take a series of relevant photographs, experimenting with composition and viewpoint.</p>	<p>Complete presentation of a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Present Component 2 Externally set assignment.</p>

	<p>Recreating artists work selecting appropriate materials to work with.</p> <p>Presenting research creatively and effectively working with independence.</p> <p>Making independent choices when researching and selecting additional artist to research.</p> <p>Create a series of textured, mixed media studies during the artist workshop.</p>	<p>Create a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (During 5 hour Mock exam)</p>	<p>Recreating artists work selecting appropriate materials to work with.</p> <p>Presenting research creatively and effectively working with independence.</p> <p>Making independent choices when researching and selecting additional artist to research.</p> <p>Experiment with a variety of appropriate materials to develop personal ideas which evidencing strong links and understanding of the work of the artist researched.</p> <p>Develop ideas into a final piece plan.</p>	
Vocabulary	<p>Buildings</p> <p>Architecture</p> <p>Observation</p> <p>Drawing</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Tone</p> <p>Blending</p> <p>Mark making</p> <p>Texture</p> <p>Pencil</p> <p>Fine liner</p> <p>Water colour</p> <p>Pencil Crayon</p> <p>Photography</p> <p>Viewpoint</p> <p>Close up</p>	<p>Development</p> <p>Inspired</p> <p>Refine</p> <p>Experiment</p> <p>Media</p> <p>Present</p> <p>Final Piece</p> <p>Mixed media</p>	<p>Observation</p> <p>Drawing</p> <p>Line</p> <p>Shape</p> <p>Form</p> <p>Tone</p> <p>Blending</p> <p>Mark making</p> <p>Texture</p> <p>Research</p> <p>Presentation</p> <p>Annotate</p> <p>Annotation</p> <p>Creative</p> <p>Development</p> <p>Inspired</p> <p>Refine</p> <p>Experiment</p>	<p>Present</p> <p>Final Piece</p> <p>Mixed media</p>

	<p>Research Presentation Annotate Annotation Creative</p>		Media	
Assessment	<p>Questioning, Self and Peer assessment.</p> <p>FAR Marking – Observational drawings, Photographs, Ian Murphy research and Mixed media workshop pieces.</p>	<p>Questioning, Self and Peer assessment.</p> <p>FAR Marking –Development pieces, Final piece plan and Final outcome.</p>	Questioning, Self and Peer assessment.	<p>Final assessment of Component 1 (Coursework) and Component 2 (Exam). Marks submitted to AQA.</p>