

### ART Curriculum Overview, 2020-2021

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| <p><b>Why do we teach Art at Ark BDA?</b></p>                      | <p>agination greater than knowledge’ Albert Einstein and We at BDA develop Imagination in Art.</p> <p>arts develop creativity—the skills they learn spill over into academic achievement: Decision Making, the arts strengthen problem-solving and critical thinking skills, perseverance, as. visual learning, collaboration, accountability...</p> <p>art we develop creative problem-solving skills, we present difficult concepts visually, making them easier to understand, we develop motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness which is evident around classroom display, journals and discussions. Across all key stages we build critical thinking, teaching students to be the time to be more careful and thorough in how they observe the world, our personalised SOW provides challenges for learners at all levels and connects students with their own ure as well as with the wider world.</p>   |
| <p><b>How do we deliver our Christian values in Art?</b></p>       | <p>We explore at BDA visually, verbally and in writing the justice, relationship/rapport, inclusivity, service, love, and faith, this is embedded in the heart of everyday teaching and learning. Students in the KS3 lesson are expected to annotate in every lesson their opinion of technical and contextual art. In KS4 the students’ work is personalised theme enriching knowledge of architecture/culture/art/photography... students are given the opportunity to express verbally and written. Peer assessment helps them share different information of faith, religion, art, architecture, photography, or even performance art. Example Architecture in year 10 includes BDA architecture evolution from 1966 to contemporary architecture visual and written information of personal interpretation art and history.</p> <p>Art at BDA pursues innovation, which requires trust and confidence and frequently it happens with love for learning and inspiration from teachers hence we achieve ‘exceptional standard’ ‘university quality’ 2019 GCSE and A level moderator’s report. We celebrate these works exhibiting during Christmas and Summer showcase.</p>   |
| <p><b>How do we build core skills and knowledge over time?</b></p> | <p>In Key Stage 1 and 2 each year group has a pencil-based unit which progresses in expectations and understanding. In years 1, 3 and 5 this is based around self-portraits and in the other year groups, pupils learn to draw still life and landscapes. Each year group has at least one paint-based unit, in years 2, 4 and 6 these are based around self-portraits in the style of an artist and in the other units, pupils look at colour theory and painting in the style of other significant artists.</p> <p>Pupils will experience printing, collage and 3D work at three during their primary school journey - each unit building in expectations and understanding. Textiles is taught within the textiles Design and Technology units. At points, pupils will explore the work of craft makers and designers.</p> <p>Throughout their journey, pupils will encounter various links to the humanities subjects and deepen their understanding of the historical and cultural development of art forms.</p> <p>Our curriculum is designed to embed key skills such; realistic drawing, constructive drawing, ability to draw from life, drawing from memory and imagination, knowledge of art materials and their skillful use, knowledge of the rules of perspective, knowledge of golden proportions, composition skills, knowledge of the proportions of the human head, face, and body, Knowledge of human anatomy, understanding and using the techniques of rendering tonal value, techniques for working with colours and different medium and experimentation including three dimensional Art. From year 7 students revisit them frequently so that students can build skills. KS3 develops by learning various techniques and skills, in KS4 students will choose their strongest skill, aspiration to build a personalised SOW portfolio for their chosen career path in university after A level.</p> <p><b>Year 7</b><br/>Throughout the Art students in Year 7 learn about the non-traditional and traditional art form in portraiture and a surreal project called everything that creeps. During the project, students learn the foundation skills of drawing before learning other art skills. They are challenged to explore colour and ways to embellish their work using a range of materials. Throughout the year students learn about key techniques and produce work through the medium of paint and textiles.</p> <p><b>Year 8</b><br/>During the Art, students will explore the following areas: portraiture, cubism, expressionism, and Landscapes. They will revisit and refine various skills and techniques to produce high-quality outcomes. They will consolidate their understanding of colour and painting techniques with contextual annotations. They will learn how to analyse other artists’ work and produce a range of tonal, painted, and expressionist styles.</p> <p><b>Year 9</b><br/>In Art, Year 9 will be exploring the key elements of entomology and art. Initially, they will analyse the work of surreal artists and produce their own ideas in response to juxtaposition, transposition, illusion, and metamorphosis. This project will enable students to understand the meaning and ideas behind the artwork and will help them to generate their own surreal artworks and refinement of perspective drawing, use of colour, collage, painting, and tonal drawing techniques. They will then explore Greek mythology, storytelling, and illustration. They will focus on watercolor, printmaking, and clay techniques in response to mythology.</p> <p><b>Summary KS3:</b><br/>Students will produce creative work, exploring their ideas and recording their experiences 1. become proficient in drawing, painting, sculpture, and other art, craft, and design techniques 2. evaluate and analyse creative works using the language of art, craft and design 3. know about great artists, craft makers, and designers, and understand the historical and cultural development of their art forms.</p> <p><b>Key Stage 4: Development of traditional methods and materials: AQA GCSE Art &amp; Design/Photography</b><br/>This GCSE is designed to bring Art/Design/photography to life and to help students to develop their artistic skills and expand their creativity, imagination, and independence. What’s more, the possibilities for personal expression are endless with personalised projects based on individual interest, skill, and aspiration.</p> <p>We want this to be an inspiring GCSE that will encourage students to consider a wide range of approaches to expressing themselves through different materials, media, and techniques. It will help students gain knowledge and understanding of art, craft, design, media, and technologies today and in the past, and in different societies and cultures. Students will also develop an understanding of the different roles, audiences, and consumers for art, craft, and design. Students will experience different work practices and look at relevant processes and equipment too.</p> <p>The course is divided into two units 1 personalised portfolio and unit 2 exam paper from AQA given to students in year 11 the second week of January and offers in both units students the opportunity to develop their ability to actively engage in the processes of art and design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials, and technologies in historical and contemporary contexts, societies and cultures. Portfolios will be presented creatively through a collection of sketchbooks and journals. Developing drawing, painting, sculpting, mixed media, installation art, digital art, printmaking, photography, art history and aesthetics</p> |

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|   | <p>Key Stage 5: Fine arts and art/design/photography</p> <p>At BDA we provide students with real enthusiasm and skill for art /design/ photography who are seeking a career in this growing and exciting industry. The course is divided into two units 1 personalised portfolio and unit 2 exam paper from AQA given to students in year 12 first week of January and offers in both units' students the opportunity to develop both units provide crucial underpinning skills for all artists and designers - drawing, problem-solving, working to a brief and deadlines, understanding others work and developing specialist vocabulary to analyse and discuss work regarding art history and aesthetics. These skills will be developed through a range of practical projects, which will also give you an opportunity to develop technical skills and experience in a range of art and design areas such as painting, sculpture, ceramics, photography, digital graphic image-making, and printmaking.</p> <p>Knowledge of art, history, and aesthetics is at the heart of our curriculum. We start in KS3 with the annotation of critical thinking and the analysis of artists, culture, and their own work with technical analysis scaffolded. In years 8 and 9 they further develop conceptual and contextual analysis, this is also achieved by presentations and class discussions, as well peer critiquing. From year 10 students are encouraged to underpin art essay writing with their opinion, intensive research, problem-solving, decision-making, with insightful questions relating to a different culture, artform, aesthetics with open-mindedness. This is later broadened with historical and cultural knowledge and creative writing. We have created templates scaffolded with support for every KS3 SOW with historical, aesthetical, and technical analysis. This is our building block for KS4 and KS5 students with personalised SOW based on their individual skills and ability. We acknowledge that this takes time and that the effect is cumulative. As students deepen their understanding of these concepts in a range of contexts, they progressively develop to be art critics. This knowledge is central to our schemes of learning and is revisited and reviewed to ensure that all students share a common knowledge of art history and aesthetics.</p> |
| <p><b>How does the study of Art prepare students for life beyond Ark BDA?</b></p> | <p>At BDA we believe that Art, craft and design embody some of the highest forms of human creativity. 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.</p> <p>With the skill mentioned above, we develop students' memory and concentration skills, develop decision-making and critical thinking skills, enhance communication and listening skills, and also encourage focus and discipline with projects that are personalised and tailored to their interest/skill/ambition. Students want to be architects, fashion designers, Veterinary surgeons, make-up artists... study visual art and theory with research and personal analysis essays. We also improve self-esteem and social skills.</p> <p>We build students to understand emotions that help us heal, grow and improve ourselves. We teach self-awareness through art leading to more success both personally and professionally (We have had students studying art and architecture at Cambridge, Bartlett, and many successful students do Art foundations at UAL and continue university). Our projects with the community for few to mention Royal Albert Hall, Fourth Plinth awards, Notting Hill carnival make our community more beautiful and interesting.</p>   |
| <p><b>Implementation</b></p>  | <p>Art allows all children to think creatively and provides another perspective for how we interact with the world in which we live. The primary Art Curriculum provides all pupils with the foundations for understanding and exploring art through different mediums. In KS1 nd Ks2, pupils have one hour lesson a week, with a specialist Art teacher.</p> <p>Across KS3 the art and design curriculum is intended to develop students in several ways so they may make a smooth transition to KS4. The curriculum allows for key skills, knowledge, and techniques to be revisited over the three years in a variety of ways, to build upon what has been learned and to ensure this is embedded as far as possible for all learners. KS3 have one 50 minutes lesson a week in addition to independent studies and after-school open studio workshop.</p> <p>Adapted learning strategies and tailored resources promote progress for all individuals based on their starting point across all key stages and this is evident especially with KS4 and KS5. In addition to GCSE weekly, two 50 minutes lessons and workshop an open studio after school Monday to Friday is very popular among KS4 students.</p> <p>Our KS5 has thrived with five 50 minutes lessons, two after-school workshops and students make the most with the open studio after school Monday to Friday.</p> <p>An Art Forum on the BDA has proved a valuable opportunity embedding in every KS3 lesson to improve literacy and the quality of annotation, with students being able to read each other's comments. This has been extended to long essay writing in KS4 and KS5.</p> <p>At KS4 students are provided with adapted mock exam papers to better suit each individual student's project.</p> <p>During KS4 and KS5 students attend two visits to museums and galleries to enrich their coursework and provide the opportunity to work from first-hand observation.</p> <p>Much of the assessment at KS3 is based around the KS4 Assessment Objectives, particularly for Year 9, and SOW is designed to meet these criteria.</p>  |

| Year Group | Key curriculum end point: Knowledge and skills  | How does it link to future progression?  |
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| 1          | <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Learn about the work of a range of artists including: Barbara Walker, Alberto Giacometti, Kaninsky, Hokusai , describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> | <p>Self portraits in; Year 2, 3, 4, 5 and 6</p> <p>Textiles in Year 4,5 and 6</p> <p>Sculpture in Year 2, 3, 4, 5 and 6</p> <p>Food Technology in Year 2, 3, 4 and 6</p> <p>Painting in Year 2, 3, 4, 6</p> <p>Drawing in Year 2,3,4,5,6</p> |
| 2          | <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Learn about the work of a including, Holbein Matisse, Chantier, Rosseau, Mahlangu, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>                            | <p>Self portraits in; Year 3, 4, 5 and 6</p> <p>Sculpture in Year 3, 4, 5 and 6</p> <p>Food Technology in Year 3, 4 and 6</p> <p>Printing in Year 3, 4, 5</p> <p>Painting in Year 3, 4, 6</p> <p>Drawing in Year 3,4,5,6</p>                 |
| 3          | <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>Learn about about great artists, architects and designers in history; including Bell, Matissa, Kandinsky</li> </ul>   | <p>Self portraits in; Year 4, 5 and 6</p> <p>Sculpture in Year 4, 5 and 6</p> <p>Food Technology in Year 4 and 6</p> <p>Printing in Year 4, 5</p> <p>Painting in Year 4, 6</p> <p>Drawing in Year 4,5,6</p>                                  |
| 4          | <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history. including; Morris &amp; Kahlo</li> </ul>  | <p>Self portraits in; Year 5 and 6</p> <p>Textiles in Year 5 and 6</p> <p>Sculpture in Year 5 and 6</p> <p>Food Technology in Year 6</p> <p>Printing in Year 5</p> <p>Painting in Year 6</p> <p>Drawing in Year 5,6</p>                      |
| 5          | <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>  | <p>Self portraits in; Year 6</p>   |

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|    | <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history including; Kusama and Creffield</li> </ul>   | <p>Textiles in Year 6</p> <p>Sculpture in Year 6</p> <p>Drawing in Year 6</p>   |
| 6  | <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history including Goldsworthy, Hoch, Lichtenstein, Warhol and Basquiat</li> </ul>  | Children will leave primary school with a good foundation of knowledge of using different drawing techniques, styles of art and a knowledge of different artists. |
| 7  | Year 7 students study Fine Arts theme Portraiture, Natural forms, and design-based Engineering. They develop their drawing, composition, painting, sculpting, collage, and annotating skills.   |   |
| 8  | Year 8 further develop to explore applied arts studying Edible art, 'School of Rock' creating bespoke guitars and Typography studying different fonts and meaning.  |   |
| 9  | <p>Considering GCSE syllabus year 9 have varied and intense cross-curriculum project like Entomology studying insects and origins, traditional portraiture, and GCSE popular topic architecture.</p> <p>Throughout KS3 they are encouraged to discuss and annotate in every lesson with historic conceptual, contextual, visual, and technical analysis expressing their ideas using appropriate fine art language verbally and written.</p>  |   |
| 10 | Year 10 students work on architecture 'My environment' and move on to personalised topics based on individual interest, skill and ambition. KS3 topics help them to think and consider different themes to prepare them for future, more considered works that draw on a range of styles, techniques and forms.   |   |
| 11 | <p>Year 11 complete personalised project. GCSE students write essays based on research and personal opinion responding to their works and others considering and developing historic conceptual, contextual, visual, and technical analysis expressing their ideas using appropriate fine art language.</p> <p>A sustained project evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. The students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills, and/or understanding from across their course of study.</p> <p>A selection of further work resulting from activities such as trials and experiments, skills-based workshops, mini and/or foundation projects, responses to the gallery, museum or site visits; work placements, independent study, and evidence of the student's specific role in any group work undertaken.</p> |   |
| 12 | Year 12 starts with the cross-curriculum theme 'Laboratory' and further developing personalised project. The students create portfolio recording experiences and observations, in a variety of ways using drawing or other appropriate visual forms, undertake research, and gather, select and organise visual and other appropriate information   |   |
| 13 | <p>Towards the end of year 12 and in year 13 the students explore relevant resources, analyse, discuss and evaluate images, objects and artifacts, and make and record independent judgments. They record knowledge and understanding of the work of others to develop and extend thinking and inform their work. The portfolio will illustrate generated and explored potential lines of inquiry using appropriate media and techniques.</p> <p>They apply knowledge and understanding in making images and artifacts, they will review and modify work and plan and develop ideas in the light of their own and others' evaluations they further develop to organise, select and communicate ideas, solutions and responses and present them in a range of visual, tactile and/or sensory forms.</p>  |   |

**Art Curriculum Overview**

|                   | <b>Autumn 1</b>  | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>   |
|-------------------|--|--|--|--|--|---|
| <b>Nursery</b>    | Explores and experiments with a range of media through sensory exploration and using whole body.<br>Imitates and improvises actions they have observed.  | Experiments with blocks, colours and marks.  | Explores colour and how colours can be changed.<br>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.<br>Beginning to be interested in and describe the texture of things.   |  | Explores what happens when they mix colours.<br>Experiments to create different textures.<br>Understands that different media can be combined to create new effects.<br>Manipulate materials to achieve a planned effect.<br>Selects tools and techniques needed to shape, assemble and join materials they are using. |   |
| <b>Reception</b>  | <ul style="list-style-type: none"> <li>•Enjoys joining in with dancing and ring games.</li> <li>•Sings a few familiar songs.</li> <li>•Beginning to move rhythmically.</li> <li>•Imitates movement in response to music.</li> <li>•Taps out simple repeated rhythms.</li> <li>•Explores and learns how sounds can be changed.</li> <li>•Explores colour and how colours can be changed.</li> <li>•Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>•Beginning to be interested in and describe the texture of things.</li> <li>•Uses various construction materials.</li> <li>•Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>•Realises tools can be used for a purpose.</li> </ul> | <ul style="list-style-type: none"> <li>•Enjoys joining in with dancing and ring games.</li> <li>•Sings a few familiar songs.</li> <li>•Beginning to move rhythmically.</li> <li>•Imitates movement in response to music.</li> <li>•Taps out simple repeated rhythms.</li> <li>•Explores and learns how sounds can be changed.</li> <li>•Explores colour and how colours can be changed.</li> <li>•Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>•Beginning to be interested in and describe the texture of things.</li> <li>•Uses various construction materials.</li> <li>•Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>• Joins construction pieces together to build and balance.</li> <li>•Realises tools can be used for a purpose.</li> </ul> | <ul style="list-style-type: none"> <li>•Begins to build a repertoire of songs and dances.</li> <li>•Explores the different sounds of instruments.</li> <li>•Explores what happens when they mix colours.</li> <li>•Experiments to create different textures.</li> <li>•Understands that different media can be combined to create new effects.</li> <li>•Manipulates materials to achieve a planned effect.</li> <li>•Constructs with a purpose in mind, using a variety of resources.</li> <li>•Uses simple tools and techniques competently and appropriately.</li> <li>•Selects appropriate resources and adapts work where necessary.</li> <li>•Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> | <ul style="list-style-type: none"> <li>•Begins to build a repertoire of songs and dances.</li> <li>•Explores the different sounds of instruments.</li> <li>•Explores what happens when they mix colours.</li> <li>•Experiments to create different textures.</li> <li>•Understands that different media can be combined to create new effects.</li> <li>•Manipulates materials to achieve a planned effect.</li> <li>•Constructs with a purpose in mind, using a variety of resources.</li> <li>•Uses simple tools and techniques competently and appropriately.</li> <li>•Selects appropriate resources and adapts work where necessary.</li> <li>•Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;<br>Share their creations, explaining the process they have used;<br>Make use of props and materials when role playing characters in narratives and stories.                        | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;<br>Share their creations, explaining the process they have used;<br>Make use of props and materials when role playing characters in narratives and stories. |
| <b>Year One</b>   | My Local Area:<br>Self-Portraits Barbara Walker (Drawing)  | Toys in Time-<br>Designing and sewing your own toy (Textiles)  | Transport & Travel<br><br>Transport And Travel<br>Designing and creating models of transport out of clay Alberto Giacometti (Sculpture)  | Amazing Animals- DT/FT<br>Designing and making animal bread (Food Tech)  | Colour Theory Wassily Kandinsky (painting)   | Our Seaside now and then<br>Colour Theory<br><br>Hokusai (painting)   |
| <b>Year Two</b>   | Kings & Queens<br>Self Portraits Holbein (Drawing)   | The Great Fire<br>Great Fire Henri Matisse (Collage & Painting)  | Planet Earth<br>Environmental Art- Émeric Chantier (sculpture)   | Protecting our environment<br>Animals & Habitats Henri Rousseau (Painting & Drawing)   | They made a difference<br>Designing, branding and creating your own food for celebration (Food Tech)   | Pattern Making Esther Mahlangu (Printing)   |
| <b>Year Three</b> | The UK<br>Self Portraits Vanessa Bell (drawing and painting)   | Stone, Bronze & Iron Age<br>Cave Paintings Lascaux Caves (Painting & Drawing)  | Europe- Italy<br>Designing, branding and creating your own pizza (Food Tech)   | Still Life Matisse (Printing)  | Climate Zones & Biomes<br>Colour Theory Wassily Kandinsky (painting)   | Ancient Greeks<br>Greek Pottery (Sculpture & Painting)  |
| <b>Year Four</b>  | Romans   | Romans<br>Roman Mosaic   | The Amazon   | DT-  | Maya Civilization  | The USA   |

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|                  | Self portraits – Roman portrait (sculpture)                                      | (Collage)  | Nature Patterns William Morris (Printing)                               | Designing and sewing your pencil case (Textiles)                      | Self-Portraits Frida Kahlo (Painting & Drawing)                   | Designing, branding and creating your own burger (Food Tech)                                  |
| <b>Year Five</b> | Anglo Saxons & Scots<br>Self portraits with Paper Anglo Saxon Weaving (Textiles) | Vikings/ Forces<br>Pattern making Norse art (printing)                                   | Asia<br>Modern Yayoi Kusama (Sculpture & Painting)                      | Asia<br>Designing and sewing your cushion (Textiles)                  | Baghdad<br>Geometric Patterns (Printing)                          | Industrial Revolution<br><i>Landmark Charcoal Drawing based on Dennis Creffield</i> (Drawing) |
| <b>Year Six</b>  | Light & Perception<br>DT- Shadow puppet Wayang – self portrait (Sculpture)       | Global Challenges<br>Environmental Art<br>Nature Sculptures Andy Goldsworthy (sculpture) | Conflict & Resolution<br>Propaganda Posters based on George V (Drawing) | Conflict & Resolution<br>War & Peace Hannah Hoch (Collage & Painting) | Mapping the world<br>Food that represents our culture (Food Tech) | Making our mark<br>Pop Art (SelfPortraits) Lichtenstein, Warhol, Basquiat (painting)          |

|               |              | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|---------------|--------------|---|---|--|---|--|---|
| <b>Year 7</b> | Topic        | Portraiture   | Portraiture   | Natural Forms  | Natural Forms   | Engineering  | Engineering   |
|               | Key question | <p><b>What is</b><br/>Tone, Texture, Shading, Observation, Proportion, Perspective, Observation,<br/><b>How to Paint exploring</b><br/>Colour Theory, Colour Wheel, Colour Schemes, Colour Mixing, Tones, Blending, proportions<br/><b>How to Research and analysis</b><br/>Context, Subject Matter, How to <b>Experiment</b><br/>Justifying decisions, Applying visual knowledge<br/><b>What to respond to Context</b><br/>Art movement, Genre, Style, Environment, Surreal, Painterly, Identity, Portraiture, Symbolism, culture, race,</p> | <p><b>What is</b><br/>Tone, Texture, Shading, Observation, Proportion, Perspective, Observation,<br/><b>How to Paint exploring</b><br/>Colour Theory, Colour Wheel, Colour Schemes, Colour Mixing, Tones, Blending, proportions<br/><b>How to Research and analysis</b><br/>Context, Subject Matter, How to <b>Experiment</b><br/>Justifying decisions, Applying visual knowledge<br/><b>What to respond to Context</b><br/>Art movement, Genre, Style, Environment, Surreal, Painterly, Identity, Portraiture, Symbolism, culture, race,</p> | <p>How to use different techniques and respond to pointillism.<br/>What realistic drawing, constructive drawing, ability to draw from life, drawing from memory and imagination.</p>   | <p>What is tonal value, techniques for working with colours and different medium and experimentation including three-dimensional Art.<br/>What is the importance of art, history and aesthetics?</p>  | <p>How will students learn different types of engineering and how this works in the context of art, in addition to how artists different structures and 3D sculptures.<br/>What will build confidence in their drawing, collage, print making and graphic design.</p>  | <p>In addition, how will they use text and colour to communicate a different type of typography, to be able to draw creatively using colour and text. To create art inspired by different fonts using a variety of different styles and techniques.</p>   |
|               | Content      | <p>Looking at Portraiture and the different ways of Identity being expressed whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. Students will look at self-portraits and famous artists such as Leonardo Da Vinci, Chuck Close. They will be responding to these artists using a range of techniques whilst developing their skills with use of basic and mixed materials and developing their confidence.</p>   | <p>Looking at Portraiture and the different ways of Identity being expressed whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. Students will look at self-portraits and famous artists such as Hockney and Frida Kahlo. They will be responding to these artists using a range of techniques whilst developing their skills with use of basic and mixed materials and developing their confidence.</p>  | <p>Student will be looking at how natural forms have been represented through a range of different art techniques. Students will be studying a range of different artists a wider awareness of people within society and recognise people from different cultures, religions and professions. Students will look at natural forms whilst developing their skills with use of basic and mixed materials and developing their confidence. They will be responding to artists such as</p> | <p>Student will be looking at how natural forms have been represented through a range of different art techniques. Students will be studying a range of different artists a wider awareness of people within society and recognise people from different cultures, religions and professions. Students will look at natural forms whilst developing their skills with use of basic and mixed materials and developing</p> | <p>Students will be exploring and learning about engineering and artists create and engineering 3D structures as art and sculptures. They will be responding to a range of different artists such as Norma Merrick Sklarek, Siphon Mabona. Students will be able to discuss art and artists' ideas confidently and express own ideas</p> | <p>Students will be exploring and learning about engineering and artists create and engineering 3D structures as art and sculptures. They will be responding to a range of different artists such as Moses McKissack III. Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people</p> |

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|  |  | <p>Take part in a project based on the history of portraiture and how they have responded in their own personal style and art movement.<br/>Show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on portraiture.</p> | <p>Take part in a project based on the history of portraiture and how they have responded in their own personal style and art movement.<br/>Show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on portraiture.</p> | <p>Paul Cezanne, Amira Gale, Alisa Burke, Andy Warhol and</p> | <p>their confidence. They will be responding to artists such as Andy Warhol and Henri Matisse giving them a history artistic overview of the representation of natural forms through artworks.</p> | <p>using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions.<br/>They will how their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on engineering.</p> | <p>from different cultures, religions and professions. They will how their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on engineering.</p> |
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|               | Assessment   | AO1/AO4 (Research and Evaluation): thinking, knowledge and understanding, annotation, presentation        | <p><i>Classwork: 60%</i><br/><i>Homework: 40%</i></p> <p>AO2/AO4 (Materials and Techniques): drawing, paper cutting, Resizing,<br/>AO3/AO4 (Formal Elements): Photoshop, ICT, line, tone, texture, composition, colour, shape and form</p> | <p>AO1 AO2</p> <p>To build confidence in their drawing, colour blending, colour and water colour painting skills<br/>To be able to use texture and colour to communicate a sense of life like at times, and at others surreal natural forms. To respond to natural forms from still life to artist's own representations, using a variety of different styles and techniques.<br/>To be able to present their own work clearly and sequentially.</p> | <p><i>Classwork: 60%</i><br/><i>Homework: 40%</i></p> <p>AO3 AO4</p> <p>To develop knowledge of depicting natural forms using a variety of different styles.<br/>To refine works through critical analysis<br/>To understand how artists represent and recreate natural forms and still life objects.<br/>To respond to the work of Paul Cezanne, Amira Gale, Alisa Burke, Andy Warhol, Henri Matisse,<br/>To be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language.<br/>To be able to explain how their work has been influenced at each stage of its development.<br/>To be able to write about their own work using a range of appropriate specialist vocabulary.<br/>To understand how artists use text to create artworks.<br/>To understand how artists use images, colour, composition to communicate a message.</p> | <p>AO1 AO2</p> <p>To build confidence in their drawing, design and paper cutting skills.<br/>To be able to use line, proportions and colour to communicate the artistry in engineering.<br/>To be able to draw the proportions of the famous landmarks and understand the importance of their creators. To be able to create representations of range of examples of creative engineering using a variety of different styles and techniques.<br/>To be able to present their own work clearly and sequentially.</p> | <p><i>Classwork: 60%</i><br/><i>Homework: 40%</i></p> <p>AO3 AO4</p> <p>To develop portraits using a variety of different styles.<br/>To refine works through critical analysis<br/>To understand how artists create Surreal photomontage<br/>To respond to the work of Norma Merrick Sklarek, Siphon Mabona and Moses McKissack III<br/>To be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language.<br/>To be able to explain how their work has been influenced at each stage of its development.<br/>To be able to write about their own work using a range of appropriate specialist vocabulary.<br/>To understand how artists use text to create artworks.<br/>To understand how artists use images, colour, composition to communicate a message.</p> |
| <b>Year 8</b> | Topic        | Edible Art  | Edible Art   | School of Rock   | School of Rock  | Typography   | Typography  |
|               | Key question | How to explore the ways in which graphic design, advertising and logos and contemporary artists have used | How to develop skills learning and practicing different techniques such as painting and print making adopted by artists such as  | How will students learn the transformation of music and pop culture from Pop Art to contemporary art.  | How will they be able to use text and colour to communicate a pop culture, to be able to draw creatively using colour and   | What is typography and how over time it has evolved and what are the different styles of font.   | How to build confidence in their drawing, collage, print making and graphic design. How to use text and colour to communicate a different type of typography,   |

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|         |  | to food as the subject of their artworks?  | Wayne Thiebaud, Andy Warhol, Vincent Van Gogh, Luke Lucas  | How will they build confidence in their drawing, collage, print making and graphic design?   | text? How to create art inspired by pop culture and music a variety of different styles and techniques?   |  | to be able to draw creatively using colour and text. How to create art inspired by different fonts using a variety of different styles and techniques. |
| Content | Student will be looking at food and the different ways of advertisements are created whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. Students will look at traditional depictions of food and advertisement and how famous artists have used different techniques whilst developing their skills with use of basic and mixed materials and developing their confidence. Show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on food. | Student will be looking at food and the different ways of advertisements are created whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. Students will look at traditional depictions of food and advertisement and how famous artists have used different techniques whilst developing their skills with use of basic and mixed materials and developing their confidence. Show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on food. | Student will be exploring and learning how artists have been influence by music and pop culture. They will be responding to artists such as Bob and Roberta Smith, John Strutton. Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. They will how their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on music and pop culture. | Student will be exploring and learning how artists have been influence by music and pop culture. They will be responding to artists such as Christian Marclay, Sir Peter Blake. Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. They will how their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on music and pop culture. | Students will be exploring about the different types of fonts and typography and how it has changed and progressed throughout history and around the world. They will be responding to a range of different fonts and typography styles Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. They will how their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on typography. | Students will be exploring and learning about the different types of fonts and typography and how it has changed and progressed throughout history and around the world. They will be responding to a range of different fonts and typography styles Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. They will how their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on typography. |  |

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|              | Assessment   | <p>A01 A02<br/>To build confidence in their drawing, typography and print making skills<br/>To be able to use text and colour to communicate a message, to be able to draw the proportions of the food items and food advertising., To be able to creatively respond to daily food items and food logos using a variety of different styles and techniques.<br/>To be able to present their own work clearly and sequentially.</p> | <p>60% classwork<br/>40% homework<br/>A02 A03<br/>To develop creative responses to food using a variety of different styles.<br/>To refine works through critical analysis<br/>To understand how artists, respond to food items and food logos.<br/>To respond to the work of Wayne Thiebaud, Andy Warhol, Vincent Van Gogh, Luke Lucas.<br/>To be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language.<br/>To be able to explain how their work has been influenced at each stage of its development.<br/>To be able to write about their own work using a range of appropriate specialist vocabulary.<br/>To understand how artists use text to create artworks.<br/>To understand how artists use images, colour, composition to communicate a message.</p> | <p>A01 A02<br/>To build confidence in their drawing, collage, print making and graphic design.<br/>To be able to use text and colour to communicate a pop culture, to be able to draw creatively using colour and text. To create art inspired by pop culture and music a variety of different styles and techniques.<br/>To be able to present their own work clearly and sequentially.</p> | <p>60% classwork<br/>40% homework<br/>A03 A04<br/>To develop portraits using a variety of different styles.<br/>To refine works through critical analysis<br/>To understand how artists and influenced by music and pop culture.<br/>To respond to the work of Bob and Roberta Smith, John Strutton, Christian Marclay, Sir Peter Blake.<br/>To be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language.<br/>To be able to explain how their work has been influenced at each stage of its development.<br/>To be able to write about their own work using a range of appropriate specialist vocabulary.<br/>To understand how artists use text to create artworks.<br/>To understand how artists use images, colour, composition to communicate a message.</p> | <p>A01 A02<br/>To build confidence in their drawing, printing and painting skills.<br/>To be able to use text and colour to communicate a message, to be able to experiment with different painting techniques. To consider proportion and composition whilst exploring typography using different styles and techniques.<br/>To be able to present their own work clearly and sequentially</p> | <p>60% classwork<br/>40% homework<br/>A03 A04<br/>To develop typography using a variety of different styles.<br/>To refine works through critical analysis<br/>To understand how to create different fonts and create a finished body of work in the form of a book.<br/>To respond to different fonts and artistic typography.<br/>To be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language.<br/>To be able to explain how their work has been influenced at each stage of its development.<br/>To be able to write about their own work using a range of appropriate specialist vocabulary.<br/>To understand how artists use text to create artworks.<br/>To understand how artists use images, colour, composition to communicate a message.</p> |
| <b>Year9</b> | Topic        | Entomology   | Entomology  | Portraiture  | Portraiture   | Architecture  | Architecture   |
|              | Key question | How will students learn the representation of insects over time by different artists?  | How to develop their drawing, collage, print making and graphic design? How will relate botany/zoology in art lesson?   | How to transformation of portraiture from Renaissance period to contemporary Emoji portraits   | How historically, portrait paintings have primarily memorialized the rich and powerful? How it became more common for middle-   | What is transformation of architecture around the world and throughout history?   | How does architecture in London evolve? What is the impact/influence of architecture to our society?   |

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|  |  |  |   |   | class patrons to commission portraits of their families and colleagues? How is it today, the portrait painting is still commissioned by governments, corporations, groups, clubs, and individuals or be emoji designer.  | How to build skill in drawing, collage, print making and graphic design. |  |
|  | <p>Students will be exploring and learning about insects and how their varied appearance and intricate scales, wings and skin has been inspiration for many artists.</p> <p>They will be responding to a range of different artists such as Damien Hirst, Tim Coffey, Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. They will how their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on insects.</p> | <p>Students will be exploring and learning about insects and how their varied appearance and intricate scales, wings and skin has been inspiration for many artists.</p> <p>They will be responding to a range of different artists such as Jennifer Angus and Maria Sibylla Merian Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. They will how their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on insects.</p> | <p>Looking at Portraiture and the different ways of Identity being expressed whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. Students will look at self-portraits and famous artists such as Leonardo Da Vinci, Pablo Picasso, Kehinde Wiley, Student will be learning a range of different techniques whilst developing their skills with use of basic and mixed materials and developing their confidence. Take part in a project based on portraiture and will give students an overview of the history of portraiture and the many ways in which artists have interpreted the portrait. Show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on portraiture.</p> | <p>Looking at Portraiture and the different ways of Identity being expressed whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. Students will look at self-portraits and famous artists such as David Hockney and Frida Kahlo. Student will be learning a range of different techniques whilst developing their skills with use of basic and mixed materials and developing their confidence. Take part in a project based on portraiture and will give students an overview of the history of portraiture and the many ways in which artists have interpreted the portrait. Show their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on portraiture.</p> | <p>Students will be exploring and learning how architecture has changed and progressed throughout history and around the world. They will be responding to a range of different periods in architecture in addition to a range of different architects such as Zhara Hadid, Le Corbusier, Students will be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language. They will be experiment with a range of art techniques whilst developing a wider awareness of people within society and recognise people from different cultures, religions and professions. They will how their ability with the fundamental art skills such as recognising primary, secondary colours and successfully mixing these colours and apply these to a series of projects based on architecture</p> |  |  |

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|                |              |   |   |  |   | of projects based on architecture  |   |
|                |              | <p>A01 A02<br/>To build confidence in their drawing, typography and paper cutting skills.<br/>To be able to use text and colour to creatively depict insects and flowers, to be able to draw the proportions of the creatures accurately and to be able to do this using a variety of different styles and techniques.<br/>To be able to present their own work clearly and sequentially.</p> | <p>A03 A04<br/>60% classwork 40% homework<br/>To develop portraits using a variety of different styles.<br/>To refine works through critical analysis<br/>To understand how artists, create realistic and surreal representations of different plants and insects.<br/>To respond to the work of Damien Hirst, Tim Coffey, Jennifer Angus and Maria Sibylla Merian<br/>To be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language.<br/>To be able to explain how their work has been influenced at each stage of its development.<br/>To be able to write about their own work using a range of appropriate specialist vocabulary.<br/>To understand how artists use text to create artworks.<br/>To understand how artists use images, colour, composition to communicate a message.</p> | <p>A01 A02<br/>To build confidence in their drawing skills, printing, watercolour painting and collage skills.<br/>To be able to draw the proportions of the face accurately, to be able to create portraits using a variety of different styles and techniques.<br/>To understand the origins of portraiture and how this has developed through history from tradition painting to digital graphics like emojis.<br/>To be able to present their own work clearly and sequentially.</p> | <p>A03 A04<br/>60% classwork 40% homework<br/>To develop portraits using a variety of different styles.<br/>To refine works through critical analysis<br/>To understand how portraiture first began and how different artists would create portraits in their own personal style.<br/>To respond to the work of Leonardo Da Vinci, Pablo Picasso, Kehinde Wiley, David Hockney and Frida Kahlo<br/>To be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language.<br/>To be able to explain how their work has been influenced at each stage of its development.<br/>To be able to write about their own work using a range of appropriate specialist vocabulary.<br/>To understand how artists, use a range of different materials and techniques to create artworks.<br/>To understand how artists use images, colour, composition to communicate a message.</p> | <p>A01 A02<br/>To build confidence in their drawing, printing, painting skills.<br/>To be able to respond to different period of architecture using colour, tone and line.<br/>To be able to draw the proportions of a building whilst recognising the different design aspects., To be able to create creative representations of architecture using a variety of different styles and techniques.<br/>To be able to present their own work clearly and sequentially.</p> | <p>A03 A04<br/>60% classwork 40% homework<br/>To develop architectural drawing using a variety of different styles.<br/>To refine works through critical analysis<br/>To understand how to create architectural drawings.<br/>To respond to the work of different periods in the history of architectural.<br/>To be able to discuss art and artists' ideas confidently and express own ideas using appropriate fine art language.<br/>To be able to explain how their work has been influenced at each stage of its development.<br/>To be able to write about their own work using a range of appropriate specialist vocabulary.<br/>To understand how artists use text to create artworks.<br/>To understand how artists use images, colour, composition to communicate a message.</p> |
| <b>Year 10</b> | Topic        | My Surrounding  | My Surrounding  | My Surrounding   | My Surrounding  | Personalised   | Personalised  |
|                | Key question | <p>What is Architecture, Brutalism, Cubism<br/>How did architecture evolve?</p> <p>How does Fantasy, imaginary, invented, mythological etc influence architecture and our sounding</p>  | <p>How does architecture influence society and culture and vice versa<br/>How do we explore Line Shape Form Texture Tone Juxtapose Expressionism in architecture?<br/>How does Impressionism influence lighting in architecture</p>   | <p>How architecture is influenced by Cityscape, buildings, man-made, urban, industrial.</p>  | <p>How does architecture, society and culture influence Interiors, domestic Landscape, seascape Still life.</p>   | <p><b>How can we inspire student with personalised project?</b></p> <p><b>How to scaffold personalised theme with technical support?</b></p> <p>What criteria might be considered when selecting a work for a collection or portfolio?</p>   | <p><b>How do we teach drawing and ways of drawing adapting different styles and ability?</b></p> <p><b>How do we challenge and support written work connecting to practical?</b></p>  |

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|            |   |  |   |   |  | What methods and processes are considered when preparing artwork for presentation or preservation?   |  |
| Content    | In this unit student will build skills starting from drawing and progress to more complex techniques of visual art and art theory. This unit provides the opportunity to acquire new skills such as oil painting, printmaking, ink bleach mixed media and various other techniques where students will have opportunity to develop further the medium of their choice to progress into final piece. This Unit also scaffold knowledge of different art forms, media and techniques which will enrich students to gain specialist skills in areas such as photography and digital technologies. This unit will conclude combining both observation with imagination to create an inspirational personalised final piece/portfolio. | To demonstrate the application of the designs and symbols used by artist Henry Matisse, Kemp and artist Vermeer, Mani Parkes, George Seurat, Roy Lichtenstein, Charles Hardaker, Aleksandr Rodchenko, Brutalist architecture, Frank Webb, Brutalist architecture | To trace/draw from observation their image and apply appropriate designs and symbols to their drawing in the style of artists and art movements demonstrating an understanding of line, shape, colour, form and composition, To produce an architectural drawings and design combining the knowledge that they have learnt for their personalised final piece.<br>To produce a drawing using pencil; biro; felt-tip, ink-bleach, painting; oil; water colour; ink wash, collage, prints, photography, photomontage, Photoshop, ink drawing, sewing, mixed media, assemblage, installation art, working towards their final piece. | Students will articulate and critique contextual, conceptual and technical analysis responding to art history and aesthetic which will include self/peer critique refinement and progress. Students will have the opportunity to collaborate on a live brief with a client, gaining invaluable vocational experience. Past students have had the opportunity to work with Courtauld Gallery, who create contemporary prints for the fashion and interior industry. Students will also have opportunity to take part in a range of additional trips and visits. In previous years, students have visited places such as the National Portrait Gallery, Victoria & Albert Museum, Natural History Museum, TATE, Courtauld Gallery and Saatchi Gallery. Students will have access to all staff in the Art department, as well as equipment. This includes 2 Fine Art studios, a Sculpture studio with a kiln and a print studio. End of Year 11, 12 and Year 13 final outcomes will be exhibited in the department's end of year exhibition. | AO1: This term students act as a springboard at the start of a project • inspire the development of techniques and/or investigation into materials or processes • generate ideas • introduce them to aesthetic considerations and ways to record and present ideas. Sources might include: • the work of artists, crafts people and designers • the built environment • the natural world • music, performance, poetry, literature, the moving image • traditions, customs and beliefs • issues-based materials. | AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: journey of exploration and sequence it stage by stage, either to reflect the student's preferred ways of working or as a response to the requirements of a given brief or starting point. Alternatively, the approach could be genuinely speculative, involve risk-taking and invite exploration of the unfamiliar. Work could centre on the refinement of a dominant idea or consideration of a wide range of possibilities and potential directions. Students' refinement of ideas might be informed by investigations into appropriately selected sources such as the use of media, materials, techniques and processes or style, genre, purpose or function. |  |
| Assessment | AO1: Develop ideas through investigations, demonstrating  | AO2: Refine work by exploring ideas, selecting and   | AO3: Record ideas, observations and insights relevant to  | AO4: Present a personal and meaningful response   | AO1: Develop ideas through investigations,   | AO2: Refine work by exploring ideas, selecting and   |  |

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|            |  | critical understanding of sources to meet this assessment objective, students demonstrate their ability to develop ideas through engagement with given or self-determined sources.  | experimenting with appropriate media, materials, techniques and processes for this assessment objective students demonstrate their ability to explore, progress and refine their ideas through a developmental journey of experimentation, trials, samples and/or problem-solving as their work develops. | intentions as work progresses for this assessment objective students demonstrate their ability to record ideas, observations and insights through drawing and annotation and any other appropriate means as work progresses  | that realises intentions and demonstrates understanding of visual language for this assessment objective students demonstrate an ability to present a personal response that is both informed and meaningful.  | demonstrating critical understanding of sources to meet this assessment objective, students demonstrate their ability to develop ideas through engagement with given or self-determined sources.   | experimenting with appropriate media, materials, techniques and processes for this assessment objective students demonstrate their ability to explore, progress and refine their ideas through a developmental journey of experimentation, trials, samples and/or problem-solving as their work develops. |
| Year 11    | Topic  | Personalised  | Personalised  | Personalised   | Exam   | Exam   | Exam  |
|            | Key question   | <b><i>drawing and ways of drawing adapting different styles and ability?</i></b><br><br><b><i>How do we challenge and support written work connecting to practical?</i></b>   | <b><i>How do we stretch our skills to support wide range of crossover outcomes? i.e making a wooden plane, ceramic clouds, installation</i></b>   | Mock exam: How do we build and connect prep work to create final piece?<br>work How do people use creative and critical thinking skills in their jobs and careers?   |  |  |   |
|            | Content  | The unit is designed to embed key skills such; realistic drawing, constructive drawing, ability to draw from life, drawing from memory and imagination.<br>Students then explore understanding and using the techniques of rendering tonal value, techniques for working with colours and different medium and experimentation including three-dimensional Art. | Then students will choose their strongest skill, to build a personalised portfolio/final piece for their chosen career path or A level.   | Knowledge of art, history and aesthetics is at the heart of our curriculum in-addition to self-critique and peer assessment showing progress and refinement  |  |  |   |
| Assessment | AO1: Develop ideas through investigations, demonstrating critical understanding of sources | For this assessment objective students must demonstrate their ability to explore, progress and refine their ideas through a developmental journey of experimentation, trials, samples and/or problem-solving as their work develops.  | For this assessment objective students must demonstrate their ability to record ideas, observations and insights through drawing and annotation and any other appropriate means as work progresses.   | Assessment logged on: Confident responses to the techniques of various artists as directed by teacher and move on to develop their own in depth and authoritative enquiry in response to the theme, to create a final outcome that displays a full appreciation of the characteristics of media and the functional constraints of materials. Work will show sequential thinking but also | coverage of the four assessment objectives · a sustained project evidencing the journey from initial engagement to the realisation of intentions · a selection of further work undertaken during the student's course of study · evidence of drawing activity and written annotation | On completion of the Timed Test students will submit their preparatory work. Both preparatory work and the work produced in the Timed Test will be stored until moderation and must not be visited by the student again. The Art Team will moderate the full Externally Set Assignment (both preparatory studies and the timed test) and coursework and submit marks to AQA who in turn send an external moderator to ensure moderation has been correctly |   |

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|         |              |  |   |   | imaginative leaps, at appropriate times, being intuitive exciting and original. Assessed throughout and in personal tutorials with target setting.  |   | done and students have been correctly awarded.  |
| Year 12 | Topic        | Autopsy  | Autopsy   | Personalised  | Personalised  | Personalised  | Personalised  |
|         | Key question | What is the relationship between Art and Science?<br>How do images influence our views of the world?<br>Where and how do we encounter images in our scientific world?<br>How do artworks convey meaning? | How and why might criteria vary?<br>How do people engage in the visual arts throughout their lives?<br>How does learning in the arts help us build relationships with others?<br>How do your choices in life and engagement with the world evolve as you grow in your knowledge and interaction with the visual arts? | <b>How can we inspire student with personalised project?</b><br><br><b>How to scaffold personalised theme with technical support?</b><br><br>What criteria might be considered when selecting a work for a collection or portfolio?<br><br>What methods and processes are considered when preparing artwork for presentation or preservation?   | <b>How to technically support to refine practical work which is not teacher's specialism?</b><br><br><b>How do we scaffold essay and annotation with personalised theme?</b><br><br>How do technologies influence how we share, and experience images and works of art?<br><br>How does technology influence our presentation and experience of art?  | <b>How do we teach drawing and ways of drawing adapting different styles and ability?</b><br><br><b>How do we challenge and support written work connecting to practical?</b><br><br>How do artists work?<br><br>How do artists and designers determine whether a particular direction in their work is effective?<br><br>How do artists and designers learn from trial and error?          | <b>How do we gain 20 marks on one piece of work?</b><br><br><b>How do we stretch our skills to support wide range of crossover outcomes? i.e making a wooden plane, ceramic clouds, installation...</b><br>Mock exam: How do we build and connect prep work to create final piece?<br>work How do people use creative and critical thinking skills in their jobs and careers?<br><br>How do people use creative and critical thinking skills in their daily lives?  |
|         | Content      | Cross curriculum:<br>A broad-based course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media associated with two or more of the titles                 | Cross curriculum:<br>A broad-based course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media associated with two or more of the titles  | AO1: This term students act as a springboard at the start of a project • inspire the development of techniques and/or investigation into materials or processes • generate ideas • introduce them to aesthetic considerations and ways to record and present ideas.<br>Sources might include: • the work of artists, crafts people and designers • the built environment • the natural world • music, performance, poetry, literature, the moving image • traditions, customs and beliefs • issues-based materials. | AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes:<br>journey of exploration and sequence it stage by stage, either to reflect the student's preferred ways of working or as a response to the requirements of a given brief or starting point. Alternatively, the approach could be genuinely speculative, involve risk-taking and invite exploration of the unfamiliar. Work could centre on the refinement of a dominant idea or consideration of a wide range of possibilities and | AO3: Record ideas, observations and insights relevant to intentions as work progresses<br>This will include Some of the ways that ideas could be recorded are:<br>• mind maps • thought showers • design sheets • personal journals • working drawings • digital presentations • recorded discussions • plans • diagrams • annotations • other forms of documentation • thumbnail sketches. | AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.<br>Personal responses should be informed by the focus of the study, be this an individual activity, theme, starting point, brief or problem that requires a solution. A project focusing on personal identity or an issue of personal relevance, for example, would inevitably be informed by the student's individual experiences and insights and would be likely to have meaning for the student |

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|                |              |  |   |   | potential directions. Students' refinement of ideas might be informed by investigations into appropriately selected sources such as the use of media, materials, techniques and processes or style, genre, purpose or function.   |   |  |
|                | Assessment   | Assessment on ability to develop ideas through engagement with given or self-determined sources. Externally set or self-generated starting points.   | Assessment on ability to develop ideas through engagement with given or self-determined sources. Externally set or self-generated starting points.  | AO1: Develop ideas through investigations, demonstrating critical understanding of sources  | For this assessment objective students must demonstrate their ability to explore, progress and refine their ideas through a developmental journey of experimentation, trials, samples and/or problem-solving as their work develops.  | For this assessment objective students must demonstrate their ability to record ideas, observations and insights through drawing and annotation and any other appropriate means as work progresses. | For this assessment objective students need to demonstrate an ability to present a personal response that is both informed and meaningful. Personal responses can take a wide variety of forms and should reflect the knowledge, understanding and skills developed during study. They can be evidenced at any stage of the creative process |
| <b>Year 13</b> | Topic        | Personalised   | Personalised  | Personalised  | Exam  | Exam  | Exam   |
|                | Key question | <p>How can we inspire student with personalised project?</p> <p>How to scaffold personalised theme with technical support?</p> <p>What criteria might be considered when selecting a work for a collection or portfolio?</p> <p>What methods and processes are considered when preparing artwork for presentation or preservation?</p> | <p>How to technically support to refine practical work which is not teacher's specialism?</p> <p>How do we scaffold essay and annotation with personalised theme?</p> <p>How do technologies influence how we share, and experience images and works of art?</p> <p>How does technology influence our presentation and experience of art?</p> | <p>How do we teach drawing and ways of drawing adapting different styles and ability?</p> <p>How do we challenge and support written work connecting to practical?</p> <p>How do artists work?</p> <p>How do artists and designers determine whether a particular direction in their work is effective?</p> <p>How do artists and designers learn from trial and error?</p> | <p>How do we gain 20 marks on one piece of work?</p> <p>How do we stretch our skills to support wide range of crossover outcomes? i.e making a wooden plane, ceramic clouds, installation...</p> <p>Mock exam: How do we build and connect prep work to create final piece?</p> <p>work How do people use creative and critical thinking skills in their jobs and careers?</p> <p>How do people use creative and critical thinking skills in their daily lives?</p> | Exam Title  | Exam Title   |

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|  | Content    | <p>AO1: This term students act as a springboard at the start of a project • inspire the development of techniques and/or investigation into materials or processes • generate ideas • introduce them to aesthetic considerations and ways to record and present ideas. Sources might include: • the work of artists, crafts people and designers • the built environment • the natural world • music, performance, poetry, literature, the moving image • traditions, customs and beliefs • issues-based materials.</p> | <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes: journey of exploration and sequence it stage by stage, either to reflect the student's preferred ways of working or as a response to the requirements of a given brief or starting point. Alternatively, the approach could be genuinely speculative, involve risk-taking and invite exploration of the unfamiliar. Work could centre on the refinement of a dominant idea or consideration of a wide range of possibilities and potential directions. Students' refinement of ideas might be informed by investigations into appropriately selected sources such as the use of media, materials, techniques and processes or style, genre, purpose or function.</p> | <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses This will include Some of the ways that ideas could be recorded are: • mind maps • thought showers • design sheets • personal journals • working drawings • digital presentations • recorded discussions • plans • diagrams • annotations • other forms of documentation • thumbnail sketches.</p> | <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Personal responses should be informed by the focus of the study, be this an individual activity, theme, starting point, brief or problem that requires a solution. A project focusing on personal identity or an issue of personal relevance, for example, would inevitably be informed by the student's individual experiences and insights and would be likely to have particular meaning for the student</p> | <p>Ao1 Students have eleven school weeks to produce preparatory work in response to the theme, detailed in the examination paper. This preparatory period allows students time to consider the theme and investigate and experiment with ideas in preparation for the Timed Test. The preparatory studies are compulsory and worth 75% of the examination. The Timed Test taken at the end of the preparatory period consists of eight hours working under examination conditions, producing a response to the theme unaided. Students can be supported with technical problems such as working space, materials and equipment however the work they do MUST be unaided. The Externally Set Assignment is worth 40% of their total mark, coursework 60%.</p> | <p>Ao1 Ao2 Ao3 Students have eleven school weeks to produce preparatory work in response to the theme, detailed in the examination paper. This preparatory period allows students time to consider the theme and investigate and experiment with ideas in preparation for the Timed Test. The preparatory studies are compulsory and worth 75% of the examination. The Timed Test taken at the end of the preparatory period consists of eight hours working under examination conditions, producing a response to the theme unaided. Students can be supported with technical problems such as working space, materials and equipment however the work they do MUST be unaided. The Externally Set Assignment is worth 40% of their total mark, coursework 60%.</p> | <p>Ao4: The selection of work chosen for submission must include: • coverage of the four assessment objectives • a sustained project evidencing the journey from initial engagement to the realisation of intentions • a selection of further work undertaken during the student's course of study • evidence of drawing activity and written annotation.</p> |
|  | Assessment | <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources</p>   | <p>For this assessment objective students must demonstrate their ability to explore, progress and refine their ideas through a developmental journey of experimentation, trials, samples and/or problem-solving as their work develops.</p>   | <p>For this assessment objective students must demonstrate their ability to record ideas, observations and insights through drawing and annotation and any other</p>   | <p>For this assessment objective students need to demonstrate an ability to present a personal response that is both informed and meaningful.</p>  | <p>Ao1 On completion of the Timed Test students will submit their preparatory work. Both preparatory work and the work produced in the Timed Test will be stored until moderation and must not be visited by the student again. The Art Team will moderate the full Externally Set Assignment</p>  | <p>Ao1, Ao2 Ao3 On completion of the Timed Test students will submit their preparatory work. Both preparatory work and the work produced in the Timed Test will be stored until moderation and must not be visited by the student again. The Art Team will moderate</p>  | <p>Ao1 Ao2 Ao3 Ao4 On completion of the Timed Test students will submit their preparatory work. Both preparatory work and the work produced in the Timed Test will be stored until moderation and must not be visited by the student again. The Art Team will moderate the full Externally Set Assignment (both preparatory studies and the</p>               |

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|  |  |  |  | <p>appropriate means as work progresses.</p> | <p>Personal responses can take a wide variety of forms and should reflect the knowledge, understanding and skills developed during the course of study. They can be evidenced at any stage of the creative process</p> | <p>(both preparatory studies and the timed test) and coursework and submit marks to AQA who in turn send an external moderator to ensure moderation has been correctly done and students have been correctly awarded.</p> | <p>the full Externally Set Assignment (both preparatory studies and the timed test) and coursework and submit marks to AQA who in turn send an external moderator to ensure moderation has been correctly done and students have been correctly awarded.</p> | <p>timed test) and coursework and submit marks to AQA who in turn send an external moderator to ensure moderation has been correctly done and students have been correctly awarded.</p> |
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