

Art and Design							
Key Stage 2 Curriculum includes -to create sketch books to record their observations and use them to review and revisit ideas - 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] -Being taught about great artists, architects and designers in history.							
Term	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13
Autumn 1	<b>Project - African Mask</b> -'Africa' title - visual analysis of African patterns -African mask and African Artwork research page/moodboard. Reading and comprehension, research, interpreting meaning, links to culture and differing periods of history -African mask drawing- developing observational drawing and tonal skills -Oil pastel and sgraffito mask - demonstrating understanding of other artist's work and cultural artifacts : Ralph Sirianni and Prince Duncan Williams -Cubism - link to period/ movement in Art history, how Cubist artists were inspired by African Masks : Picasso. Discussion, debate. - Painted houses of the Ndebele tribe - reading and comprehension, understanding of other cultures and architecture. -Designing and making of 3D relief, clay tile. Taking creative risks. Creating work inspired by other cultures.	<b>Project - Underwater Art</b> -Drawings skills (texture tonal task) -Mark making shells and use of different mediums (black fineliner shell) -Visually analysing the work of others (Yellena James and Tamara Phillips) -Exploring and developing personal ideas -Developing observational drawing skills -Colour theory, how to create tone and blend colours together -Experimenting with a variety of mediums such as: ink, colour pencils and fineliners -Research task (moodboard) Reading and comprehension, research, interpreting meaning, links to culture -Health and Safety -Use of a range of art mediums - watercolours ,biro and coloured pencils - demonstrate understanding of the work of other artists and show how this through combining artists styles and developing personal ideas for outcome - 3D Sculptural techniques using wire	<b>Painting and Print - Landscapes and colour</b> -Colour theory - mixing paint colours, developing painting techniques and using correct vocabulary -Artist research pages - understanding of artists work. Artists from a range of period of history/ Art movements , generating opinions, developing confidence in discussing, analysing and developing meaning around the work of other artists. -Artists copy - understanding of artists work. Artists from a range of period of history/ Art movements Developing practical skills -Painting and printing techniques, experimenting with media, taking creative risks - Planning and creating a personal outcome which shows that students have understood the work of and been inspired by the researched artists. + responding to a live brief - connection to wider society and links to industry.  Sculpture project -Sculpture Park trip -present work from trip -First hand observations: photography and sketches	<b>Introduction to Portraiture</b> -facial features -Face proportions - Da Vinci, links to traditional methods from differing periods of history - self portrait  - Brock Elbank - Artist research - modern day societal views/ opinions - 'Circus Freaks' - Contextual research - historical societal views/ opinions -Students explore their role in society, research, debate, form opinions  -Natalie Foss - Artist research - interpreting and finding meaning within artwork. (AO1) -Primary Photography (AO2/3) -digital editing technique, taking creative risks (AO2/3/4) - generating personal outcome inspired by research (AO1,2,3,4)	<b>Component 1 - GCSE Portfolio</b> continue personal outcome (AO4)	Introduce A Level course Reflect on GCSE studies - strengths things to develop, interests, media etc. Create own paper for sketchbook 30 day challenge Bind sketchbooks Look at fonts – calligraphy Workshops based on feedback from lesson 1  Drawing from observation and drawing from life Painting Printing Photography Digital and manual editing Dark room visit Sculpture	<b>Personal Project</b> <b>Practical work and essay</b>  AO1 (artist research) AO2 (experimenting with media) AO3 (recording and developing ideas)
				<b>Component 1 - GCSE Portfolio</b> -Circus mind map (AO1) -Circus moodboard (AO2) -Double page study sheet of Circus attractions linking to chosen theme (AO2) -Contextual research – e.g ‘circus freaks’, Fred Johnson banners, Ringling Brothers circus - historical context (AO1) Greatest showman film- modern culture where relevant. - refinement - evidence of chosen theme.	Organising portfolio refining component 1	<b>Explore all 8 themes from past paper</b> Learn how to create a research page How to critically analyse and use specialist vocabulary Participate in group critique How to combine 2 or more artist’s interpret themes Become confident in working independently and creating personal work Skill building and media workshops based on demand - print, painting, sculpture, clay, drawing, photography	<b>Personal Project</b> <b>Practical work and essay</b>  AO1 (artist research) AO2 (experimenting with media) AO3 (recording and developing ideas)
Spring 1			<b>Drawing - Natural forms</b> - Photography -Planning photoshoot -Composition and camera handing -setting up photoshoot -uploading and digitally editing -generating primary sources  -developing drawing skills, learning new methods, techniques, processes -taking creative risks, working with new media- anilinky, monoprint -responding to a brief, links to industry -Researching and developing ideas, reading and comprehension. -Designing ideas and making links to a chosen artist -Making product using clay. - Taking creative risks. Experimenting with a new media/ process, technique - Firing and glazing Taking creative risks. Experimenting with a new media/ process, technique	<b>Component 1 - GCSE Portfolio Artists 2</b> - <b>Researching</b> the artist Kandinsky/Emma Gale/Bernard Buffet/H James Hoff/Teesha Moore/Maria Pace Wynters/Bruce Holwerda/Minjae Lee (AO1) - <b>Copying</b> the work of Kandinsky/Emma Gale/Bernard Buffet/H James Hoff/Teesha Moore/Maria Pace Wynters/Bruce Holwerda/Minjae Lee (AO2/AO3) - <b>Producing</b> a piece of work in the style of	<b>Component 2 - Exam Portfolio (begins 2nd Jan)</b> -ESA (individual topics selected by students from exam paper) -AO1: Develop ideas through investigations, demonstrating critical understanding of sources -AO3: Record ideas, observations and insights relevant to intentions as work progresses	1. The embrace 2. Inspired by natural forms 3. Japanese culture 4. Throwaway society 5. Good enough to eat 6. Skies 7. Illusion 8. elongated forms	<b>Personal Project</b> <b>Practical work and essay</b>  AO4 Personal Outcome  <b>Component 2 - Exam Portfolio (Begins 1st Feb)</b>
			<b>Component 1 - GCSE Portfolio Artists 3</b> - <b>Researching</b> the artist (e.g. Kandinsky/Emma Gale/Bernard Buffet/H James Hoff/eesha Moore/Maria Pace Wynters/Bruce Holwerda/Minjae Lee) (AO1) - <b>Copying</b> the work of the artist to demonstrate visual analysis and understanding of the artist work (e.g Kandinsky/Emma Gale/Bernard Buffet/H James Hoff/Teesha Moore/Maria Pace Wynters/Bruce Holwerda/Minjae Lee) (AO2/AO3) - <b>Producing</b> a piece of work in the style of the artists to demonstrate practical skill and ability to	<b>Component 2 - Exam Portfolio</b> -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes -AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	<b>Component 2 - Exam Portfolio</b> -ESA (individual topics selected by students from exam paper) erstanding of visual language  AO1 (artist research) AO2 (experimenting with media) AO3 (recording and developing ideas) AO4 (personal response)		
Spring 2							

Summer 1			<p><b>Extended project - Birds</b> Preparing students for GCSE - using a sketchbook to organise ideas and demonstrate the artistic journey. Mood Board - research, visual interpretation and introduction Experimenting with a range of media, techniques and processes. Demonstrating practical recording skills. Reflecting on own work and work of others; providing self and peer assessment. Refining work to demonstrate best skills. Making informed choices for next steps.</p>	<p><b>Component 1 - GCSE Portfolio</b> -Combining artist styles to generate a personal style (AO3) -Developing ideas for mid point outcome (AO3) -combine and develop ideas (AO4) -Visual plan for mid-point outcome (AO3/AO4) -Mock exam – creating a personal response (AO4)</p>		<p>Mock Exam. Choose one theme to focus on and carry out a personal investigation.</p> <p>AO1 (artist research) AO2 (experimenting with media) AO3 (recording and developing ideas) AO4 (personal response)</p> <p>Mini essay also .</p>	
Summer2			<p>-Research: chosen artist Reading and comprehension, visually analysing and forming opinions of the work of other artists. -Copying the work of chosen artists. Making purposeful choice in regard to media, material, technique to sample the artists work and demonstrate representative level of skill as well as understanding of the work of chosen artist -Producing a piece of work in the style of chosen artist - application of understanding.</p> <p>-Research: chosen artist. Reading and comprehension, visually analysing and forming opinions of the work of other artists. -Copying the work of chosen artists. Making purposeful choice in regard to media, material, technique to sample the artists work and demonstrate representative level of skill as well as understanding of the work of chosen artist -Producing a piece of work in the style of chosen artist - application of understanding.</p> <p>Reflect on and refine ideas Combine and develop ideas</p> <p>Develop plan for final outcome - 2 sketches or mini mock ups with annotations explaining decisions and next steps Taking creative risks - experimentation with media Taking creative risks - experimentation with materials Evidencing artists influence</p> <p>Create a personal response.</p> <p>Responding to a brief - links to industry. Developing applications for RSPB - links to SMSC Developing a digital outcome - Photoshop, links to industry</p>	<p><b>Component 1 - GCSE Portfolio</b> Reflect on and refine ideas (AO3) Develop plan for final outcome (AO3/4) Create a personal response (AO4)</p>		<p><b>Generate ideas for personal project.</b></p>	