

Subject: ART	Year 7	Year 8	Year 9
Key Knowledge	<p>Portraiture and Changing Faces</p> <ul style="list-style-type: none"> • Pencil tones and shading • Facial proportions and composition • Colour theory and painting • Fragmented faces • Coloured Pencil Scribble drawings <p>How Do artists use Colour and Texture?</p> <ul style="list-style-type: none"> • Reptiles and Dragons in biro/paint • Animal portraits in paint • African Masks or wire constructed faces <p>Inspired By Nature</p> <ul style="list-style-type: none"> • Rousseau Jungles- paint and mixed media (using layers for depth) • Mark Hearld magazine collage and printing • Lesley Seeger -Painting 	<p>Where We Live</p> <ul style="list-style-type: none"> • Buildings in pencil and biro • Perspective • Dramatic buildings in landscapes • Architectural features and Gargoyles • Gaudi buildings – card relief and mixed-media – collaborative/com petition. <p>Inside Outside</p> <ul style="list-style-type: none"> • Observational drawings of fruit and Veg • Still Life and Cezanne • View through a window- Matisse and <p>Fauvism</p> <ul style="list-style-type: none"> • Abstract Wire Sculpture • Flower and shell studies – Georgia Okeeffe and magnification/abstract . Tissue paper collage 	<p>Art History - All projects linked to the GCSE Assessment Objectives.</p> <p>Introduction to further Art History/Traditional and Contemporary Artists</p> <p>Close-Up - Identity</p> <ul style="list-style-type: none"> • Animal Patterns - Abstract • Magnifying Glass – My Identity <p>Mechanical man-made</p> <ul style="list-style-type: none"> • Robotic Heads – man and machine • SteamPunk – Victorian inspired Art and sculptures • Machines – Paolozzi Sculptures and card relief <p>Food</p> <ul style="list-style-type: none"> • Sweets and Confectionary -Hyper-realism • Pop Art- Repeat Patterns and Photoshop techniques <p>Movement or Openings</p> <ul style="list-style-type: none"> • Futurism and movement in Art • Exploration of ‘Openings’ as a GCSE Brief <p>Culture</p> <ul style="list-style-type: none"> • Independent Culture project – Photomontage and Photoshop

		<p>What is The Purpose of Drawing?</p> <ul style="list-style-type: none"> • Hear Colour/See Sound • Impossible Tower • Reflections 	
Progression	<ul style="list-style-type: none"> • Building independence and confidence in their skills and use of a variety of media. • Building their control of a range of media and understanding importance of a good composition 	<ul style="list-style-type: none"> • Building independence and confidence in their skills and controlled use of a variety of media • Creating an awareness of their environment • Understanding perspective and composition • Further understanding of artists' styles 	<ul style="list-style-type: none"> • Building further independence and control of media • Creating an awareness of the GCSE Criteria through project-based work • Further understanding of Art History and more contemporary artists and designers • Written evaluations using analysis of artists' styles and links to their own work
Challenge	<ul style="list-style-type: none"> • Creating a range of final pieces as skills are introduced and developed. • Links to traditional and contemporary artists and designers. • Improved Literacy through use of key art words, terms and through discussion and written evaluation. 	<ul style="list-style-type: none"> • Creating a range of final pieces as skills are introduced • Further links to traditional and contemporary artists and designers • Developing literacy through own investigations, 	<ul style="list-style-type: none"> • Develop a range of projects linked to the themes • Work to the GCSE Assessment Criteria • Develop ability to analyse and refine work as project develops in written and practical work

		research skills and written evaluations.				
Skills	<ul style="list-style-type: none"> • Drawing and Painting skills -building on basic pencil shading, tones and colour mixing in paint. • Composition. • 3D masks. • Brushstrokes and paint for texture • Introduction to mixing media • Research and presentation of information on artists. 	<ul style="list-style-type: none"> • Working from direct observation • Perspective and composition • Relief work/surfaces in mixed media collage • 3D wire and clay • Mark-making and texture • Building on drawing and painting techniques • Research and Presentation techniques 	<ul style="list-style-type: none"> • Research and Presentation • Developing Ideas • Showing a range of media and Techniques • Developing a variety of compositions • Creating a personal response • Evaluate and annotate using appropriate links to art terms and concepts 			
Local/Global						
Assessment	Each project assessed and graded in line with marking policy in Art. Graded at the end of each project to inform progress against their Target grades. Feedback verbally throughout. Individual written targets to ensure progression.	Each project assessed and graded in line with marking policy in Art. Graded at the end of each project to inform progress against their Target grades. Feedback verbally and written- group and individual.	Each project is assessed and graded using GCSE Criteria as a guide. They will have a grade to inform them on their progress against their Target Grades. Feedback verbally and written- group and individual.			
Subject:	Term one Year 7		Term two Year 7	Term three Year 7		
Key	Unit 1	2	3	4	5	6

Knowledge	Portraits and..... Pencil Monochrome painting Colour and paintChanging Faces Picasso – Blue Period Fragmented faces- Jeremy Olsen Photomontage Hannah Hoch	How Do Artists Use Colour and Texture..... Van Gogh Coloured pencil scribble drawings Animal paintingsHow Do Artists Use Colour and Texture? Reptiles in biro African Masks or wire faces	Inspired By Nature..... Rousseau Jungles in paint and mixed media orInspired by Nature Lesley Seeger landscape painting Mark Hearld Collage
Progression	Drawing using pencil/ pencil shading and use of tone Colour-mixing in paint Facial proportions and features	Exploring further portraiture in a range of artists' styles	Coloured pencil and gestural studies Painting texture	Extending mark-making into reptiles in biro Exploring more 3D and sculpture portraits through African masks or wire faces	Develop own composition linked to Rousseau's jungles	Develop own composition linked to Lesley Seeger and Mark Hearld
Challenge	Create a series a portraits to explore these skills Peer evaluation	Complete the work accurately and in the 'style' of the artist Start to annotate own work using key art terms and sentences	Painting fluffy, furry and feathery. Creating more expressive portraits with gestural and scribble studies Evaluate progress	Complete the tasks and evaluate progress. Annotate work Respond to feedback to reach Target grades	3 layered paintings Good paint quality and colour-mixing Brushwork and a full composition	Landscape painting or a Mark Hearld collage combination Annotate and evaluate projects
Skills	Improved skills in - Shading neatly, use of 5 tones. Marks for texture and directional shading techniques Accurate Facial	Changing faces through fragmenting, photomontages and changing the colours	Understanding the importance of: Brushwork Composition Colour and texture Light outlines	Biro techniques Keeping a sketchbook like Julia Schmidt Responding to feedback independently	Exploring imaginary landscapes and layers Choosing and mixing media appropriately	Exploring landscapes and layers

	proportions and features Colour mixing and paint quality					
Assessment						
Subject:	Term one Year 8		Term two Year 8		Term three Year 8	
Key Knowledge	Unit 1	2	3	4	5	6
	Buildings Pencil tones – Lacock buildings biro – Julia Schmidt and mark-making Perspective theory Dramatic buildings in wax resist and paint- John Piper	Architectural Features Gargoyles in clay Ian Murphy – emulsion/ surfaces and inks/biro	Decorative Buildings Gaudi and Hundertwasser Relief in collage and mixed media – mosaics Collaborative Project in pairs /possible competition	Inside Outside Observational drawings of Fruit and Veg in variety of media Cut out paper pattern Cezanne/ Impressioniist Still life in oil pastels or paint Paper-mache cross sections of fruit	Inside Outside View through a window- Fauvism and Matisse paintings Abstract wire sculpture	What is the Purpose of Drawing HearColour/See Sound Expressionism- Kandinsky The Impossible Tower and Reflections Escher

<p>Progression</p>	<p>Understanding one and two point perspective for more 3D drawings</p> <p>Drawing with biro- A Visual Diary and accurate mark-making and tones</p> <p>Explore dramatic 'war art' using John Piper and Nash influences. Wax resist and paint</p>	<p>Expressive Gargoyles and Grotesques</p> <p>3D Clay forms and chalk tonal studies</p> <p>Architectural studies using techniques of Ian Murphy</p>	<p>Collaborative team work to plan and create a Gaudi Inspired relief using string and mixed-media.</p> <p>Mosaics explored</p> <p>Hundertwasser comparisons</p>	<p>Developing observational drawing skills</p> <p>Using a craft knife to cut patterns</p> <p>Creating a Still Life and Impressionist techniques in paint and oil pastels</p> <p>Paper -mache relief work and cross-sections</p>	<p>Research Fauvism and Matisse 'art studio with Window.</p> <p>Create own composition</p> <p>Abstraction and wire techniques for 3D sculptural forms.</p>	<p>Researching Expressionist techniques exploring colour and sound –</p> <p>Kandinsky linked work</p> <p>A Study of Escher and his work. Explore work that creates illusion and the impossible</p> <p>Develop by exploring 'reflections' in shiny objects</p>
<p>Challenge</p>	<p>Develop more accurate 3D studies</p> <p>Explore more expressive techniques in contrast</p>	<p>3D clay forms - sculpture</p>	<p>Working as a team.</p>	<p>Improving observational skills.</p> <p>Using tools H&S</p> <p>Developing 3D skills in paper</p>	<p>Exploring Art History and working in the 'style of an artist'</p>	<p>Complete all projects</p> <p>Understand why different artists work in the way they</p>

				mache		do.
Skills	Understanding the Contrasting styles	Creating 3D forms	Using media appropriately and working as a team.	Paper- mache Cutting accurately with a craft knife	Working in wire Developing a good composition	Researching and presenting work
Assessment						

Subject:	Term one Year 9		Term two Year 9		Term three Year 9	
Key Knowledge	Unit 1	2	3	4	5	6
	Close-Up – Identity Knowledge of GCSE Assessment Objectives and briefs Animal Patterns and Abstraction through cropping and zooming in.	Mechanical man-made Man and machine seen through Paolozzi and relief/3D card structures. Mechanical, robotic heads in pencil	Man-made and sculptures Victorian Art research in to Steampunk. Study in inks and biro. How to analyse artwork, annotate and present research. Card relief Steampunk	Food Knowledge of GCSE Assessment Objectives and briefs Observational studies of Sweets and Confectionary in a range of	Culture Knowledge of GCSE Assessment Objectives and briefs Independent project linked to a culture of their choice-	Culture Final piece Complete an A2 piece on appropriate surface in 10 hours. Self - Assessment and Peer Assessment

	<p>Oil pastels, paint or My Identity photo collage seen through a magnifying glass. Paint and coloured pencils</p>	<p>shading- observational studies of tools and man-made objects- Jim Dine –charcoal and ink.</p>	<p>sculptures Understand that Art History links with time-line of historical events.</p>	<p>appropriate media. Hyper-realism food composition. Pop Art Food – Claes Oldenberg- scale Thiebault – pastel shades and composition Repeat Patterns – Warhol and Pop Art on Photoshop or block printing.</p>	<p>Research Cultures/Ideas. Choosing appropriate Media/Technique Choosing and refining of layout/backgrounds and Composition Annotations linking project to brief</p>	<p>Marking project to assessment Criteria in pairs. Movement- Futurism and overlapping figures to create movement across a page. Sports Day Competition/ Challenge.</p>
Progression	<p>Understanding how to develop ‘abstraction’ through ‘cropping’ and ‘close-ups’ Use of oil pastel and more advanced media techniques Linked projects to explore all GCSE</p>	<p>Explore Man-Made and machinery as inspiration in their work. Develop observational skills in a range of media. Practise the sharing and evaluating of their work with</p>	<p>Develop further awareness of Art History and its development in relation to events in History. Create/explore Art History timeline. How to analyse artwork, annotate and present research. Cross-Curricular</p>	<p>Develop further understanding of Criteria for Assessment at GCSE. Work to and explore them through the Exemplar GCSE Briefs Using imagery and composition to inspire successful</p>	<p>Develop a project with more emphasis on independence to build confidence. Work on a larger scale and alternative surfaces.</p>	<p>Understanding and reinforcing the importance of evaluating and refining through Self - Assessment and Peer Assessment Marking projects</p>

	Assessment Objectives	others and for others. Setting own targets for improvement.	opportunities can be explored	outcomes		to GCSE assessment Criteria in pairs.
Challenge	Complete a minimum of 3 projects from above over the year.	Give feedback to help others Use art literacy accurately in annotations	Understand the Art History Timeline Analyse Artist's work	Use own photographs	Use a larger scale or alternative surface	Understand the importance of working to the Assessment Criteria
Skills	Abstraction Cropping Working to a brief	Setting own Targets Evaluating and sharing their work Annotations	Analysis	Organisation of time and choosing appropriate media and techniques independently	Confidence to experiment	
Assessment	Students advised if on/below or exceeding their target grade in accordance with the aims of the project.					