



Academic Year	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Year 7 Art			
Autumn A	<p>Formal Elements Understanding and developing the use of the Formal Elements of Art and Design – line, shape, tone, form, texture, composition.</p> <p>Using the sketchbook as a working visual journey where all the work links in the same style as the GCSE.</p>	<ul style="list-style-type: none"> • Observational drawing skills • Exploration of line through pen work • Exploration of texture through rubbing and mark making. • Exploration of Colour theory & how to use watercolours, develop colour mixing • Exploration of pattern through nature & link to Hundertwasser • Development of digital learning skills through research and collection of appropriate imagery and information • Analysing a painting will develop students ‘looking’ skills teaching students to look deeper into a painting and be more analytical in their thinking, a skill that is essential across the curriculum. • Presenting artists research using visual & literacy skills • Development of numeracy skills such as understanding of size, scale, proportion, symmetry, the rule of thirds and the golden rule <p>Artists:</p> <ul style="list-style-type: none"> • Hundertwasser 	<p>Initial pencil study of a natural form – baseline test</p> <p>Hundertwasser Research – literacy & presentation skills</p> <p>Colour wheel – application of paint and mixing of colours</p>
Autumn B	<p>Formal Elements Understanding how to develop an outcome through planning, annotating & evaluating an outcome</p>	<ul style="list-style-type: none"> • Apply the knowledge of the formal elements to create a tower in the style of Hundertwasser • Hundertwasser Tower planning considering shape & composition by designing various ideas • Application of numeracy skills such as measuring, understanding of size, scale, proportion - developing and refining of design ideas • Hundertwasser Tower planning – exploring colour & proportion 	<p>Hundertwasser Tower- Assessing composition, shape, line, form, tone, texture and mark making in the design</p>



	Responding to artists is a key skill at GCSE. Students need to be able to analyse an artist techniques, processes and then apply it to their own work.	<ul style="list-style-type: none"> • Development of 2-dimensional outcome adding colour to final piece using felt pen • Written skills to become familiar with annotations when planning • Oracy skills to reflect on outcome 	
Spring A		•	
Spring B		•	
Summer A		•	
Summer B		•	

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Year 7 Textiles			
Autumn A	Cultural Cushions Exploring textiles techniques and processes such as dying and embellishing fabrics. Understanding and developing the use of the formal elements of textile design	Researching & designing inspired by different cultures <ul style="list-style-type: none"> • Development of digital learning skills through research and collection of appropriate imagery and information • Developing curiosity about life through research & exploration of other cultures • Knowledge & understanding - Introduction to textile materials, techniques & processes • Observational drawing skills from research • Design idea development & apply knowledge of materials & techniques 	Assessment of mind map & cultural mood-board Peer assessment of design ideas Observational drawing and & justification / application of suitable techniques



	Using the sketchbook as a working visual journey where all the work links in the same style as the GCSE	<ul style="list-style-type: none"> • Translating observational drawings into surface design using range of colour application techniques • Skills acquisition, basic use of hand and machine tools • H&S skills applied when using irons, batik pots & sewing machines • Independent practical skills & use sewing machine threading & problem solving 	Assessment of the technical practical skills through teacher observation & sectional outcomes
Autumn B	Understanding how to develop an outcome through planning, annotating & evaluating an outcome	<p>Designing and exploring techniques</p> <ul style="list-style-type: none"> • Exploration of recycled materials for applique decoration • Developing fine hand motor skills through fabric cutting • Exploration of variety of stitches through hand & machine sewing • Exploration & application of range of textiles techniques – stencil, batik, painting, applique, embroidery, tie dye • Exploration of embellishing techniques through beading, sawing, fabric construction • Development of numeracy skills such as understanding of size, scale, symmetry 	Assessing skills such as purposeful application of techniques and accuracy of hand sewing and embellishing fabrics.
Spring A		<p>Making & evaluation of the final outcome.</p> <ul style="list-style-type: none"> • Developing practical machine skills to construct final piece • Developing analytical skills • Literacy skills developed when recording & evaluating practical work with step-by-step guides • Oral skills developed when evaluating against the design criteria. 	<p>Assessment of the design and final outcome</p> <p>Assessment of analytical skills & evaluation</p>
Spring B		ROTATION 2 = repeat above.	
Summer A		ROTATION 2 = repeat above.	
Summer B		ROTATION 2 = repeat above.	



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Year 8 Art			
Autumn A	<p>Identity Exploring Identity through the creation of a mixed media portrait. Extend knowledge and understanding of drawing through the observation of the portrait embedding the use of tone, texture and mark making to create form.</p>	<ul style="list-style-type: none"> • Development of drawing accurately though understanding and applying proportion on the portrait. • Self-portrait observational drawing focusing on outline and accuracy using grid method • Shading – developing understanding of different pencils to show 3D elements. • Tone – Developing understanding and application of 3D features on the face to create a realistic and accurate drawing. • Mark making and texture – Develop shading and textures on the hair to show movement and surface. • Oral skills developed during discussion about Kehinde Wiley artist – link to artist that explores Identity and coinciding with celebrating Black History Month 	<p>Assessment of the A3 pencil study portrait. Assessing use of accurate proportion, shading and control using pencils to show tone and texture.</p> <p>Written skills assessed in artist research report.</p>
Autumn B	<p>Identity Develop understanding of how to create individual stimulus to aid individual project development. Exploring and using compositional techniques to amalgamate and layer drawings and paintings in</p>	<ul style="list-style-type: none"> • Introduction to acrylic paint – painting features • Develop painting skills working in acrylic to create skin tones with accuracy • Look at portrait artists, compare artists and explore different ways to pursue portraiture - explore Frida Kahlo's use of symbolism in paintings • Understand & demonstrate how artist research can influence and impact of context on an artist. • Designing final outcome & applying symbols to represent own identity 	<p>Technical ability to use acrylic.</p> <p>Assessment of quality of response to artist influences.</p> <p>Impact of symbol/images to portray identity.</p>



	<p>relation to expressing identity. Presentation skills in sketchbooks. Responding to artists in prep for GCSE.</p>	<ul style="list-style-type: none"> • Planning page for final outcome, annotated • Final outcome <p>Artists</p> <ul style="list-style-type: none"> • Frida Kahlo • Kehinde Wiley 	
Spring A			
Spring B			
Summer A			
Summer B			

Academic Year	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Year 9 Art			
Autumn A	<p>Food Illustration</p> <p>Students gain an insight to art in Industry – different career paths and how drawing is applicable to different careers.</p> <p>Students understand the importance of artist research</p>	<ul style="list-style-type: none"> • Introduction to Still life, looking at artists and still life in Industry • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • Photography skills – how to take a successful food photograph • Exploring digital Photography and editing • Understanding practical and technical elements of taking interesting and authentic photographs. Exploring composition, lighting and colour. • Collecting and planning for primary imagery • Understanding Primary recording • Extending understanding of recording and collecting primary imagery as part of idea development. 	<p>Assessment of pencil study showing understanding of tone, shading, texture and line.</p> <p>Exploring different materials illustration page</p> <p>Show control of different types of media within experimentation.</p>



		<ul style="list-style-type: none"> • Become proficient in drawing & produce a pencil study of own photo to embed observational skills • Exploring different materials – students explore a range of materials developing previous techniques • Development of tone and texture • Colour study – exploring and developing application of tone using colour pencils • Introduction to oil pastel mono-printing • Developing watercolour painting with oil pastel mono-printing 	
<p>Autumn B</p>	<p>Food Illustration Recipe design outcome to develop ability to design from scratch and not utilise existing elements.</p> <p>Presentation skills in sketchbooks. Responding to artists in prep for GCSE.</p>	<ul style="list-style-type: none"> • Developing and refining acrylic painting techniques • Developing understanding of Colour mixing • Quick fire drawing tasks reflect artist inspiration in the style of Georgina Luck • Art in Industry – make reference to Tom Hovey • Learning how to research independently to help support planning by collecting relevant visual imagery and aid. • Analysis and critical reflection of the artist’s work and own outcomes. • Experiment and take risks with the painting process, building resilience and confidence. • Select recipe and photograph ingredients • Produce creative work, exploring their ideas and recording their experiences • Outcome planning using compositional skills - Building upon more difficult design elements, allows students to progress within the depth of exploration seen in their design ideas and this can enhance the level of marks achieved against the set assessment objectives • Production of final outcome • Written & oral reflection on the different techniques used and materials selected for outcome. 	<p>Assessment of artist written research.</p> <p>Application of working in the style of artist</p> <p>Assessment of planning & final outcome – illustrated recipe</p> <p>Assessment of oracy skills explaining idea & development.</p>



		<ul style="list-style-type: none">• Extension: Develop some skills within Illustrator software to gain basic understanding of the fundamentals of digital software <p>Artists:</p> <ul style="list-style-type: none">• Georgina Luck• Tom Hovey•	
Spring A			
Spring B			
Summer A			
Summer B			