

<b>Academic Year</b>  <b>Year 7 Art</b>	<b>Content.</b> <b>Unit title and brief outline of content.</b>	<b>Skills taught in each unit.</b>	<b>Assessment – what knowledge and skills will be assessed and how?</b>
Autumn A	<p><b>Formal Elements</b>            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"> <li>• Observational drawing skills</li> <li>• Exploration of line through pen work</li> <li>• Exploration of texture through rubbing and mark making.</li> <li>• Exploration of Colour theory &amp; how to use watercolours, develop colour mixing</li> <li>• Exploration of pattern through nature &amp; link to Hundertwasser</li> <li>• Development of digital learning skills through research and collection of appropriate imagery and information</li> <li>• 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.</li> <li>• Presenting artists research using visual &amp; literacy skills</li> <li>• Development of numeracy skills such as understanding of size, scale, proportion, symmetry, the rule of thirds and the golden rule</li> </ul> <p>Artists:</p> <ul style="list-style-type: none"> <li>• Hundertwasser</li> </ul>	<p>Initial pencil study of a natural form – baseline test</p> <p>Hundertwasser Research – literacy &amp; presentation skills</p> <p>Colour wheel – application of paint and mixing of colours</p>
Autumn B	<p><b>Formal Elements</b>            Understanding how to develop an outcome through planning, annotating &amp; evaluating an outcome</p> <p>Responding to artists is a key skill at GCSE.</p>	<ul style="list-style-type: none"> <li>• Apply the knowledge of the formal elements to design initial ideas for a tower in the style of Hundertwasser</li> <li>• Hundertwasser Tower planning considering shape &amp; composition by designing various ideas</li> <li>• Hundertwasser Tower planning – exploring colour &amp; proportion</li> <li>• Application of numeracy skills such as measuring, understanding of size, scale, proportion - developing and refining of design ideas</li> <li>• LGBTQ artist investigation in small groups using teamwork skills</li> </ul>	<p>Hundertwasser Tower- Assessing composition, shape, line, form, tone, texture and mark making in the design</p>

	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"> <li>• Presentation of LGBTQ research to class using visual ppp &amp; oracy skills</li> <li>• Written skills to become familiar with annotations when planning</li> <li>• Oracy skills to reflect on outcome</li> </ul>	
Spring A	<b>Hundertwasser Tower outcome</b>	<ul style="list-style-type: none"> <li>• Development of 2-dimensional outcome adding colour to final piece using felt pen</li> <li>• Apply &amp; refine one initial idea to create a tower in the style of Hundertwasser</li> <li>• Evaluation of work to date</li> </ul>	
Spring B	<p><b>Botanicals</b> Produce creative work, exploring their ideas and recording their experiences</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> <p>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<ul style="list-style-type: none"> <li>• Pencil study with accurate proportion and details. Demonstration of a depth of tone and a range of sensitive mark making.</li> <li>• Students are to use their own photo of a leaf to create an oil pastel monoprint taking into consideration their composition.</li> <li>• Develop an understanding of colour palettes to create a colour palette using watercolours (min of 5 colours/tones)</li> <li>• Demonstrate good use of technique of layering watercolours</li> <li>• Experiment with further printing techniques</li> <li>• Practice different methods of transferring the paint. <ul style="list-style-type: none"> <li>- Pressed and close the book</li> <li>- Roll over the leaf with a roller</li> <li>- Leave one attached and paint watercolour around it</li> </ul> </li> </ul> <p>Artists:</p> <ul style="list-style-type: none"> <li>• Sheri Trepina</li> </ul>	<p>Suitable colour palette applied to practical development of leaf designs</p> <p>Technical printing ability assessed through execution of different techniques</p> <p>Written skills assessed in artist research report.</p> <p>Assessment of quality of response to artist influences.</p>
Summer A	<b>Botanicals</b> Become proficient in drawing, painting, sculpture and other art,	<ul style="list-style-type: none"> <li>• Explore how printing is used in Industry by looking at the work of artists e.g. Sheri Trepina</li> </ul>	Effective planning that leads to a strong outcome where materials, techniques & composition have been considered

	<p>craft and design techniques</p> <p>A strong understanding of the techniques explored, demonstrating control in a range of materials.</p>	<ul style="list-style-type: none"> <li>• Artist research demonstrates an understanding of the influence and impact of context. Analysis is detailed and insightful. Presentation is creative and thoughtful.</li> <li>• Exploring combinations of two different techniques</li> <li>• Application of tone using biro/pencil into leaf print</li> <li>• Refining work through practice &amp; application of techniques</li> <li>• Discussion to identify key elements needed in a final piece</li> <li>• Develop planning strategies to include: <ul style="list-style-type: none"> <li>- Background colour</li> <li>- Colour palette</li> <li>- Composition</li> </ul> </li> </ul>	<p>Assessment of the design ideas</p> <p>Assessment of analytical skills &amp; evaluation</p>
Summer B	<b>Botanicals - Sheri Trepina inspired outcome making</b>	<ul style="list-style-type: none"> <li>• Understand how to create a 'ground' for final piece &amp; how to build up layers of final outcome</li> <li>• Final outcome demonstrates a strong understanding of the materials and techniques explored. Interesting, thoughtful composition.</li> <li>• Extension task – felt piece – stretch and challenge students who have finished and refined their work.</li> </ul>	<p>Assessment of the design and final outcome</p> <p>Assessment of analytical skills &amp; evaluation</p>

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?
<b>Year 7 Textiles</b>			
Autumn A	<b>Cultural Cushions</b> Exploring textiles techniques and	Researching & designing inspired by different cultures	Assessment of mind map & cultural mood-board

	<p>processes such as dyeing and embellishing fabrics. Understanding and developing the use of the formal elements of textile design</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"> <li>• Development of digital learning skills through research and collection of appropriate imagery and information</li> <li>• Developing curiosity about life through research &amp; exploration of other cultures</li> <li>• Knowledge &amp; understanding - Introduction to textile materials, techniques &amp; processes</li> <li>• Observational drawing skills from research</li> <li>• Design idea development &amp; apply knowledge of materials &amp; techniques</li> <li>• Translating observational drawings into surface design using range of colour application techniques</li> <li>• Skills acquisition, basic use of hand and machine tools</li> <li>• H&amp;S skills applied when using irons, batik pots &amp; sewing machines</li> <li>• Independent practical skills &amp; use sewing machine threading &amp; problem solving</li> </ul>	<p>Peer assessment of design ideas</p> <p>Observational drawing and justification / application of suitable techniques</p> <p>Assessment of the technical practical skills through teacher observation &amp; sectional outcomes</p>
Autumn B	<p><b>Cultural Cushions</b></p> <p>Understanding how to develop an outcome through planning, annotating &amp; evaluating an outcome</p>	<p>Designing and exploring techniques</p> <ul style="list-style-type: none"> <li>• Exploration of recycled materials for applique decoration</li> <li>• Developing fine hand motor skills through fabric cutting</li> <li>• Exploration of variety of stitches through hand &amp; machine sewing</li> <li>• Exploration &amp; application of range of textiles techniques – stencil, batik, painting, applique, embroidery, tie dye</li> <li>• Exploration of embellishing techniques through beading, sawing, fabric construction</li> <li>• Development of numeracy skills such as understanding of size, scale, symmetry</li> </ul>	<p>Assessing skills such as purposeful application of techniques and accuracy of hand sewing and embellishing fabrics.</p>
Spring A	<p><b>Cultural Cushions</b></p>	<p>Making &amp; evaluation of the final outcome.</p> <ul style="list-style-type: none"> <li>• Developing practical machine skills to construct final piece</li> <li>• Developing analytical skills</li> <li>• Literacy skills developed when recording &amp; evaluating practical work with step-by-step guides</li> <li>• Oral skills developed when evaluating against the design criteria.</li> </ul>	<p>Assessment of the design and final outcome</p> <p>Assessment of analytical skills &amp; evaluation</p>

Spring B		ROTATION 2 = repeat above.	
Summer A		ROTATION 2 = repeat above.	
Summer B		ROTATION 2 = repeat above.	

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?
<b>Year 8 Art</b>			
Autumn A	<p><b>Cultures</b> Strong understanding of a variety of cultures. Interesting use of colour and pattern explored in a variety of materials.</p> <p>Exploration of chosen cultural art includes images and good annotations. Artist annotations demonstrate an understanding of the influence and impact of their culture on their work. Creative presentation.</p>	<ul style="list-style-type: none"> <li>• Be able to identify &amp; explain ‘What is culture?’ and discuss similarities/differences between different cultures</li> <li>• Understanding art from different cultures</li> <li>• Research &amp; present ideas of 4 different cultures – African, Indigenous American, Aboriginal, Indian</li> <li>• Consider relevant imagery to produce thumbnail studies</li> <li>• Apply understanding of a particular culture to develop a tile design</li> <li>• Producing work in the style of cultural art from a variety of different cultures</li> <li>• Double page visually presented research of own chosen culture</li> <li>• BAME virtual gallery research &amp; creative writing</li> <li>• BAME double page artist research (class &amp; HW)</li> </ul>	<p>Research demonstrates relevance through all elements chosen – colour, pattern, technique</p> <p>Thumbnail sketches show attention to small details for decoration.</p> <p>Successful embossing technique applied to foil</p>

	A strong understanding of the techniques explored, demonstrating control in a range of materials.		
Autumn B	<b>Cultures</b> Design Idea development demonstrating a strong understanding of the materials and techniques explored. Interesting, thoughtful composition.	<ul style="list-style-type: none"> <li>• Develop tile designs in mixed media - will paint block colour into background, colour pencil/fine liner/felt tip pen to add pattern and details with an embossed metal sheets in the centre</li> <li>• Refine chosen idea, annotation &amp; evaluation</li> <li>• Develop sketchbook presentation skills that demonstrate good planning ideas</li> <li>• Understanding of embossing technique to develop craft element considering use of the relief aspect of the embossing and which areas they want to push in/out and how to do this.</li> <li>• Apply understanding of a particular culture to tile designs</li> <li>• Scale up design idea from thumbnail sketches</li> </ul>	<p>Technical ability to combine mixed media</p> <p>Assessment of quality of response to cultural research</p> <p>Impact of symbol/images to portray culture</p>
Spring A	<b>Cultural Tile outcome making</b> Final outcome demonstrating a strong understanding of the materials and techniques explored.	<ul style="list-style-type: none"> <li>• Understanding of embossing technique to develop craft element considering use of the relief aspect of the embossing and which areas they want to push in/out and how to do this.</li> <li>• Apply knowledge of colour mixing to final outcome</li> <li>• Demonstrate skill in adding decorative effects to surface of oil pastel area</li> <li>• Show H&amp;S awareness of using tools &amp; equipment</li> <li>• Develop time management skills through planning &amp; making an outcome</li> <li>• Ensure outcome is recognisable of culture without explanation</li> </ul>	<p>Technical ability to emboss metal foil</p> <p>Assessment of quality of response to outcome produced</p>
Spring B	<b>Identity</b> Exploring Identity through the creation of a mixed media portrait.	<ul style="list-style-type: none"> <li>• Development of drawing accurately though understanding and applying proportion on the portrait.</li> <li>• Self-portrait observational drawing focusing on outline and accuracy using grid method</li> </ul>	<p>Assessment of the A3 pencil study portrait.</p> <p>Assessing use of accurate proportion, shading and</p>

	<p>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"> <li>• Shading – developing understanding of different pencils to show 3D elements.</li> <li>• Tone – Developing understanding and application of 3D features on the face to create a realistic and accurate drawing.</li> <li>• Mark making and texture – Develop shading and textures on the hair to show movement and surface.</li> <li>• Oral skills developed during discussion about Kehinde Wiley artist – link to artist that explores Identity and coinciding with celebrating Black History Month</li> </ul>	<p>control using pencils to show tone and texture.</p> <p>Written skills assessed in artist research report.</p>
Summer A	<p><b>Identity</b> Develop understanding of how to create individual stimulus to aid individual project development.</p> <p>Exploring and using compositional techniques to amalgamate and layer drawings and paintings in relation to expressing identity.</p> <p>Presentation skills in sketchbooks.</p> <p>Responding to artists in prep for GCSE.</p>	<ul style="list-style-type: none"> <li>• Introduction to acrylic paint – painting features</li> <li>• Develop painting skills working in acrylic to create skin tones with accuracy</li> <li>• Look at portrait artists, compare artists and explore different ways to pursue portraiture - explore Frida Kahlo’s use of symbolism in paintings</li> <li>• Understand &amp; demonstrate how artist research can influence and impact of context on an artist.</li> </ul> <p>Artists</p> <ul style="list-style-type: none"> <li>• Frida Kahlo</li> <li>• Kehinde Wiley</li> </ul>	<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>
Summer B	<p><b>Identity</b> <b>Final Portrait outcome</b></p>	<ul style="list-style-type: none"> <li>• Designing final outcome &amp; applying symbols to represent own identity</li> <li>• Planning page for final outcome, annotated</li> <li>• Apply knowledge of acrylic paint mixing of features to own portrait</li> </ul>	<p>Technical ability to use acrylic.</p>

		<ul style="list-style-type: none"> <li>• A3 Collaged background to represent own identity/culture</li> <li>• Final outcome</li> </ul>	<p>Assessment of quality of outcome using developed design ideas.</p> <p>Assessment of how outcome reflects elements of artist influences.</p>
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Autumn A	<p><b>Food Illustration</b></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"> <li>• Introduction to Still life, looking at artists and still life in Industry</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>• Photography skills – how to take a successful food photograph</li> <li>• Exploring digital Photography and editing</li> <li>• Understanding practical and technical elements of taking interesting and authentic photographs. Exploring composition, lighting and colour.</li> <li>• Collecting and planning for primary imagery</li> <li>• Understanding Primary recording</li> <li>• Extending understanding of recording and collecting primary imagery as part of idea development.</li> <li>• Become proficient in drawing &amp; produce a pencil study of own photo to embed observational skills</li> </ul>	<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"> <li>• Exploring different materials – students explore a range of materials developing previous techniques</li> <li>• Development of tone and texture</li> <li>• Colour study – exploring and developing application of tone using colour pencils</li> <li>• Introduction to oil pastel mono-printing</li> <li>• Developing watercolour painting with oil pastel mono-printing</li> </ul>	
Autumn B	<p><b>Food Illustration</b> 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"> <li>• Developing and refining acrylic painting techniques</li> <li>• Developing understanding of Colour mixing</li> <li>• Quick fire drawing tasks reflect artist inspiration in the style of Georgina Luck</li> <li>• Art in Industry – make reference to Tom Hovey</li> <li>• Learning how to research independently to help support planning by collecting relevant visual imagery and aid.</li> <li>• Analysis and critical reflection of the artist’s work and own outcomes.</li> <li>• Experiment and take risks with the painting process, building resilience and confidence.</li> <li>• Select recipe and photograph ingredients</li> <li>• Produce creative work, exploring their ideas and recording their experiences</li> <li>• Written &amp; oral reflection on the different techniques used and materials selected for outcome.</li> </ul> <p>Artists:</p> <ul style="list-style-type: none"> <li>• Georgina Luck</li> <li>• Tom Hovey</li> <li>• Joel Penkman</li> <li>• Sarah Graham</li> <li>• Wayne Thiebaud</li> <li>• Andrea Turvey</li> </ul>	<p>Assessment of artist written research.</p> <p>Application of working in the style of artist</p> <p>Assessment of oracy skills explaining idea &amp; development.</p>

Spring A	<p><b>Food Illustration – recipe outcome making</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Production of final outcome</li> <li>• Extension: Develop some skills within Illustrator software to gain basic understanding of the fundamentals of digital software</li> </ul>	<p>Assessment of planning &amp; final outcome – illustrated recipe</p>
Spring B	<p><b>Architecture</b> Analytical pencil study.</p> <p>Develop new skills in lino print techniques showing each stage of design progression.</p> <p>Exploring the work of other artists, students experiment with mixed media observation to produce a section of a building.</p>	<ul style="list-style-type: none"> <li>• Build upon core skills, using experience of printing but now moving to lino print</li> <li>• Produce creative work, exploring their ideas and recording their experiences</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li>• Pencil study with accurate proportion and details. Demonstration of a depth of tone and a range of sensitive mark making.</li> <li>• Sophisticated and interesting lino print produced. Good control demonstrated when cutting.</li> <li>• Extension: Successful two-colour linocut with two-colour print.</li> <li>• Artist research demonstrates an understanding of the influence and impact of context. Analysis is detailed and insightful. Presentation is creative and thoughtful.</li> </ul> <p>Artists:</p> <ul style="list-style-type: none"> <li>• Ian Murphy</li> <li>• Lucy Jones</li> </ul>	<p>Assessment of pencil study showing understanding of tone, shading, texture and line.</p> <p>Exploring different textural materials for surface interest</p> <p>Assessment of artist written research.</p>

		<ul style="list-style-type: none"> <li>• Sunga park</li> </ul>	
Summer A	<p>Final outcome planning considers composition &amp; use of different materials &amp; surfaces.</p> <p>Presentation skills in sketchbooks.</p>	<ul style="list-style-type: none"> <li>• Thumbnail sketches show 4 design ideas based on chosen images</li> <li>• Outcome planning shows careful consideration of composition</li> <li>• Planning demonstrates a strong understanding of the materials and techniques explored</li> <li>• Presentation in sketchbook is thoughtfully annotated</li> </ul>	<p>Application of working in the style of artist</p> <p>Design development</p> <p>Assessment of planning &amp; final outcome – illustrated architecture</p>
Summer B	<b>Architecture lino print outcome making</b>	<ul style="list-style-type: none"> <li>• Final outcome is visually &amp; texturally interesting with thoughtful composition</li> </ul>	<p>Assessment of final outcome – illustrated architecture</p>