

CORE KNOWLEDGE

What I will know and understand by the end of Year 7.



This year in Art, we will be learning...		This links to:	Key Vocabulary:				
1	The Formal Elements <ul style="list-style-type: none"> How to draw from direct observation. How to use the formal elements of art -Line and Shape. Why art has been made through time by exploring the work of a range of artists. 	<ul style="list-style-type: none"> Any previous drawing skills and work developed in Primary school Math: Shape and proportion 	Observation Proportion Formal elements: Line, Shape, Tone, Pattern. Texture.				
2	The Formal Elements: <ul style="list-style-type: none"> About the work of Henri Matisse and Juan Miro. How the formal element pattern is created using repetition of shapes or motifs. How drawing helps to create designs that can be sold. 	<ul style="list-style-type: none"> RE/Geography: People from different cultures and around the world Work developed in all subjects using observation skills. 	Colour Symmetry. Positive and negative space. Organic. Irregular . Motif. Rotation and repetition.				
3	Still Life: <ul style="list-style-type: none"> How to use the formal elements of Tone, Texture and Form. About Still Life art form and the work of Shimon Okshteyn. How to use a range of drawing materials to create our own Still Life. 	<ul style="list-style-type: none"> Maths: Patterns, shape and scale Previous experience using materials in Art 	Composition Render Cross-hatching. Pressure. Position. Scale.				
4	Colourful Cities: <ul style="list-style-type: none"> How to apply colour theory. How to skillfully mix and experiment with colour. Techniques with watercolour and acrylic paint. 	<ul style="list-style-type: none"> Learning from your first project, based on the colour wheel and drawing from observation Science: Colour mixing and colour theory 	Colour theory.Primary. Secondary. Harmony. Complementary. Hue. Pigment. Technique. Saturation. Opaque.				
5	Colourful Cities: <ul style="list-style-type: none"> What is meant by the emotional value of colour How Architects Freidrich Hunderstwasser and Gaudi used colour Techniques with pastels. 	<ul style="list-style-type: none"> RE/Geography: People from different cultures and around the world Work developed using observation skills 	Emotional value. Annotation. Culture. Inspiration. Expressive. Visual.				
6	Colourful Cities: <ul style="list-style-type: none"> How to create our own colourful architecture by applying the skills we have learned so far. How to select the correct materials and techniques 	<ul style="list-style-type: none"> Previous experience using materials in Art 	Composition. Architecture. Refinement. Balance. Impact. Structure. Design.				
Target Grade:		AP1:		AP2:		AP3:	

CORE KNOWLEDGE

What I will know and understand by the end of Year 8.



This year in Art, we will be learning		This links to:	Key Vocabulary:
1	<p>Natural World:</p> <ul style="list-style-type: none"> To improve our skills with drawing by observation of natural forms-bugs and insects To use tracing off/transfer down techniques. To apply scale, proportion and colour to create designs. . About the work of Artists Rachel Klyve and Mazzoni. 	<ul style="list-style-type: none"> Work completed in year 7, based on drawing from observation Biology: Bugs and insects Geography: The natural world 	<p>Organic. Observation Natural Forms Scale. Trace and transfer.</p>
2	<p>Natural World:</p> <ul style="list-style-type: none"> How to present a creative artist study, based upon research . Lino block crafting techniques. Surface pattern textile techniques. About the work of Surface Pattern Designers. Morris. Ambers Textiles. Amanda Coville. 	<ul style="list-style-type: none"> English: Annotation, writing about the work of an Artist RE & Geography: People, cultures and places around the world 	<p>Annotation. Research Low relief. Block print. Functional. Crafting. Surface pattern. Print. Textile, Texture.</p>
3	<p>Natural World:</p> <ul style="list-style-type: none"> What are the possibilities for surface pattern design in the home? How to create a functional crafted work using natural forms. How to refine a design for purpose. 	<ul style="list-style-type: none"> Maths: Shape and pattern. How to manipulate materials in art Careers. Art and Work. 	<ul style="list-style-type: none"> Rotation print. Interior design. Emboidery. Merchandising
4	<p>Masks:</p> <ul style="list-style-type: none"> Looking at the shapes and proportions of faces and masks Considering different cultures from around the world and how they use masks. 	<ul style="list-style-type: none"> RE & Geography: People, cultures and places around the world Maths: Proportion and measurement. 	<ul style="list-style-type: none"> Celebration. Culture Ceremony Measurement
5	<p>Masks:</p> <ul style="list-style-type: none"> Artist research based presentation Majestic Masks. How to design a mask for purpose. 	<ul style="list-style-type: none"> English: Annotation, writing about cultural artefact. RE & Geography: People, cultures and places around the world. 	<ul style="list-style-type: none"> Annotation/Typography Detail. Decoration. Research Artefact. Theatre.
6	<p>Masks:</p> <ul style="list-style-type: none"> How to use a range of crafting materials to make your final work. 	<ul style="list-style-type: none"> RE & Geography: World Culture. Drama. Careers-Art and Work. 	<ul style="list-style-type: none"> Structure. Skilfull. Performance. Display.

Target

AP1:

AP2:

AP3:

CORE KNOWLEDGE

What I will know and understand by the end of Year 9.



This year in Art we will be learning		This links to:	Key Vocabulary:				
1	3D Sculpted Hats <ul style="list-style-type: none"> How to draw creatively from secondary resources. About Form and function-Headwear to protect or adorn? About theatrical costume- Art and work. 	<ul style="list-style-type: none"> Biology: The human head . Maths: Proportion and measurement. Geography and History-cultures. Drama-theatrical costume. 	<ul style="list-style-type: none"> Adornment. Protection Theatrical costume. Function 				
2	3D Sculpted Hats <ul style="list-style-type: none"> How to present creative research about a Contemporary Artist/ Designer- Philip Treacy. Through experimentation with a variety of sculptural media to make headwear. 	<ul style="list-style-type: none"> English: Annotation, writing about the work of an Artist History, Geography: People, cultures around the world through time. 	<ul style="list-style-type: none"> Couture Contemporary Assemble Construct 				
3	3D Sculpted Hats <ul style="list-style-type: none"> Art and Work- How to design a piece of theatrical headwear to a design brief To make and refine sculpted pieces skillfully applying techniques effectively. 	<ul style="list-style-type: none"> Previous art projects, experimenting with a range of Arts materials . Drama/Dance 	<ul style="list-style-type: none"> Design brief Rough visual. Create/construct Costume 				
4	Portraits: <ul style="list-style-type: none"> Drawing from direct observation-Primary and secondary resourced. Considering proportions and character of the human face. 	<ul style="list-style-type: none"> Biology: The human face Maths: Proportion. Primary observation/secondary observation skills. 	<ul style="list-style-type: none"> Portraiture Character Detail Expression. 				
5	Portraits: <ul style="list-style-type: none"> By exploring different approaches to the Portrait using a variety of materials/techniques-various Artists. How to record our experiments creatively linking to research. 	<ul style="list-style-type: none"> English: Annotation. RE & Geography: People, cultures and places Science-Light and colour 	<ul style="list-style-type: none"> Mixed-media Collage Texture Heightened colour 				
6	Portraits: <ul style="list-style-type: none"> Create and compose an outcome/final piece based on Portraits using mixed media 	<ul style="list-style-type: none"> Previous art projects. English-narrative/storytelling. 	<ul style="list-style-type: none"> Composition Narrative Visual. 				
Target Grade:		AP1:		AP2:		AP3:	

CORE KNOWLEDGE

What I will know and understand by the end of Year 10.



This year in Art, we will be learning		This links to:	Key Vocabulary:				
1	SURFACE and Natural Forms: <ul style="list-style-type: none"> AO3 Drawing from Observation-Primary and secondary resourced AO1-Gathering a range of sources and research based on the theme to be used for recording of your ideas 	<ul style="list-style-type: none"> All KS3 developments in Art. Biology: Considering natural forms Geography/History 	<ul style="list-style-type: none"> AQA Assessment objectives AO1 AO3 Surface. 				
2	SURFACE and Natural Forms: <ul style="list-style-type: none"> AO1-Completing detailed Artist research into a range of specific Artists, working under the theme SURFACE and Natural Forms. About creative contextual study and how to present appropriate annotation. 	<ul style="list-style-type: none"> All KS3 Developments in Art-Research English: Annotation, writing about the work of an Artist. 	<ul style="list-style-type: none"> Context Question Connect Appropriate. 				
3	SURFACE and Natural Forms: <ul style="list-style-type: none"> AO2 - Media Experimentation Working from observations, developing experiments through media as appropriate. To apply your skills with materials and techniques through the use of a range of media. 	<ul style="list-style-type: none"> ALL KS3 developments in Art-media experiments. Careers-Art and Work. As appropriate-individual developments. 	<ul style="list-style-type: none"> AO2 Archive Collograph Monoprint 				
4	SURFACE and Natural Forms: <ul style="list-style-type: none"> AO4. Presenting a personal response in the form of a final outcome. Using a range of ideas and materials effectively to form your final refined response to the theme. 	<ul style="list-style-type: none"> All KS4 Art developments so far-A01-3. Previous understanding of use of materials and experimentation Careers-Art and Work. 	<ul style="list-style-type: none"> AO4 Present Development Personal and meaningful Response 				
5	ME,MYSELF-Identity Project <ul style="list-style-type: none"> AO1-Gathering a range of sources and research based on the theme to be used for recording of your ideas AO3. Drawing from Observation-Primary and Secondary resourced. 	<ul style="list-style-type: none"> PSHE Biology Careers Any appropriate subject-individual theme. 	<ul style="list-style-type: none"> AQA Assessment Objectives Dialogue Stimulus Visual Brainstorm Theme 				
6	ME, MYSELF-Identity Project. <ul style="list-style-type: none"> AO3-AO2.Working and drawing from observation following your own research 	<ul style="list-style-type: none"> PSHE Biology Careers Any appropriate subject-individual 	<ul style="list-style-type: none"> Vanitas Collage Installation 				
Target Grade:		AP1:		AP2:		AP3:	

CORE KNOWLEDGE

What I will know and understand by the end of Year 11.



This year in ART we will be learning		This links to:	Key Vocabulary:				
1	Personal Project: <ul style="list-style-type: none"> Continue to develop studies and experiment with a range of ideas based on your theme. Begin to plan a final outcome and plan for your personal response to your chosen theme 	<ul style="list-style-type: none"> Work completed for your project in year 10 	<ul style="list-style-type: none"> AO1,2,3, Develop Experiment Record 				
2	Personal Project: <ul style="list-style-type: none"> Completing work for AO4, Presenting a personal response in the form of your final outcome Using a range of ideas and materials to form your final response to your chosen theme 	<ul style="list-style-type: none"> Ideas development work and research completed for AO1,2 and 3 Previous understanding of materials and experimentation 	<ul style="list-style-type: none"> AO4 Present Development Personal and meaningful Response 				
3	Externally set Assignment: <ul style="list-style-type: none"> You will select a starting point from the AQA examination paper You will begin all preparation work for your chosen theme, including working from Observation, artist research and ideas experimentation 	<ul style="list-style-type: none"> Previous Ideas development work and research completed for AO1,2 and 3 in years 10/11 	<ul style="list-style-type: none"> AO1,2,3, Develop Experiment Record 				
4	Externally set Assignment: <ul style="list-style-type: none"> Develop ideas towards your final outcome, ensuring a full and personal response can be reached Using a range of ideas and materials to form your final response to your chosen theme Completing work for AO4, Presenting a personal response in the form of your final outcome in an official examination setting, over 10 hours set time. 	<ul style="list-style-type: none"> Ideas development work and research completed for AO1,2, 3 and 4 Previous understanding of materials and experimentation Previous work based on all assessment objectives 	<ul style="list-style-type: none"> AO4 Present Development Personal and meaningful Response 				
5	Course work Completion/End of course: <ul style="list-style-type: none"> Ensure that all of your coursework is completed and ready for final assessment. 	<ul style="list-style-type: none"> Previous work based on all assessment objectives 	<ul style="list-style-type: none"> AO1 Develop AO2 Experiment AO3 Record AO4 present 				
6							
Target Grade:		AP1:		AP2:		AP3:	