



	Autumn	Spring	Summer
Year 7	<p><b>Drawing and painting the natural world</b></p> <p><b>Key knowledge explored:</b> Leonardo Da Vici and Pablo Picasso, how to write a sophisticated critical opinion about the pupils work and the work of others, practical subject knowledge using a variety of materials, the colour wheel and colour psychology.</p> <p><b>Skills developed:</b> Observational drawing, tonal drawing and pencil control, colour blending, painting techniques and paintbrush control.</p> <p><b>Other skills include:</b> How to write a critical opinion of their work and the work of others – peers and artists from history.</p> <p><b>Linking learning:</b> The skills taught in this topic will recap on the core practical skills and possible artist knowledge from Year 6.</p>	<p><b>Typography throughout history and the present day</b></p> <p><b>Key knowledge explored:</b> Typography throughout history and to the present-day including onomatopoeia, graffiti and illuminated lettering, artist fact files including Banksy, Roy Lichtenstein, Robert Indiana, Bob and Roberta Smith. Pupils will learn how to create artwork based on all 3 Typograpy, concluding to a ceramic clay final piece.</p> <p><b>Skills developed:</b> Observational drawing, tonal drawing and pencil control, colour blending, painting techniques, paintbrush control and clay. Clay knowledge will include different processes and methods such as: score and slip method, wedging, slabbing, moulding, cutting and refining.</p> <p><b>Linking learning:</b> The skills learnt in this topic link back to the tonal drawing, colour blending, painting techniques and writing critical opinions which were taught in Autumn term.</p>	<p><b>Indigenous Australian Art</b></p> <p><b>Key knowledge explored:</b> The history of Indigenous Australian art including symbols, storytelling, patterns, culture. Artist who has been inspired by Indigenous art. Pupils will be taught how to create work in this style which will lead to a final piece linking with different aspects of the Australian art culture. They will also learn how to write their own Dreamtime story.</p> <p><b>Skills developed:</b> Taking inspiration from artists and the world around them to create a piece of art, paintbrush control, pencil control when drawing illustrations and symbols, extended writing of a dreamtime story.</p> <p><b>Linking learning:</b> The skills learnt in this topic link back to paintbrush control, colour blending and writing critical opinions which were taught in Autumn and Spring term.</p>



<p><b>Assessments</b></p>	<p><b>Artist knowledge test to assess understanding of contemporary and modern artists.</b> Leonardo Da Vici, Pablo Picasso</p> <p><b>Summative assessment:</b> Pupils will work towards an assessment which will be based on the skills they have learnt over the term, focusing on tonal drawing and colour blending. This will take place over three lessons. Pupils will have the chance to respond to peer and teacher written feedback.</p>	<p><b>Artist knowledge test to assess understanding of contemporary and modern artists.</b> Banksy, Roy Lichtenstein Robert Indiana, Rob and Roberta Smith</p> <p><b>Summative assessment:</b> Pupils will work towards creating a ceramic tile final piece based on one of their Typography designs in their sketchbook.</p>	<p><b>Art history knowledge test – class quiz</b> Indigenous Australian Art</p> <p><b>Summative assessment:</b> Pupils will work towards creating a cardboard relief boomerang using painting techniques inspired by Indigenous Australian art and culture.</p>
	<p><b>Year 8</b></p>	<p><b>Food and Drink</b></p> <p><b>Key knowledge explored:</b> Artist facts files including: Alice Patullo, Pieter Claesz, Patrick Caulfield, Wayne Thiebaud, Sarah Graham. History of illustration, photorealism, still-life.</p> <p><b>Skills developed:</b> Observational drawing, tonal drawing and pencil control, colour blending, craft knife control, painting techniques using watercolour, acrylic and coffee and paintbrush control.</p> <p><b>Linking learning:</b> The skills learnt in this topic link back to the tonal drawing, colour blending,</p>	<p><b>Mythical Creatures</b></p> <p><b>Key knowledge explored:</b> The history of exquisite corpse, chimeras and mythical creatures, artist fact files: Thomas Grunfeld, Alexis Diaz.</p> <p><b>Skills developed:</b> Observational drawing, hatching and cross-hatching, applying tone using different materials, collage and manual photo editing, mono printing, colour blending and digital collage.</p> <p><b>Linking learning:</b> The skills learnt in this topic link back to the tonal drawing, colour blending, painting techniques and writing critical</p>



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	<p>painting techniques and writing critical opinions which were taught in Year 7.</p>	<p>opinions which were taught in year 7 and Autumn term.</p>	
<p><b>Assessments</b></p>	<p><b>Artist knowledge test to assess understanding of contemporary and modern artists.</b> Illustration, Alice Patullo Pieter Claesz, Patrick Caulfield, Wayne Thiebaud, Sarah Graham.</p> <p><b>Summative assessment:</b> Pupils will work towards an assessment which will be based on the skills they have learnt over the term, focusing on painting using ready mix or acrylic. Pupils will be provided with a success criteria to tick off during the assessment and will have chance to respond to peer and teacher written feedback.</p>	<p><b>Artist knowledge test to assess understanding of contemporary and modern artists.</b> Thomas Grunfeld, Alexis Diaz.</p> <p><b>Summative assessment:</b> Pupils will work towards an assessment which will be based on the skills they have learnt over the term, focusing on colour blending and pencil control. Pupils will be provided with a success criteria to tick off during the assessment and will have chance to respond to peer and teacher written feedback.</p>	<p><b>Art history knowledge test</b> - African art history quiz.</p> <p><b>Summative assessment:</b> Pupils will work towards an assessment which will be based on the skills they have learnt over the term, focusing on colour, tone and a material of their choice.</p>
<p><b>Year 9</b></p>	<p><b>Toys, nostalgia and Still Life</b></p> <p><b>Key knowledge explored:</b> Artist fact files including Jonathan Queen and Kathy Hilderbrandt, what is still life, pupils will learn and understand how to create a GCSE style artist page.</p> <p><b>Skills developed:</b> Observational drawing, tonal drawing, pencil control, painting, paintbrush control, colour blending and control,</p>	<p><b>Figure in a setting and Portraits</b></p> <p><b>Key knowledge explored:</b> Artist fact files including: David Hockney, John Everett Millais, Edward Hopper, Ewing Paddock, figure in a setting, drawing the figure and understanding body proportions, all about the skin and skin tone, one and two point perspective.</p> <p><b>Skills developed:</b> Observational drawing including facial features, drapery, clothing and the figure,</p>	<p><b>Identity - All About Me</b></p> <p><b>Key knowledge explored:</b> Artist fact files including: Grayson Perry and Julian Opie, understanding the importance of art.</p> <p><b>Skills developed:</b> Understanding Identity, taking inspiration from artists work to create a personal practical and written response.</p>



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	<p>how to write sophisticated opinion, photo and digital collage, GCSE style artist pages.</p> <p><b>Linking learning:</b> The skills learnt in this topic link back to the tonal drawing, colour blending, painting techniques and writing critical opinions which will be taught throughout KS3.</p>	<p>pencil control, using a variety of tonal pencils, GCSE style artist page, writing a sophisticated response to artists.</p> <p><b>Linking learning:</b> The skills learnt in this topic link back to the tonal drawing, colour blending, painting techniques and writing critical opinions which will be taught throughout KS3. The GCSE style artist page links back to Autumn term and will be a key part in Art GCSE for those who choose it.</p>	<p><b>Linking learning:</b> The skills learnt in this topic link back to the tonal observational drawing, artist research, GCSE style artist pages, painting skills and writing critical opinions which will be taught throughout KS3.</p>
<b>Assessments</b>	<p><b>Artist knowledge test to assess understanding of contemporary and modern artists.</b> Jonathan Queen, Kathy Hilderbrandt</p> <p><b>Summative assessment:</b> Pupils will work towards an assessment which will be based on the skills they have learnt over the term, focusing on painting using watercolour. Pupils will be provided with a success criteria to tick off during the assessment and will have chance to respond to peer and teacher written feedback.</p>	<p><b>Artist knowledge test to assess understanding of contemporary and modern artists.</b> David Hockney, John Everett Millais, Edward Hopper, Ewing Paddock</p> <p><b>Summative assessment:</b> Pupils will work towards an assessment which will be based on the skills they have learnt over the term, focusing on a material of their choice including: tonal pencils, watercolour paint, colouring pencil. Pupils will be provided with a success criteria to tick off during the assessment and will have chance to respond to peer and teacher written feedback.</p>	<p><b>Artist knowledge test to assess understanding of contemporary and modern artists.</b> Julian Opie, Grayson Perry</p> <p><b>Summative assessment:</b> Pupils will work towards an assessment which will be based on the skills they have learnt over the term, focusing on a material of their choice including: tonal pencils, watercolour paint, colouring pencil. Pupils will be provided with a success criteria to tick off during the assessment and will have chance to respond to peer and teacher written feedback.</p>



<p style="text-align: center;"><b>Year 10</b></p>	<p style="text-align: center;"><b>Component 1 – Natural Forms, Flowers and Shells</b></p> <p><b>Key knowledge explored:</b> Fact files including: Vincent Van Gogh, Georgia O’Keefe, Amiria Gale, Heather Knight. Understanding how to meet the success criteria for the Art GCSE, how to write a GCSE standard critical review of own work and the work of others.</p> <p><b>Skills developed:</b> All skills from KS3 will be recapped and explored in greater detail, refining of artwork, different forms of printmaking including lino print, poly block print and mono print, etching, clay, sophisticated collage and working with found materials.</p> <p><b>Linking learning:</b> The skills learnt in this topic link back to all practical ways of making which is taught in KS3. The quality of pupils work will be assessed against the marking criteria given by AQA.</p>	<p style="text-align: center;"><b>Component 1 – Natural forms Fruit &amp; Veg</b></p> <p><b>Key knowledge explored:</b> Artist fact files including: Dennis Wojkiewicz and Alonsa Guevara.</p> <p><b>Skills developed:</b> Practical and written skills taught in KS3 and the Autumn term of KS4 will be revisited in a more refined and sophisticated way. This will include: Observational drawing – colour and tone, experimental drawing, print making, painting, collage, found materials and clay.</p> <p><b>Linking learning:</b> The skills learnt in this topic link back to all practical ways of making which is taught in KS3. The quality of pupils work will be assessed against the marking criteria given by AQA.</p>	<p style="text-align: center;"><b>Component 1 – Identity – free choice topic</b></p> <p><b>Skills developed:</b> Practical and written skills taught in KS3 and the Autumn term of KS4 will be revisited in a more refined and sophisticated way. This will include: Observational drawing – colour and tone, experimental drawing, print making, painting, collage, found materials and clay.</p> <p><b>Assessment Objectives:</b></p> <ul style="list-style-type: none"> <li>• Assessment Objective 1- Develop ideas through investigations, demonstrating <ul style="list-style-type: none"> <li>• Critical, understanding of sources.</li> </ul> </li> <li>• Assessment Objective 2- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• Assessment Objective 3- Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• Assessment Objective 4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</li> </ul>
	<p style="text-align: center;"><b>Assessments</b></p>	<p>Assessment booklets will be kept alongside their project to track their progression and grades throughout the course.</p>	<p>Assessment booklets will be kept alongside their project to track their progression and grades throughout the course.</p>



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	<p><b>Summative assessment:</b> Sketchbooks will be marked and graded once a term including written feedback.</p>	<p><b>Summative assessment:</b> Sketchbooks will be marked and graded once a term including written feedback.</p>	<p><b>Summative assessment:</b> Sketchbooks will be marked and graded once a term including written feedback.</p>
<p><b>Year 11</b></p>	<p><b>Component 1 - Free Choice Topic Continued</b> <b>Skills developed:</b> All skills from KS3 will be recapped and explored in greater detail, refining of artwork, different forms of printmaking including lino print, poly block print and mono print, etching, clay, sophisticated collage and working with found materials.</p> <p><b>Linking learning:</b> The skills learnt in this topic link back to all practical ways of making which is taught in KS3 and KS4. The quality of pupils work will be assessed against the marking criteria given by AQA.</p>	<p><b>Component 2 - Exam - AQA externally set assignment</b> <b>Skills developed:</b> All skills from KS3 will be recapped and explored in greater detail, refining of artwork, different forms of printmaking including lino print, poly block print and mono print, etching, clay, sophisticated collage and working with found materials.</p> <p><b>Linking learning:</b> The skills learnt in this topic link back to all practical ways of making which is taught in KS3 and KS4. The quality of pupils work will be assessed against the marking criteria given by AQA.</p>	<p><b>Component 2 - Exam - AQA externally set assignment</b> <b>Skills developed:</b> All skills from KS3 will be recapped and explored in greater detail, refining of artwork, different forms of printmaking including lino print, poly block print and mono print, etching, clay, sophisticated collage and working with found materials.</p> <p><b>Linking learning:</b> The skills learnt in this topic link back to all practical ways of making which is taught in KS3 and KS4. The quality of pupils work will be assessed against the marking criteria given by AQA.</p>
<p><b>Assessments</b></p>	<p>Assessment booklets will be kept alongside their project to track their progression and grades throughout the course.</p> <p>A 5-hour art exam will take place to cover Assessment Objective 4.</p>	<p>Assessment booklets will be kept alongside their project to track their progression and grades throughout the course.</p>	<p>Assessment booklets will be kept alongside their project to track their progression and grades throughout the course.</p> <p>Art exam for final project- 10 hours.</p>