



Year 7					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes
<p><b><u>Topic: Key Skills</u></b>  <b>Development of basic skills used in Art</b>            *Development in the quality of observational drawings produced.            * To be able to draw to scale using different viewpoints, capturing correct proportions.            *To be able use a range of tones to create depth within an object.            *To have basic colour theory knowledge.            * To layer and blend pencil crayons to create tone.</p>	<p><b><u>Topic: Impressionism</u></b>            * To develop skills in a range of wet materials including ink &amp; paint.            *To develop an understanding of how to mark make to create environments in an impressionist style e.g. Grass, sand, sky, rain.            *Use and apply colour theory knowledge to paint mixing.            * To capture environments through photography.</p>	<p><b><u>Topic: Impressionism continued</u></b>            * To develop skills in a range of wet materials including ink &amp; paint.            *To develop an understanding of how to mark make to create environments in an impressionist style e.g. Grass, sand, sky, rain.            *Use and apply colour theory knowledge to paint mixing.            * To capture environments through photography.            *To use own photographs to develop</p>	<p><b><u>Topic: Pop Art</u></b>            *To develop skills in observational drawing, capturing correct shape, proportions and details within an object.            *To gain understanding of the 'Pop Art' movement, key artists and techniques used to produce the artwork.            * To create a range of poly block print designs, using Pop Art imagery and colours to inspire the design.</p>	<p><b><u>Topic: Architecture</u></b>            *To develop an understanding of the Art Nouveau movement and famous artists/ designers artwork.            *To understand how to critically analyse an artist's work and present their findings.            *To develop skills in photography and take images of different types of buildings.            *To be able to create observational drawings from their own images &amp; develop these into 2D designs using a range of different media.</p>	<p><b><u>Topic: Surrealism</u></b>            *To develop an understanding of Surrealism.            * To explore patterns, and how to create one.            * To explore surreal imagery and patterns extended from realistic images.            *To be able to take effective photographs creating a surreal final collage using the photographs as a starting point.</p>





<p>*Artists become proficient in drawing along with other art, craft and design techniques.</p> <p>*Artists understand and can use key artist terminology and vocabulary.</p>	<p>*Artists are to use a range of techniques and media, including painting.</p> <p>*Artists are to increase their proficiency in the handling of different materials.</p> <p>*Artists are to learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>	<p>*Artists are to use a range of techniques and media, including painting.</p> <p>*Artists are to increase their proficiency in the handling of different materials.</p> <p>*Artists are to learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>	<p>*Artists become proficient in drawing along with other art, craft and design techniques including printmaking.</p> <p>*Artists understand and can use key artist terminology and vocabulary.</p> <p>*Artists gain a further understanding of colour theory, and how colour was used to create Pop Art.</p> <p>*Artists become knowledgeable of the Pop Art genre, why the art style came about and key artists who produced it.</p>	<p>*Artists become proficient in drawing and design, along with other art disciplines such as 3D design.</p> <p>*Artists learn about the history of art, craft, design and architecture, including periods, styles and major movements. (Art Nouveau)</p> <p>*Artists become confident in 3D modelling processes and techniques.</p> <p>*Artists analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p>	<p>*Artists learn about the history of art, craft, design and architecture, including periods, styles and major movements. (Surrealism)</p> <p>*Artists understand how imagery can be used to influence pattern designs, and how these can be developed into their surreal collages.</p> <p>*Artists develop their own Surreal artwork, showing understanding of surrealist concepts.</p>
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Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<p>Pupils complete a baseline summative assessment at the end of the half term. This is a drawing assessment, based on the work of artist Sarah Graham. The assessment focuses on the key skills that have been developed this half term.</p>	<p>Pupils receive formative teacher assessment feedback at the end of each section/stage within the project. This is given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection/improvement time after receiving feedback.</p>	<p>Pupils receive formal teacher feedback at the end of each section/stage within the project. This is given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection/improvement time after receiving feedback</p>	<p>Pupils receive formal teacher feedback at the end of each section /stage within the project. This is given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection /improvement time after receiving feedback. The collection of polyboard prints pupils produce at the end of the project are assessed summatively for this unit of work.</p>	<p>Pupils receive formal teacher feedback at the end of each section/stage within the project. This is given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection /improvement time after receiving feedback. The 3D model's pupils produce at the end of the project are assessed summatively for this unit of work.</p>	<p>Pupils receive formal teacher feedback at the end of each section/stage within the project. This is given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection /improvement time after receiving feedback.</p>



Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit
<p>In each scheme of work, pupils develop an understanding of different styles and approaches to observational drawing. Along with building proficiency and confidence in creating and applying tone using a range of materials.</p>	<p>Pupils' skills using mark making techniques are revisited in several schemes of work during KS3, building pupils' confidence and proficiency and applying techniques to different Art styles.</p> <p>Pupils revisit colour theory during Pop Art (y7), Key Skills (Y8), Abstract (Y8).</p> <p>Use of paint is throughout KS3.</p>	<p>Pupils' skills using mark making techniques are revisited in several schemes of work during KS3, building pupils' confidence and proficiency and applying techniques to different Art styles.</p> <p>Pupils revisit colour theory during Pop Art (y7), Key Skills (Y8), Abstract (Y8).</p> <p>Use of paint is throughout KS3</p>	<p>Pupils revisit observational drawing techniques from Key Skills, along with colour theory. Pupils skills in observational drawing are built on and extended throughout each SoW, focusing on different styles/genres.</p> <p>Pupils revisit the process of designing and making a final outcome during each SoW.</p>	<p>Pupils revisit 3D modelling techniques during Y8 Jon Burgerman.</p> <p>Understanding of how to design and create is developed throughout each unit of work, pupils' understanding of how to take inspiration from an artist's work and incorporate ideas into their own work is developed throughout KS3.</p>	<p>Collage techniques are revisited from Key Skills, whilst pattern and mark making is developed further from Impressionism/Pop Art, however this is interpreted in a different art style.</p>



Year 8					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes
<p><b>Topic: Development of key skills within Art.</b>            Observational drawing.            Use of tone &amp; pencil shading.            Colour theory and use of colour.            Using collage to create texture and tone.</p>	<p><b>Topic: Abstract Art.</b>            *To research and analyse the work of Kandinsky.            *To gain an understanding of the key concepts of Kandinsky's artwork as well as his life and legacy.            *To develop an understanding of how to create a successful artist research page. As well as how to creatively present one and how to discuss and analyse art work.</p>	<p><b>Topic: Abstract Art</b>            *To begin to experiment with abstract concepts such as positive and negative space, and falling and moving lines.            *Consider Kandinsky's influence of music and create artwork in response to this.            *Begin to consider the aspect of 3D within Kandinsky's work and create their own 3D shapes in response to this.            *Begin to experiment with a range of</p>	<p><b>Topic: Abstract Continued</b>            *To combine knowledge of Kandinsky and Abstract concepts and produce a final piece.            *To expand on colour theory and use a range of materials within their final piece.            *To focus on the design and development process and create a plan for their final piece, have time to refine and reflect this before collaging</p>	<p><b>Topic: Jon Burgerman</b>            *To research and analyse the work of Jon Burgerman.            *To gain understanding of the key concepts of Jon Burgerman's work as well as his life and legacy.            *To revisit and develop knowledge on how to create a successful artist research page.            *To begin to work in cartoon style, taking inspiration from the artist Jon Burgerman.</p>	<p><b>Topic: Jon Burgerman</b>            *To begin to consider character development and design in the style of Jon Burgerman            *To work in the style of Jon Burgerman, in particular his use of "doodling" within his work.            *To take inspiration from everyday objects and the world around us to create characters in Jon Burgerman style.            *To produce a 3D final outcome inspired by Jon Burgerman's work.</p>



		materials, techniques and processes in response to the work of Kandinsky. *Create a range of printed samples considering use of material, texture and colour theory.	their ideas together.		
<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>
Observational drawing, realism, line, tone, shape & form,	Observational drawing, colour theory, Line, shape, angle, composition, analysing	Line, shape, movement, rhythm, sound, collage, material,	Plan, reflect, refine, evaluate, abstract concepts, artist influence	Cartoon, Character, development analysis, artist influence, colour	Doodle, character development, emotions, interaction, materials, techniques and processes
<b>Essential understanding</b>	<b>Essential understanding</b>	<b>Essential understanding</b>	<b>Essential understanding</b>	<b>Essential understanding</b>	<b>Essential understanding</b>
* Artists are able to use and revisit a range of techniques to record their observations in sketchbooks. *Artists become proficient in drawing along with other art,	*Artists are able to describe, discuss and analyse the work of Wassily Kandinsky. Showing in depth understanding of the key concepts of	*Artists are able to take inspiration from the work of Kandinsky and using a range of materials explore his use of organic and geometric shapes. *Artists are able to	*Artists begin to consider all aspects that they have explored and developed within the project to create a final piece in the form of a letter.	*Artists are able to describe, discuss and analyse the work of Jon Burgerman Showing in depth understanding of the key concepts of his work e.g cartoon,	*Artists are able to take inspiration from the work of Jon Burgerman and begin to be inspired by the world around them to create a range of characters.



<p>craft and design techniques. *Artists can understand and build upon use key artist terminology and vocabulary.</p>	<p>his work e.g organic and geometric shapes. *Artist's become proficient in drawing in the style of Kandinsky</p>	<p>develop and expand their understanding of how music influenced Kandinsky's work and work in this style also. *Artists will use a range of techniques such as collage to develop their understanding of geometric, organic shapes as well as moving lines and rhythm.</p>	<p>*Artist's will consider composition within their final piece and also explore the value of planning and preparing a final piece in the form of a mock design. *Artists will demonstrate their use of a range of materials such as coloured pencil, paint and collage within their final piece.</p>	<p>doodle, character design *Artists become proficient in drawing in the style of Jon Burgerman</p>	<p>*Artists will consider and explore the idea of character design and development *Artists will consider the idea of a doodle, which is a key theme of the work of Jon Burgerman. *Artists will explore the idea of customisation within the design industry and begin to consider how they could use the work of Jon Burgerman within this.</p>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<p>Pupils receive verbal feedback. Pupils receive formative feedback at the end of the project that is responded to</p>	<p>Pupils receive formative teacher assessment feedback at the end of each section/stage within</p>	<p>Pupils receive formative teacher assessment feedback at the end of each section/stage within the project. This is</p>	<p>Pupils receive formative teacher assessment feedback at the end of each section/stage within</p>	<p>Pupils receive formative teacher assessment feedback at the end of each section/stage within the project. This is</p>	<p>Pupils receive formative teacher assessment feedback at the end of each section/stage within the project. This is</p>





	<p>the project. This is given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection/improvement time after receiving feedback.</p> <p>The Artist research page that pupils produce at the end of the project are assessed summatively for this unit of work.</p>	<p>given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection/improvement time after receiving feedback.</p>	<p>the project. This is given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection/improvement time after receiving feedback.</p> <p>The final letter pieces that pupils produce at the end of the project are assessed summatively for this unit of work.</p>	<p>given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection/improvement time after receiving feedback.</p> <p>The final 3D bag pieces that pupils produce at the end of the project are assessed summatively for this unit of work.</p>	<p>given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection/improvement time after receiving feedback.</p>
<b>Review/ Revisit</b>	<b>Review/ Revisit</b>	<b>Review/ Revisit</b>	<b>Review/ Revisit</b>	<b>Review/ Revisit</b>	<b>Review/ Revisit</b>
In each scheme of work, pupils develop an understanding of	Pupils will revisit skills such as observational	Pupils revisit observational drawing techniques	Pupils revisit observational drawing techniques	In this scheme of work pupils will revisit knowledge on artist	Pupils will revisit the idea of taking inspiration from an



<p>different styles and approaches to observational drawing. Along with building proficiency and confidence in creating and applying tone using a range of materials.</p>	<p>drawing and will build confidence within this. Pupils will revisit the idea of colour theory through colour mixing and also revisit knowledge on the colour wheel as well as practical elements such as blending and layering.</p>	<p>from Key Skills, along with colour theory. Pupils skills in observational drawing are built on and extended throughout each SoW, focusing on different styles/genres. Pupils will also revisit colour theory from key skills and develop their layering, blending, tone work.</p>	<p>from Key Skills, along with colour theory. Pupils revisit the process of designing work inspired by the project's studies artist/theme. Pupils will reflect on the success of their final piece.</p>	<p>research pages and what needs to be included. They will also revisit skills such as artist analysis, artist influence and also layout and composition.</p>	<p>artist and creating their own response. Pupils will also revisit the idea of producing a final outcome by collating their ideas, skills and techniques together.</p>
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Year 9					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes
<p><b><u>Topic: Development of key skills within Art and introduction to GCSE media</u></b></p> <p>*Further development in the quality of observational drawing            *To be able to draw to scale using different viewpoints, capturing correct proportions            *To be able use a range of tones to create depth within an object            *To have secure colour theory knowledge.            * To apply colour theory, layering and blending in r in oil pastel            *To explore expressive</p>	<p><b><u>Topic: Portraiture</u></b></p> <p><b>AO1 Artist Research</b></p> <p>*To research and analyse the work of Basquiat            *To gain an understanding of the key concepts of Basquiat’s artwork as well as his life and legacy.            *To develop an understanding of how to create a successful artist research page. As well as how to creatively present one and how to discuss and analyse art work using content, form,</p>	<p><b><u>Topic: Portraiture</u></b></p> <p><b>AO3 Observations and AO2 Development of ideas</b></p> <p>*To explore portraiture through appropriate observational drawings and a series of materials and techniques            *Learn techniques enabling them to record ideas, observations and insights through drawing, media and annotation            *To understand how to develop original artwork inspired by</p>	<p><b><u>Topic: Portraiture completion/Identity</u></b></p> <p><b>AO4 Final Outcome/AO1 Artist Research</b></p> <p>*To produce a final outcome inspired by Jean Michel Basquiat            *To research and analyse the work of an artist independently chosen artist for Identity project            *To gain an understanding of the key concepts of their chosen artists artwork as well as his life and legacy.            *To further develop</p>	<p><b><u>Topic: Identity</u></b></p> <p><b>AO3 Observations and AO2 Development of Ideas</b></p> <p>*To explore the theme of Identity through appropriate observational drawings and a series of materials and techniques            *Learn techniques enabling them to record ideas, observations and insights through drawing, media and annotation            *To understand how to develop original artwork inspired by</p>	<p><b><u>Topic: Identity completion</u></b></p> <p><b>AO2 Development of Ideas and AO4 Final Outcome</b></p> <p>*To develop appropriate selection and application of materials, techniques and processes as work progresses            *To produce a final outcome inspired by pupils studied artist and to be able to present a personal and meaningful response to realise intentions</p>



mark making in ink and fine liner	process and mood concepts	the work of Basquiat *To develop appropriate selection and application of materials, techniques and processes as work progresses	an understanding of how to create a successful artist research page. As well as how to creatively present one and how to discuss and analyse art work using content, form, process and mood concepts	the work of pupils studied artist *To develop appropriate selection and application of materials, techniques and processes as work progresses	
<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>
Observational drawing, realism, line, tone, shape & form, colour theory, mark making	Observational drawing, mark making, tone, colour, shading, analysis (including content, form, process, mood), elements of artist research page	Portraiture, materials, refinement, ideas, influence, inspired, recording, visual language, development of ideas inspired by artist	Observational drawing, mark making, tone, colour, shading, taking an idea to a final concept or outcome, independent research, analysis (including content, form, process, mood), elements of artist research page	Development of ideas inspired by artists, observation, process, application of media, techniques and processes, refinement	Development of ideas inspired by artists, observation, process, application of media, techniques and processes, refinement, taking an idea to a final concept or outcome,



Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding	Essential understanding
<p>* Artists are able to use a range of techniques to record their observations in sketchbooks.</p> <p>*Artists become proficient in drawing along with other art, craft and design techniques.</p> <p>*Artists understand and can use key artistic terminology and vocabulary.</p>	<p>*Artists are able to describe, discuss and analyse the work of Jean Michel Basquiat. They show in -depth understanding of the key concepts of his work e.g inspiration from anatomy</p> <p>*Artist's become proficient in drawing in the style of Basquiat</p>	<p>*Artists are able to effectively and creatively explore the theme of portraiture through a series of observational drawings and experiments with media, techniques and processes</p> <p>*Artists are able to develop original portraits inspired by Basquiat. *Artists are able to articulate how the artist has influenced their work</p>	<p>*Artists refine their ideas through experimentation to develop their work and arrive at a final realisation</p> <p>*Artists are able to research, describe, discuss and analyse the work of their chosen artist. They show in -depth understanding of the key concepts of his work</p>	<p>*Artists are able to effectively and creatively explore the theme of identity through a series of observational drawings and experiments with media, techniques and processes</p> <p>*Artists are able to develop original imagery based on the theme of identity.</p> <p>*Artists are able to articulate how the artist has influenced their work</p>	<p>*Artists are able to develop original imagery based on the theme of identity.</p> <p>*Artists refine their ideas through experimentation to develop their work and arrive at a final realisation.</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<p>Pupils receive verbal feedback each lesson. Pupils receive formative feedback at the end of the project</p>	<p>Pupils receive formative teacher assessment feedback at the end of each</p>	<p>Pupils receive formal teacher feedback at the end of each section/stage within the project. This is</p>	<p>Pupils receive formal teacher feedback at the end of each section/stage within</p>	<p>Pupils receive formal teacher feedback at the end of each section/stage within the project. This is</p>	<p>Pupils receive formal teacher feedback at the end of each section/stage within the project. This is</p>



that is responded to	section/stage within the project. This is given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection/improvement time after receiving feedback.	given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection/improvement time after receiving feedback	the project. This is given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection /improvement time after receiving feedback. The final outcome (AO4) produced at the end of the project is assessed summatively for this unit of work.	given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection/improvement time after receiving feedback	given in sketchbooks using the department's feedback proforma sheets. Strengths and areas for development are identified in the pupils' work and they are given reflection /improvement time after receiving feedback. The final outcome (AO4) produced at the end of the project is assessed summatively for this unit of work.
<b>Review/ Revisit</b>	<b>Review/ Revisit</b>	<b>Review/ Revisit</b>	<b>Review/ Revisit</b>	<b>Review/ Revisit</b>	<b>Review/ Revisit</b>
In each scheme of work, pupils develop an understanding of different styles and	Pupils' skills using observational drawing/mark making techniques	Pupils revisit observational drawing techniques from Key Skills, along	Pupils revisit the process of designing work inspired by the projects studies	Pupils revisit the process of designing work inspired by the projects studies	Pupils ideas are explored and refined each lesson leading up to their final outcome



approaches to observational drawing. Along with building proficiency and confidence in creating and applying tone using a range of materials.	are revisited in several schemes of work during KS3, building pupils' confidence and proficiency and applying techniques to different Art styles. Pupils revisit AO1 (artist research again in Year 9 Project 2)	with colour theory. Pupils skills in observational drawing are built on and extended throughout each SoW, focusing on different styles/genres. Pupils revisit the process of designing work inspired by the projects studies artist/theme	artist/theme Pupils revisit the skills in researching and constructing a creative artist research page	artist/theme Pupils will independently research their ideas which will be criteria at GCSE level	Pupils revisit concept of developing an idea to a realisation
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Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes
<p><b><u>Topic: Under the sea (coursework)</u></b>  <b>AO1 &amp; AO3</b>  <b>Artist Research &amp; Observations</b>            *Analysis of 'Under The Sea' theme.            *Accurate studies of artists' work (Yellena James &amp; Noemi Ibraz) applying appropriate materials to reflect artist style.            *In depth analysis of artists' work using key vocabulary and writing frames.            *Learn how to engage with and demonstrate critical understanding of sources.            *Series of appropriate</p>	<p><b><u>Topic: Under the sea (coursework)</u></b>  <b>A02 &amp; A04</b>  <b>Development of ideas &amp; final outcome</b>            *Create original designs inspired by Yellena James &amp; Noemi Ibraz.            *To explore a range of materials, techniques and processes confidently. Including mono printing, carbon drawing, stitch &amp; sewing techniques, oil pastel printing.            *Develop the most successful design</p>	<p><b><u>Topic: Natural Forms (coursework)</u></b>  <b>AO1 &amp; AO3</b>  <b>Artist Research &amp; Observations</b>            *Analysis of 'Natural Forms' theme.            *Accurate studies of artists' work (Pupils to independently select 2 artists of their choosing) applying appropriate materials to reflect artist style. Consideration to be given to artists chosen and ensure contrasting skills/ techniques in each.            *In depth analysis of artists' work using key vocabulary and</p>	<p><b><u>Topic: Natural Forms (coursework)</u></b>  <b>A02 &amp; A03</b>  <b>Observations &amp; Development of ideas</b>            *Series of appropriate and detailed observational drawings exploring the project theme from secondary sources and first hand studies from own photographs.            *Learn techniques enabling them to skilfully and rigorously record ideas, observations and insights through</p>	<p><b><u>Topic: Natural Forms (coursework)</u></b>  <b>A03 &amp; A04</b>  <b>Development of ideas &amp; final outcome</b>            *Learn how to thoughtfully refine ideas with discrimination.            *Demonstrate exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes            *Learn how to demonstrate an exceptional ability to effectively develop their own ideas</p>	<p><b><u>Topic: Mock Exam (coursework) Project</u></b>  <b>Continues into Autumn 1 of Y11</b>  <b>AO1 Artist Research</b>            *Pupils select their own starting point from a past exam paper.            *Analysis of a brief.            *Observational drawings. *Accurate studies of artists work applying appropriate materials to reflect artist style.            * In depth analysis of artists' work using key vocab.            *Consideration of presentation to reflect artist style.</p>





<p>and detailed observational drawings exploring the project theme from secondary sources and first-hand studies from own photographs recorded at Sea Life visit.</p>	<p>further through purposeful exploration and refinement of ideas and materials. *Create a final outcome in exam conditions inspired by Yellena Jame and Noemi Ibraz whilst reflecting the project theme of 'Under the Sea'.</p>	<p>writing frames. *Series of appropriate and detailed observational drawings exploring the project theme from secondary sources and first-hand studies from own photographs.</p>	<p>drawing and annotation, and any other means relevant to intentions as work progresses *Learn how to thoughtfully refine ideas with discrimination. *Demonstrate exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes</p>	<p>through creative and purposeful investigations. *Learn how to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p>	<p>*Learn how to engage with and demonstrate critical understanding of sources.</p>
<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>
<p>Natural environment, colour theory, organic shapes/lines, habitats, inspiration, structures, man-made.</p>	<p>Natural environment, organic shapes, refinement, reflection, critical, awareness,</p>	<p>Natural environment, man-made structures, materials, refinement, ideas, influence, inspired, recording, visual</p>	<p>Natural world, Inspiration, Personal, Thought Provoking, Insightful Intellectual, Skilled Refined, Self-</p>	<p>Natural world, Inspiration, Personal, Thought Provoking, Insightful Intellectual, Skilled Refined, Self-Reflection</p>	<p>Exploration of ideas. Observational drawing. Analysis, Inspired by artists' work.</p>



	inspiration, mixed media, influence, pollution, sealife.	language.	Reflection		
<b>Essential understanding</b>	<b>Essential understanding</b>	<b>Essential understanding</b>	<b>Essential understanding</b>	<b>Essential understanding</b>	<b>Essential understanding</b>
<p>Artists respond creatively to a brief or stimulus, generating ideas and their own unique artwork in response.</p> <p>Artists select media for particular reasons that link to the concept of their work.</p> <p>Artists experiment with images to expand and explore their ideas.</p> <p>Artists are able to further illustrate their ideas by describing decisions they have made and their impact.</p>	<p>Artists draw inspiration from the world around them and the work of other artists to inspire/generate their own ideas.</p> <p>Artists experiment with images to expand ideas and to show a unique interpretation of a theme/ topic.</p> <p>Artists approach their work with rigour and take risks to ensure they are taking their ideas to their full potential.</p>	<p>Artists respond creatively to a brief or stimulus, generating ideas and their own unique artwork in response.</p> <p>Artists select media for particular reasons that link to the concept of their work.</p> <p>Artists experiment with images to expand and explore their ideas.</p> <p>Artists are able to further illustrate their ideas by describing decisions they have</p>	<p>Artists experiment with images to expand ideas and to show a unique interpretation of a theme/ topic.</p> <p>Artists approach their work with rigour and take risks to ensure they are taking their ideas to their full potential.</p> <p>Artists refine their ideas through tireless experimentation to develop their work and arrive at a final realisation. .</p>	<p>Artists select media for particular reasons that link to the concept of their work.</p> <p>Artists experiment with images to expand and explore their ideas.</p> <p>Artists are able to further illustrate their ideas by describing decisions they have made and their impact.</p>	<p>Artists respond creatively to a brief or stimulus, generating ideas and their own unique artwork in response.</p> <p>Artists select media for particular reasons that link to the concept of their work.</p> <p>Artists experiment with images to expand and explore their ideas</p> <p>Artists are able to further illustrate their ideas by describing decisions they have</p>



Artists critically analyse their own work and the work of others.	Artists refine their ideas through tireless experimentation to develop their work and arrive at a final realisation.	made and their impact.  Artists critically analyse their own work and the work of others			made and their impact.  Artists critically analyse their own work and the work of others.
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
Pupils' work will be assessed once they have completed an assessment objective (AO1-4). This will be ongoing throughout the unit. Pupils' work will be formally assessed after they complete their final piece (5 hr session) along with their completed sketchbook for the project.	Pupils' sketchbooks along with the final outcome they produce in the 5 hour timed session will be marked against GCSE assessment objectives.	Pupils' work will be assessed once they have completed an assessment objective (AO1-4). This will be ongoing throughout the unit. Pupils' work will be formally assessed after they complete their final piece (10 hr session) along with their completed sketchbook for the project.	Pupils' work will be assessed once they have completed an assessment objective (AO1-4). This will be ongoing throughout the unit. Pupils' work will be formally assessed after they complete their final piece (10 hr session) along with their completed sketchbook for the project.	Pupils' sketchbooks along with the final outcome they produce in the 10 hour timed session will be marked against GCSE assessment objectives.	Pupils' work will be assessed once they have completed an assessment objective (AO1-4). This will be ongoing throughout the unit. Pupils' work will be formally assessed after they complete their final piece (10 hr session) along with their completed sketchbook for the project.



<b>Review/ Revisit</b>	<b>Review/ Revisit</b>	<b>Review/ Revisit</b>	<b>Review/ Revisit</b>	<b>Review/ Revisit</b>	<b>Review/ Revisit</b>
<p>Studied artists and pupils' ideas are reflected on each lesson and built upon whilst working towards final realisation. Pupils will revisit artist analysis/exploring a theme through imagery and first-hand observations during Natural Forms and Mock Exam.</p>	<p>Pupils ideas are explored and refined each lesson leading up to the timed 5hour exam session. Pupils will revisit the skill of exploring a theme using visuals and imagery, whilst developing their own original ideas and artwork during Natural forms, Mock exam and ESA unit.</p>	<p>Studied artists and pupils' ideas are reflected on each lesson and built upon whilst working towards final realisation. Pupils will revisit artist analysis/exploring a theme through imagery and first-hand observations during Mock Exam and ESA.</p>	<p>Pupils ideas are explored and refined each lesson leading up to the timed 10hour exam session. Pupils will revisit the skill of exploring a theme using visuals and imagery, whilst developing their own original ideas and artwork during the Mock exam and ESA unit.</p>	<p>Pupils ideas are explored and refined each lesson leading up to the timed 10hour exam session. Pupils will revisit the skill of exploring a theme using visuals and imagery, whilst developing their own original ideas and artwork during Mock exam and ESA unit.</p>	<p>Studied artists and pupils' ideas are reflected on each lesson and built upon whilst working towards final realisation. Pupils will revisit all concepts during ESA unit.</p>



Year 11					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes	Content/ Processes
<p><b><u>Topic: Mock Exam Sketchbook unit (coursework)</u></b>  <b>AO1 &amp; AO3</b>  <b>Artist Research &amp; Observations</b>            *Pupils select their own starting point from a past exam paper.            *Analysis of a brief.            *Observational drawings. *Accurate studies of artists work applying appropriate materials to reflect artist style.            * In depth analysis of artists' work using key vocab.</p>	<p><b><u>Topic: Mock Exam Sketchbook unit (coursework)</u></b>  <b>A02 &amp; A04</b>  <b>Development of ideas &amp; final outcome</b>            *Create original designs inspired by studied artists. *To explore a range of materials, techniques and processes confidently.            *Develop the most successful design further through purposeful exploration and refinement of ideas and materials.</p>	<p><b><u>Topic: Externally Set Assignment</u></b>  <b>A01 &amp; A03</b>  <b>Artist Research &amp; Observations</b>            *Pupils select their own starting point from the ESA paper.            *Analysis of a brief to generate ideas to explore            *Replication of artists work applying appropriate materials and editing techniques to reflect artist style.            * In depth analysis of artists' work using key vocab.</p>	<p><b><u>Topic: Externally Set Assignment</u></b>  <b>A02 &amp; A04</b>  <b>Development of ideas &amp; final outcome</b>            *Create original designs inspired by studied artists.            *To explore a range of materials, techniques and processes confidently.            *Develop the most successful design further through purposeful exploration and refinement of ideas and materials.            *Create a final</p>	<p><b><u>Topic: Coursework improvement</u></b>  <b>2 coursework sketchbooks are revisited</b>            *Improvements to be made to 'Natural Forms' and Mock exam sketchbooks before final coursework deadline.            * Any gaps in work should be addressed. Pupils may also choose to redo any less refined pieces to showcase improvement in skills.</p>	N/A



<p>*Consideration of presentation to reflect artist style. *Produce original studies and photography exploring the theme of the project. Annotation of their own work.</p>	<p>*Create a final outcome in exam conditions inspired by studies artists and reflecting project themes.</p>	<p>*Consideration of presentation to reflect artist style. *Produce original studies and photography exploring the theme of the project. Annotation of their own work.</p>	<p>outcome in exam conditions inspired by studies artists and reflecting project themes.</p>		
<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>	<b>Concepts</b>
<p>Exploration of ideas. Observational drawing. Analysis, Inspired by artists' work.</p>	<p>Development of ideas, refinement, exploration, realisation.</p>	<p>Exploration of ideas. Observational drawing. Analysis, Inspired by artists' work.</p>	<p>Development of ideas, refinement, exploration, realisation.</p>	<p>Review, improvement, refinement, research, development of ideas, realisation, personal response.</p>	
<b>Essential understanding</b>	<b>Essential understanding</b>	<b>Essential understanding</b>	<b>Essential understanding</b>	<b>Essential understanding</b>	<b>Essential understanding</b>
<p>Artists respond creatively to a brief or stimulus, generating</p>	<p>Artists draw inspiration from the world around them</p>	<p>Artists respond creatively to a brief or stimulus, generating</p>	<p>Artists draw inspiration from the world around them</p>	<p>Artists review their work and ideas, to</p>	



<p>ideas and their own unique artwork in response.</p> <p>Artists select media for particular reasons that link to the concept of their work.</p> <p>Artists experiment with images to expand and explore their ideas</p> <p>Artists are able to further illustrate their ideas by describing decisions they have made and their impact.</p> <p>Artists critically analyse their own work and the work of others.</p>	<p>and the work of other artists to inspire/generate their own ideas.</p> <p>Artists experiment with images to expand ideas and to show a unique interpretation of a theme/ topic.</p> <p>Artists approach their work with rigour and take risks to ensure they are taking their ideas to their full potential.</p> <p>Artists refine their ideas through tireless experimentation to develop their work and arrive at a final realisation.</p>	<p>ideas and their own unique artwork in response.</p> <p>Artists select media for particular reasons that link to the concept of their work.</p> <p>Artists experiment with images to expand and explore their ideas</p> <p>Artists are able to further illustrate their ideas by describing decisions they have made and their impact.</p> <p>Artists critically analyse their own work and the work of others.</p>	<p>and the work of other artists to inspire/generate their own ideas.</p> <p>Artists experiment with images to expand ideas and to show a unique interpretation of a theme/ topic.</p> <p>Artists approach their work with rigour and take risks to ensure they are taking their ideas to their full potential.</p> <p>Artists refine their ideas through tireless experimentation to develop their work and arrive at a final realisation.</p>	<p>enable improvement and development.</p> <p>Artists refine their practice through experimentation and building of skills.</p>	
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Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Pupils' work will be assessed once they have completed an assessment objective (AO1-4). This will be ongoing throughout the unit. Pupils' work will be formally assessed after they complete their final piece (10 hr session) along with their completed sketchbook.	Pupils' sketchbooks along with the final outcome they produce in the 10 hour exam session will be marked against GCSE assessment objectives.	Pupils' work will be assessed once they have completed an assessment objective (AO1-4). This will be ongoing throughout the unit. Pupils' work will be formally assessed after they complete their final piece (10 hr session) along with their completed sketchbook.	Pupils' sketchbooks along with the final outcome they produce in the 10 hour exam session will be marked against GCSE assessment objectives.	Pupils two coursework units will be assessed when they are submitted on the final deadline. Work is assessed against GCSE assessment objectives. Final marks out of 96 are given.	
Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit	Review/ Revisit
Studied artists and pupils' ideas are reflected on each lesson and built upon whilst working towards final realisation. Pupils will revisit all concepts during ESA unit.	Pupils' ideas are explored and refined each lesson leading up to the final exam session. Pupils will revisit this sketchbook when given improvement time after ESA unit.	Studied artists and pupils' ideas are reflected on each lesson and built upon whilst working towards final realisation.	Pupils' ideas are explored and refined each lesson leading up to the final exam session.	Pupils revisit skills developed over the duration of the course. To ensure work submitted for the coursework units is of the highest standards possible.	