

Year 7	7.1	7.2	7.3	7.4	7.5	7.6
	Candy Pop Project Baseline test and introduction to the formal elements	Candy Pop Project Pop Artists and colour Sarah Graham artist analysis	Candy Pop Project Experimenting with media	Candy Pop Project Design ideas Creating a final piece	Birds & Beasts with Issues Project Baseline test and Recording Observations through drawing	Birds & Beasts with Issues Project Environmental Issues
Knowledge	<p>Baseline test is used to assess ability and exposure to art during KS2. Testing observational skills, spacial awareness and tonal variation. Pupils will learn about the formal elements of art and how to accurately draw from observation (using the theme of sweets) considering scale, composition, and proportion. They will learn how to use pencil to correctly add and blend tone, focussing on shadows, mid-tones and highlights to make objects look 3D.</p> <p>Pupils will complete short drawing exercises using a variety of techniques including a 30 second sketch, drawing with their opposite hand, pen sketch continuous line and blind sketching. 1- and 2-point perspective piece showing use of Coloured pencils, Pen, and watercolour paint.</p>	<p>Pupils will learn how to use different drawing techniques in response to knowledge. They will create a pop art research page looking at the breadth of the movement and its themes. Pupils will learn about colour theory and how to mix a full range of colours using just the primary colours. They will learn about the colour wheel, which colours work well together, warm and cold colours and how to create tints and shades. They will identify which colours are associated with Pop Art.</p> <p>Pupils will learn how to analyse an artist and their work. We will analyse the artist, Sarah Graham. Pupils will learn how to use the subject, media, elements and intent method that is used throughout the curriculum leading to the GCSE course in KS4. They will learn how to use correct art keywords and analyse the artist. They will learn how to discuss Sarah Graham, and her style of art. Pupils will learn how to use basic PowerPoint techniques to create the analysis and present information about Sarah Graham.</p>	<p>Pupils will learn how to produce a page of sweet drawings in the style of Sarah Graham. They will learn how to use colour and pattern in her style. They will learn how to use observation to create a realistic and accurate response. Pupils will learn about photography by taking photographs of sweets and marbles in the classroom. They will learn how to create a contact sheet to present and evaluate their photographs. They will learn the difference between sourcing their own primary images and using secondary sources.</p>	<p>Pupils will learn how to use the knowledge and skills learnt so far in Y7 to create four different designs for a final piece. They will learn how to think creatively and produce a range of ideas. They will learn how to use Sarah Graham and pop art's style in their own final piece, considering the formal elements.</p> <p>Pupils will learn how to take their favourite design and enlarge it to become a final piece (A3). They will incorporate mixed media. They will use all of this knowledge to produce a personal response in the style of Sarah Graham and the Pop Art Movement.</p> <p>They will be able to evaluate their own work. What went well, what changes could you make?</p>	<p>Baseline test is used to assess progress during Y7 compared to age related expectations.</p> <p>Students further develop their use and understanding of the formal elements of art as well as linking their leaning through the following transferrable skills. They refine their drawing skills through observational drawing activities taking inspiration from Birds.</p> <p>A01/2/3 Knowledge gathering. Which artists have been inspired by birds?</p> <p>A01 colour theory.</p> <p>A01/2/3 Abby Diamond Knowledge gathering.</p>	<p>Students develop knowledge about global issues and investigate how artists are compelled to respond to the events that's happening around them.</p> <p>Kerby Rosanes and global warming.</p> <p>Banksy linked to environmental issues such as climate change, environmental health, ecological footprint.</p> <p>Bob & Roberta Smith plastic and protest art.</p> <p>Keith Harring. Global Issues.</p>
Skills/Concepts	<p>The formal elements – the building blocks of art. Apply of tone and texture to drawings to make them look 3D and realistic. Creating more than 6 different tonal values. Experiment with mixed media using coloured pencils, pen, ink and watercolours</p>	<p>Practise different drawing techniques including pencil, pen, ink and coloured pencils. Perfect colour mixing techniques. Apply paint neatly with precision and control.</p> <p>Analyse artists and their work. Create PowerPoint documents and present information. Use correct art keywords through writing and oracy.</p>	<p>Use different types of media with good control. Experiment with media. Try out photography techniques including rule of thirds, contrast, and viewpoint. Paint Pupils will source their own images.</p>	<p>Create design ideas based on the best images from the photoshoot. Use knowledge gained throughout the course to synthesise a range of different ideas for a final piece.</p> <p>Select from a range of different designs. Be able to consider composition and layout. Enlarge initial designs and be able to use mixed media to add the formal elements. Evaluate own artwork.</p>	<p>A02 Skill development, wings and eyes, mixed media and paint.</p> <p>A02 Skill development: Pattern.</p> <p>Artist copy working with Water Colour</p>	<p>Developing ideas for a mural.</p> <p>Final piece planning Students incorporate a global issue or cultural significance into their work.</p>
SMSC – British values	<p>SMSC – spiritual – pupils will use their creativity.</p>	<p>SMSC –spiritual -pupils will investigate visual, tactile, and other sensory qualities of their own and others work. SMSC – cultural -pupils will be exposed to an artist that they have not seen before.</p>	<p>SMSC – spiritual - pupils will investigate visual, tactile, and other sensory qualities of their own and others work.</p>	<p>SMSC - spiritual -we encourage independent thinking that will enable pupils to develop their ideas and intentions and express these in an appropriate manner.</p> <p>SMSC – moral - the pupils 'outcomes are supported with a rationale or a meaning that will often convey a message.</p>	<p>SMSC – cultural -pupils will be exposed to a culture that they have not experienced before in detail.</p> <p>SMSC –spiritual -pupils will investigate visual, tactile, and other sensory qualities of their own and others work. SMSC – cultural -pupils will be exposed to an artist that they have not seen before.</p>	<p>SMSC – moral - the pupils 'outcomes are supported with a rationale or a meaning that will often convey a message.</p> <p>British Values: Mutual Respect for each other's views and opinions.</p>

Literacy focus	Self and peer assessment. Use of technical terms and keywords: formal elements, tone, texture, line, colour, pattern, shape, form, 2D, 3D, composition, design, pen, ink, perspective, perpendicular, vanishing point, horizon line, parallel, horizontal, vertical, watercolour paint, highlight, mid-tone, shadow.	Self and peer assessment. Evaluating colour mixing and the application of paint. Use of technical terms and keywords: colour, primary, secondary, tertiary, harmonious, analogous, control, accuracy, precision, mixing, tints and shades, warm, cold. Self and peer assessment. Evaluating artist analysis. Use of technical terms and keywords: Sarah Graham, photo realistic, observation, lines, shape, colour, kitsch.	Self and peer assessment. Evaluating media experiments. Use of technical terms and keywords: colour, pattern, textiles, collage, primary, secondary, 3D, experiment, media, observation.	Self and peer assessment. Evaluating design ideas. Use of technical terms and keywords: photography, contact sheet, photoshoot, pop art. Self and peer assessment. Evaluating a final piece. Use of technical terms and keywords: personal, response, final outcome, expressive, meaning, evaluate.	Self and peer assessment. Use of technical terms and keywords: formal elements, tone, texture, line, colour, pattern, shape, form, 2D, 3D,	Self and peer assessment. Evaluating a final piece. Use of technical terms and keywords: personal, response, final outcome, expressive, meaning, evaluate.
Links to prior learning	Pupils have varied experiences of art at KS2. The introduction to art is at an appropriate level.	7.1,	7.1, 7.2,	7.1, 7.2, 7.3,	7.1, 7.2, 7.3, 7.4	7.1, 7.2, 7.3, 7.4, 7.5
Preparation for future learning	The formal elements are used throughout the art curriculum.	Colour is one of the formal elements of art. Colour mixing is key to creating a wide range of different colours. GCSE Objective AO1: Develop ideas through investigations, demonstrating critical understanding of sources. 7.4, 8.2, 8.5, 9.1, 10.1, 11.1, 11.3	8.3, 8.6, 9.2, 9.3, 10.2, 11.3	7.6, 8.3, 8.6, 9.6, 10.4, 10.5, 10.6, 11.2, 11.4, 11.5	10.1, 10.2, 8.2, 8.3, 11.1, 11.2	
Assessment	The baseline assessment is RAGd. Teaching is adjusted accordingly. Demonstrate and connect is used to assess and address misconceptions regarding the formal elements. Live Marking with Green Highlighter to identify excellent work and a Green Dot to identify SPaG mistakes.	Demonstrate and connect will address any misconceptions pupils may have about colour theory. Demonstrate and connect will address any misconceptions about Sarah Graham.	Sarah Graham response is self, and peer assessed.	Pupils will self-assess their own designs The final outcome will be assessed by the teacher after it is evaluated by the pupil.	AO3, students must record their ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses.	The final outcome will be assessed by the teacher after it is evaluated by the pupil.
Year 8	8.1 Introduction to Day of the Dead project	8.2 Cultural appreciation/analysis pages - Portraits	8.3 Portraiture/ key features	8.4 Portraiture Grid Method/ analysis pages-pattern	8.5 Day of the Dead portrait design	8.6 Portraiture/ Day of the Dead final piece
Knowledge	Pupils will learn how to draw a skull from direct observation. They will be given a step-by-step demonstration, and shown which shapes make a skull. They will learn how to make sure their drawing is in proportion. Pupils will learn how to create an even wider range of tonal values and how dark shades, created by using a softer pencil, can add rich depth to a drawing.	Learn about Mexico's Day of the Dead festival and use PowerPoint to create a visual mood board including images of the festival for example objects and items used to decorate the skulls. Pupils will learn how to include Information about the festival and the meanings of keywords. They will analyse the work of David Lozeau and how his work links to the festival. Pupils will learn how to create an accurate and well-proportioned observational drawing, working from a David Lozeau source, by following step by step demonstrations in class.	Investigate the different ways artists create faces and make an informed decisions on favourite. To draw the different facial features working towards creating a full face. Experiment with ways in which they can express line, shape, tone, texture, form, space and explore compositions when using a variety of media to draw parts of the face, leading to creating artworks of the full face.	Pupils will learn how to create a portrait using the grid method. They will be given a step-by-step demonstration to show how to break down a challenging image to make it more achievable. They will analyse the work of Kristin Eyfels and focus on the use of complimentary colours and dramatic use of line to create meaning. Pupils will develop knowledge about pattern, symbolism and symmetry that is associated with Day of the Dead culture.	Pupils will learn how to use their own research and visual analysis to create four initial design ideas for a sugar skull inspired portrait. They will learn how to simplify and stylise their own drawings. They will explore the symbolism of objects such as flowers and religious iconography. They will build on knowledge gained in Y7 about how artists create designs and ensure that their designs are imaginative and interesting.	Pupils will learn how to create an A3 final outcome in the form of a Day of the Dead inspired self-portrait. They will learn how to add decoration to their faces using objects and items from the Day of the Dead festival. They will gain further experience of using a variety of mixed media. They will improve their knowledge of pen, coloured pencil and watercolour paint.

Skills/Concepts	Formal elements – tone and texture. Increase complexity and challenge. Ability to draw a wider range of tonal values. (7-10 values). Use a softer pencil (2B) to create even darker shadows. Make drawings look more 3D and even more realistic. Adapt and stylise a skull using pen drawing techniques. Add colour to pen drawings building on previous knowledge of colour theory gained in Y7. Harmonious colours, complimentary colours and tints.	Analyse different cultures and their customs. Practise using pencil, watercolour paint, coloured pencil and ink. Create Powerpoint documents and present information. Use correct art keywords through writing and oracy. Draw a copy of David Lozeau work from observation and use correct skeletal proportion.	How to draw facial features – basic shapes, eyes, nose and mouth, hair and the use of contour lines, neck and blazer, add tone and create 3D form. Stylise artwork using shapes, symbols and line. Carefully explore the characteristics of each of the facial features and use different mark making skills to draw each part successfully. Show how they can respond in a direct and interactive way to any artist and designer studied, making thoughtful use of their sketchbooks to test ideas that inform their learning.	Formal elements-composition, pattern, line and proportion. Ability to draw a full portrait using the grid method working from a source material. Application of paint and pattern to a portrait to create meaning. Transfer of pattern to create symmetry. How the knowledge, influence, genre and styles and aspects of design contain visual and expressive characteristics or materials to convey meaning which can be appropriated in their own work. To exploit the unique characteristics of the work of artists in order to inform creative actions towards creating a final piece of a face. To create imaginative responses and representations of faces in their response to the study of artists remaining adaptable to change.	Use research to support the design process and influence ideas. Create four different design ideas demonstrating concepts developed.	Select from a range of different designs. Be able to consider composition and layout. Enlarge initial designs to A3 and be able to use mixed media. Pupils will use the formal elements to make the outcome more successful. Evaluate own artwork.
SMSC – British Values	SMSC –spiritual -pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC – cultural -pupils will be exposed to a culture that they have not experienced before in detail.	SMSC- social-Work safely with an understanding of process and the actions required to successfully follow each technique to improve and produce good quality outcome in own and peers work.	SMSC-moral- artist analysis tackles moral themes regarding self-perception, stereotypes, influences and identity.	SMSC - spiritual -we encourage independent thinking that will enable pupils to develop their ideas and intentions and express these in an appropriate manner.	SMSC – moral - the pupils ‘outcomes are supported with a rationale or a meaning that will often convey a message.
Literacy focus	Use of technical terms and keywords: formal elements, tone, texture, line, shape, form, range, depth, tonal values, harmonious colour, complimentary colour, tints,	Create a PowerPoint moodboard about the festival. Use of technical terms and keywords: Mexico, sugar skull, celebration, remembrance, flowers, symbols, pattern, proportion, contour lines, features, altar,	Self and peer assessment. Evaluating observational qualities and use of the formal elements.	AO3, students must record their ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses.	Self and peer assessment. Evaluating design ideas. Use of technical terms and keywords: stylize, simplify, symbolism, meaning, iconography.	Self and peer assessment. Evaluating a final piece.
Links to prior learning	7.1, 7.2	7.1, 7.2, 7.3, 8.1	7.1, 7.4,	7.1, 7.2	7.4, 7.5, 8.2, 11.1, 11.2, 11.3	7.6, 8.1, 8.2, 8.3
Preparation for future learning	8.2, 8.4, 9.2, 10.2, 11.1	8.3, 8.4, 8.5,8.6, 9.1, 9.3, 10.1, 11.1, 11.3	11.1, 11.2, 11.3, 11.4	11.1, 11.2, 11.3, 11.4	8.4, 9.2, 10.1, 11.1, 11.3	8.6, 9.6, 10.6, 11.2, 11.5
Assessment	Demonstrate and connect is used to assess and address misconceptions regarding the formal elements especially the use of tone.	Demonstrate and connect is used to assess and address misconceptions pupils may have about Day of the Dead and how to draw an accurate copy.	Demonstrate and connect is used to assess and address misconceptions regarding the formal elements.	Pupils will peer assess their patterned portraits.	Pupils will self-assess their own designs.	The final outcome will be assessed by the teacher after it is evaluated by the pupil.
Year 9	9.1	9.2	9.3	9.4	9.5	9.6
	Introduction to Under the Sea project	Observational drawings	Visit to The Deep	Experiment with 3D materials	3D making of final piece	3D making of final piece

Knowledge	Pupils will build on their previous knowledge and experience on how to analyse artists and their work. They will learn how to produce a more in depth visual analysis on three artists who are relevant to this project. Pupils will be given examples of artists who are relevant to the theme of Under the Sea and they will be encouraged to find their own examples using google, Pinterest and the academy/local library. They will learn how to make even more accurate copies of artwork by learning how to use the grid method.	Pupils will learn how to produce even more accurate observational drawings. They will explore the viewfinder method to ensure compositions are interesting. They will learn how to draw from real life by breaking down objects into basic forms e.g. sphere, cube, cone etc. Pupils will learn how to annotate their observational drawings and why recording from real life is useful to artists, designers and craftspeople. Pupils will learn from teacher demonstrations and WAGOLLS about how to use marbling, bubbling, sand and PVA impasto, Vaseline, salt/watercolour.	Pupils will learn how to take even better photographs. They will revisit photography techniques including; the rule of thirds, good composition, contrast, point of view and close up. Pupils will learn how to use photographs and moodboards as starting points for idea generation. Pupils will learn about the ecological and environmental issues facing the oceans.	Pupils will learn how to use a wide range of materials that can be used to create 3D artwork. They will learn about the strengths and weaknesses of a range of processes. Pupils will learn how to select materials and create 3D sculptures that show an understanding of the theme. They will choose which design/material they would like to make into a 3D final piece.	Pupils will learn how to use 3D materials by making their 3D final piece. They will learn to take risks and that sometimes the safe option is not always the most interesting.	Pupils will continue to learn how to use 3D materials by making their 3D final piece. They will learn to take risks and that sometimes the safe option is not always the most interesting. Pupils will improve their evaluation skills.
Skills/ <i>Concepts</i>	Analysis using the subject, media, elements and intent method. Pupils will use the template and guidance mats. Use keywords to show a good use of technical terms and specialist vocabulary. Make accurate transcriptions of artwork to gain further insight into the artists' methods and techniques. Practise accuracy –grid method	Accurate use of pencil and other media to produce a series of observational drawings of shells, coral and other sea related objects. Practise drawing using a wide range of tonal values (10+) and include textures that use tone to make them look 3D. Experiment with different types of backgrounds/surfaces. Explore the theme in detail by looking closely at sea related objects.	Practise photography techniques Use research to support the design process and influence ideas. Create a range of different design ideas. Observational drawing during the visit to The Deep. Create a moodboard from primary and secondary sources.	Experiment with 3D materials including, clay, plasticine, silver foil, found objects, wire, mod roc, plaster. Produce mini maquettes of designs. Analyse strengths and weaknesses of each process. Write up findings in annotations.	Continue to experiment with 3D materials. Create a final piece based on designs and previous experiments with 3D materials.	Continue to make a 3D final piece. Evaluate final piece once complete.
SMSC – British values	SMSC – cultural -pupils will explore art from around the world. They will explore Hokusai, a non-western artist.	SMSC –spiritual - pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC –moral -pupils will explore the ecological issues we face regarding the oceans.	SMSC –spiritual - pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC –spiritual - pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC –spiritual - pupils will investigate visual, tactile and other sensory qualities of their own and others work.
Literacy focus	Guidance mats support pupils by including a series of questions that generate understanding. Pupils will research three artists. Use of technical terms and keywords: Sea, coral, creatures, octopus, shells, ocean, Saatchi, subject, media, elements and intent.	Pupils will start to annotate their drawings and use art keywords to explain their choices, successes and areas for development. Use of technical terms and keywords: annotate, marbling, bubbling, sand and PVA impasto, Vaseline, salt and watercolour.	Pupils will create an extended piece of writing about their visit to The Deep. They will include research on the ecological and environmental issues they have encountered. Use of technical terms and keywords: ecological, environmental, plastics, protecting, rule of thirds, good composition, contrast, point of view and close up.	Pupils will continue to annotate their experiments and use art keywords to explain their choices, successes and areas for development. Use of technical terms and keywords: malleable, maquette, armature, model, construct, clay, sculpture, sculptor, joining, emboss, embellish, extrude, bas relief.	Pupils will evaluate their 3D final piece at the end of the project.	Pupils will evaluate their 3D final piece at the end of the project.
Links to prior learning	7.3, 8.2, 8.5	7.4, 8.1, 8.3, 8.6	7.4, 8.2, 8.6	N/A	9.4	7.6, 8.4, 8.6, 9.4, 9.5
Preparation for future learning	10.1, 11.1, 11.3	10.2, 11.1	10.3, 11.2	9.5	9.6,	10.6, 11.2, 11.5
Assessment	Demonstrate and connect is used to assess and address misconceptions about artist research and analysis. The analysis is assessed by the teacher and feedback given.	Demonstrate and connect is used to assess and address misconceptions about using observational drawing and media experiments.	Demonstrate and connect is used to assess and address misconceptions about photography.	Demonstrate and connect is used to assess and address misconceptions about 3D materials.	Demonstrate and connect is used to assess and address misconceptions about 3D making.	The final outcome will be assessed by the teacher after it is evaluated by the pupil.

Year 10 Art	10.1	10.2	10.3	10.4	10.5	10.6
	Introduction to the Natural World project	Experiments and recording	Exploring photography	Developing ideas for a personal response	Generating thumbnails and mock ups	Producing a final piece
Knowledge	Pupils will be assessed through the baseline assessment. The task will test pupil ability to create a wide range of tone and realistic textures. Pupils will learn how to use contextual studies as starting points and variety of different ways transcriptions can be mounted in a sketchbook. Pupils will examine examples of successful sketchbooks. Pupils will learn how to use the grid method (smaller grid than in KS3) so that transcriptions are even more accurate.	Pupils will practise making even more accurate observational drawings. They will explore a new viewfinder method to ensure compositions are interesting. They will practise drawing from real life by breaking down objects into basic forms e.g. sphere, cube, cone etc. They will build on previous experiments and produce a range of different surfaces that can be used for backgrounds or as actual artwork.	Pupils will explore photography in more depth as a method for recording their observations on the theme of surfaces. Pupils will learn about portrait, landscape and reportage photography. They will learn how to produce a contact sheet and select their favourite photographs that are relevant to the theme of surfaces.	Pupils will learn how to use their own research and visual analysis to create initial design ideas for a Natural World based final piece. Pupils will build on 8.6 where they explored mind mapping. They will examine more creative ways of producing mind maps and moodboards. They will learn how to make a final piece personal. Pupils will learn how to develop ideas through experimenting with media and techniques.	Pupils will learn how to use their own research and visual analysis to generate thumbnails and then mock-ups for a Natural World based final piece.	Pupils will take their favourite ideas that have been developed further and make an even better version. They will use the skills and knowledge gained so far throughout the curriculum to produce a personal response to the theme Natural World. They will learn how to incorporate artist research and media experiments in their final piece.
Skills/ <i>Concepts</i>	Tone and texture – advanced techniques. Build on previous experience in KS3. Bell Peppers observational drawings working with a variety of media. Focus on adding highlight, mid-tone and shadow to textures. Analysis of artists and artwork. Artist research used as starting points for the project such as Paul Cezanne.	Accurate use of pencil and other media to produce a series of observational drawings that improve pupils’ use and understanding of recording using the formal element. Observational drawing of fabric/tone. Use of pen, pencil, coloured pencil. Fauna and flora- colour. Use of soft pastel, paint, coloured pencil. Build on 9.2 media/surface experiments. Observational drawing of sea shells. Use charcoal, chalk and watercolour paint. Analytical skills Practise drawing using a wide range of tonal values (12+) and include textures that use tone to make them look 3D.	Practise photography techniques learned in 9.3. Experiment with lighting, accessories, digital art including Photoshop digital manipulation techniques. Record surfaces inside and outside the academy. Produce annotated contact sheets and larger prints of successful photographs. Make accurate studies and observational drawings from the photographs by using the grid method.	Creative mind mapping and moodboards. Develop ideas and experiment with media. Try out best ideas and practise using alternative types of media. Ability to select and refine ideas for a final piece.	Develop ideas and experiment with media. Try out best ideas and practise using alternative types of media. Ability to select and refine ideas for a final piece. Produce mini A4 mock ups. Produce A3 mock up. Collect primary and secondary resources.	Select from a range of different designs, thumbnails and mock ups. Consider composition and layout. Enlarge initial designs and be able to use mixed media. Use the formal elements expertly to add tone, texture, line, colour, pattern, shape. Evaluate own artwork. Link final outcome to sketchbook. Personal response. Approximately 10hrs.
SMSC	SMSC –spiritual - pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC –spiritual - pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC –spiritual -pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC - spiritual -we encourage independent thinking that will enable pupils to develop their ideas and intentions and express these in an appropriate manner.	SMSC – moral - the pupils ‘outcomes are supported with a rationale or a meaning that will often convey a message.	SMSC – moral - the pupils ‘outcomes are supported with a rationale or a meaning that will often convey a message.
Literacy focus	Guidance mats support pupils by including a series of questions that generate contextual understanding. Pupils will research three artists. Use of technical terms and keywords.	Pupils will annotate their drawings and use art keywords to explain their choices, successes and areas for development. Use of technical terms and keywords: formal elements, annotate, marbling, bubbling, sand and PVA impasto, Vaseline, salt and watercolour.	Self and peer assessment. Evaluating photographs. Use of technical terms and keywords: photography, contact sheet, photoshoot, landscape.rule of thirds, good composition, contrast, point of view, proximity and close up.	Pupils will continue to annotate their ideas and use art keywords to explain their choices, successes and areas for development. Use of technical terms and keywords learnt throughout the curriculum in Y7-10	Pupils will continue to annotate their ideas and use art keywords to explain their choices, successes and areas for development. Use of technical terms and keywords learnt throughout the curriculum in Y7-10, thumbnails, synthesis.	Pupils will evaluate their final piece once complete.
Links to prior learning	7.3, 8.2, 8.5, 9.1	7.4, 8.1, 8.3, 8.6, 9.2	7.4, 9.3, 10.1	7.5, 8.3, 8.5, 9.4	7.5, 8.3, 8.5, 9.4	7.6, 8.4, 8.6, 9.6
Preparation for future learning	10.3, 11.1	11.1	11.3	11.2, 11.4	11.2, 11.4	11.2, 11.5
Assessment	Pupils will receive written feedback (post it notes) on key pieces of work at the end of 10.1. They be given verbal feedback throughout the unit and demonstrate and connect tasks when appropriate.	Demonstrate and connect is used to assess and address misconceptions about using observational drawing and media experiments. Pupils will receive written feedback (post it notes) on key pieces of work at the end of 10.2 This will inform data collection 1	Demonstrate and connect is used to assess and address misconceptions about using photography to record observations. Pupils will receive written feedback (post it notes) on key pieces of work at the end of 10.3	Self and peer assessment is used to assess ideas for the final outcome. Pupils will receive written feedback (post it notes) on key pieces of work at the end of 10.4	Pupils will receive written feedback (post it notes) on key pieces of work at the end of 10.5	Pupils will receive written feedback (post it notes) on key pieces of work at the end of 10.6 This will inform data collection 2
Year 11 Art	11.1	11.2	11.3	11.4	11.5	

	Introduction to the Emotive Portraiture project – artist research and observational drawing	Photographing Portraiture and developing final piece	Launch of externally set exam	Externally set exam development	10hr exam
Knowledge	Pupils will research artists and make contextual studies as starting points and make transcriptions and recreations of their work. They will examine a minimum of 3 artists who make artwork relating to the theme of Portraiture. Pupils will use prior knowledge to create a range of accurate observational drawings of Portraits.	Learn how to use a mini studio and a DSLR camera to produce professional looking studio photographs. Manipulate digital photographs. Synthesise a range of final piece ideas. Develop ideas for personal, meaningful and informed final piece. Produce a second final piece. Approximately 10hrs.	Exam paper – analyse the paper and explore possible options. PPT with note taking. Improve knowledge of assessment objectives. AFL assessment matrix task. Contextual knowledge and artist analysis. Use template to produce a range of starting points. Build on c/w knowledge	Pupils will use all of the skills learned through the curriculum to develop a series of ideas for their final piece. WAGGOLs and demonstrations will ensure that pupils understand the standard of artwork required.	Pupils will take their favourite ideas that have been developed further and make an even better version. They will use the skills and knowledge gained so far throughout the curriculum to produce a personal response to the exam question. They will incorporate artist research and media experiments in their final piece.
Skills/ <i>Concepts</i>	Contextual knowledge and artist analysis. Observational drawing of eyes, nose, mouth and nose. Use of pen, pencil, coloured pencil, collage, watercolour, Create a range of surfaces to work on. Observational drawing of veg. Use of sgraffito, charcoal, oil pastel, 9B pencils, polyblock, Create a range of surfaces to work on. Observational drawing of Portraits. Use of soft pastel, paint, coloured pencil. Create a range of surfaces to work on.	Studio photography. Develop ideas and experiment with media. Explore best ideas and practise using alternative types of media. Ability to select and refine ideas for a final piece. Produce mini A4 mock ups. Turn thumbnails into larger designs. Build on previous experience. Formal elements and cohesive link to sketch book	Create study sheets on artists/themes exploring the exam question. Build on drawing skills learned throughout the course. Produce mind maps and moodboards. Use a mini studio/location and a DSLR/iPhone camera to create photo contact sheets and photographs	Synthesise a range of final piece ideas. Develop ideas for 2D or 3D final piece. Experiment with a variety of compositions. Try out different options. Turn thumbnails into larger designs. Build on experience of creating personal outcomes. Use formal elements expertly and include a cohesive link to preparatory studies.	Select from a range of different designs, thumbnails and mock ups. Consider composition and layout. Enlarge initial designs and be able to use mixed media. Use the formal elements expertly to add tone, texture, line, colour, pattern, shape. Evaluate own artwork. Link final outcome to sketchbook. Personal response.
SMSC	SMSC – cultural -pupils will explore art and artists from around the world.	SMSC –spiritual -pupils will investigate visual, tactile and other sensory qualities of their own and others work.	SMSC – cultural -pupils will explore art and artists from around the world.	SMSC - spiritual -we encourage independent thinking that will enable pupils to develop their ideas and intentions and express these in an appropriate manner.	SMSC – moral - the pupils ‘outcomes are supported with a rationale or a meaning that will often convey a message.
Literacy focus	Guidance mats support pupils by including a series of questions that generate contextual understanding. Pupils will research three artists. Use of technical terms and keywords.	Pupils will annotate their drawings and use art keywords to explain their choices, successes and areas for development.	Pupils will continue to annotate their ideas and use art keywords to explain their choices, successes and areas for development. Use of technical terms and keywords learnt throughout the curriculum in Y7-11	Pupils will continue to annotate their ideas and use art keywords to explain their choices, successes and areas for development. Use of technical terms and keywords learnt throughout the curriculum in Y7-11	Pupils will evaluate their final piece once complete.
Links to prior learning	7.3, 7.4, 8.1, 8.2, 8.3, 8.5, 8.6, 9.2, 9.1, 10.1, 10.2	7.4, 7.5, 8.3, 8.5, 9.3, 9.4, 9.6, 10.1, 10.3, 10.4, 10.5, 10.6	7.3, 8.2, 8.5, 9.1, 10.1, 11.1	7.5, 8.3, 8.5, 9.4, 10.4, 10.5, 11.2	7.6, 8.4, 8.6, 9.6, 10.6
Preparation for future learning	11.3	11.4	Level 3 courses have an externally set exam.	Level 3 courses have an externally set exam.	All projects in the art curriculum and in industry have a final outcome. Pupils continue to create outcomes which are personal.
Assessment	Pupils will receive written feedback (post it notes) on key pieces of work at the end of 11.1. They be given verbal feedback throughout the unit and demonstrate and connect tasks when appropriate.	Demonstrate and connect is used to assess and address misconceptions. Pupils will receive written feedback (post it notes) on key pieces of work at the end of 11.2	Assessed internally and by external moderator.	Assessed internally and by external moderator.	Assessed internally and by external moderator.