

Art 5 Year Curriculum Plan

Author: HCO / JHA

Updated: 28 June 2017

Teaching and Learning Vision

Knowledge is power. Information is liberating.

Kofi Annan

At Smith's Wood Academy, we believe all students, whatever their background, are able to become **experts** in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts. The Mastery approach to teaching will prevail – in every classroom, every lesson, every day.

Our students have the right to be introduced to **deep knowledge** and a **wealth of information** from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

Teaching and Learning Vision for the **Art Department**

<p>C</p> <p>R</p> <p>E</p> <p>A</p> <p>T</p> <p>E</p>	<p>CREATES CONFIDENCE THROUGH ENCOURAGING THE EXPRESSION OF EMOTIONS AND WHEN RESPONDING TO OTHER VISUAL COMMUNICATION</p> <p>CREATES AN ATMOSPHERE OF RESPECT AND RESILIENCE AND PROMOTES THE EFFECTIVE USE OF REVIEWING AND REFINING WORK AS IT PROGRESSES.</p> <p>CREATES AN OPPORTUNITY TO EXPERIMENT WITH A WIDE RANGE OF MEDIA AND TO EXPLORE AND EXPRESS CREATIVE IDEAS AND ENGAGE WITH THE TOPICS</p> <p>CREATES AMBITIOUS ART STUDENTS WHO ARE GUIDED TO ARTICULATE THEIR UNIQUE CREATIVE IDEAS. THE DEPARTMENT ALSO ADVOCATES MUTUAL RESPECT WHEN UNDERTAKING PEER AND SELF-EVALUATION.</p> <p>CREATES STUDENTS WHO GAIN TECHNICAL ABILITY TO SOLVE PROBLEMS CREATIVELY AND WITH TENACITY.</p> <p>CREATES EXCELLENCE WITHIN THE ARTS AND CELEBRATES ARTISTIC EXPRESSION</p>
---	---

We can turn every learner into an artist.

At the end of Year 11 students in Art will....**Know and understand**

A key strand of all art craft and design education is to help pupils acquire knowledge and understanding of the world of art through the study of historical and contemporary artists, developing skill with a wide range of media and techniques and developing a personal sense of style.

Students develop an awareness of the place of art in the world and are able to comment on and change opinion of works studied through written and visual communication.

Students develop a strong understanding of how to work effectively but safely within the art department. They develop technical skills and approach problem solving in a creative manner.

Peer and self-evaluation forms an integral part of the refinement process and students will be able to articulate their refinement process using subject specific vocabulary.

Students will show this knowledge and understanding through practical skills in the development of ideas. This may include: The work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures. The ways in which meanings, ideas and intentions can be communicated through visual, sensory and tactile language, using formal elements. The way in which images and artefacts relate to their social, historical and cultural context. The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to learners' own creative intentions and chosen area(s) of study. The different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learners' own work. This will help them also develop a greater understanding of themselves/their culture and their place within society.

Be able to

- AO1 **Develop** ideas through investigations, demonstrating critical understanding of sources.
- AO2 **Refine** work by exploring ideas, selecting and **experimenting** with appropriate media, materials, techniques and processes.
- AO3 **Record** ideas, observations and insights relevant to intentions as work progresses.
- AO4 **Present** a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Within these 4 assessment objectives they will also demonstrate the following-

- Use equipment and materials safely and appropriately.
- Vary the scale of work.
- Critically analyse their own and others work in written form using subject specific vocabulary.
- Critically analyse others work by creating pastiche's (visually responding).
- Research effectively in support of portfolio development, identifying relevant imagery and factual information.

- Draw images and artefact's showing three-dimensional form using the formal elements.
- Understand how to effectively use composition, perspective, light, typography, photography etc to record ideas and intensions.
- Select appropriate media, format and techniques for each task.

Have been exposed to the following artists and art movements

- Vincent Van Gogh; Jason Scarpace; Belinda Eaton; Pablo Picasso ; Georgia O'Keeffe; Marcia Baldwin; Andy Warhol; Erik Suidman; William Morris; Lucienne Day; Angie Lewin;
- Vanitas /symbolic imagery; Textile design;
- Other cultures- masks, costume (pattern)
- Impressionism; Cubism; Abstract; Realism; Pop Art, Conceptual Art, Modernism

Have been exposed to the following knowledge and theories that span beyond the GCSE specification

Students will be encouraged to work independently (as we expect at A level) when responding to the starting points (usually a choice of three titles) They could base their work around a theme eg; natural forms or they may wish to trigger creative ideas by looking at local, national or global issues (something that they feel passionately about) They would be guided to investigate how other artists/cultures respond to these issues and will be guided to look more in-depth at art movements and theories eg whether Art has 'a' meaning and how theorists have tried to capture or explain it. They will also be asked to consider Art in the new millenium with the range of technical developments and methods of expressing ideas. By studying different art movements and putting work into context they will gain a deeper appreciation of the world around them.

“Art includes not just works of formal beauty to be enjoyed by people with ‘taste’, or works with beauty and uplifting moral messages, but also works that are ugly and disturbing, with a shatteringly negative moral content...” can offer students a better understanding of why & how Art is made,(eg: they could investigate work that is created in response to atrocities- Pablo Picasso's Guernica)

Developed their cultural and social capital through the following extra-curricular work

- Visits to Birmingham Museum and Art Gallery
- Visits to Pitt Rivers Museum
- Visits to Birmingham City University
- Visits to Pitt Rivers Museum in Oxford
- Artists in residence (eg; Pam Hawkes, John Denaro)
- Entry into national art competitions
- Attending art club at lunchtime/after school

5 Year Curriculum Plan

Year 7 ART at Smith's Wood Academy

The Smith's Wood Year 7 Art curriculum

Students will be introduced to the core skills of art and design. They will experiment with a wide range of media, techniques and processes. They will study the work of both historical and contemporary artists and will learn how to critically analyse their work using subject specific vocabulary.

They will produce an observational study as a 'baseline' test so that we gain an idea of ability as they join Smith's Wood. They will then produce a series of studies from primary source using mark-making and tone and be able to show 3d form within their art work. They will study the work of both historical and contemporary artists and discover why and how their work was created/ putting it into context (eg: Van Gogh's use of a dark colour palette when recording the everyday life and toils of farm workers in Holland and his move to a stronger, vibrant colour palette once he moved to France.) During the Summer term they will be introduced to colour theory in preparation for them creating their final piece-AO4, their work will also be informed by studying the work of several artists and they will learn how to present work creatively.

Within the lessons students will be responding to the 4 assessment objectives of the GCSE programme of study

The 4 assessment objectives are-

AO1= Development of ideas through **sustained & focused investigations** informed by contextual & other sources, demonstrating analytical and critical understanding. **(AO1)**

AO2= Experimentation with selected appropriate resources, **media, materials**, techniques & processes and the **reviewing & refining** of ideas as work develops. **(AO2)**

AO3= The **recording** in visual and/or other forms ideas, observations, and insights relevant to intentions, demonstrating an **ability to reflect on work** as it progresses **(AO3)**

AO4= The presentation of a **personal, informed & meaningful response** demonstrating critical understanding, realising intentions and, where appropriate, **making connections** between visual, oral or other elements. **(AO4)**

In response to these objectives they will show evidence that they have-

Gathered appropriate information in support of their ideas and presented this effectively. They would have explored different surfaces through drawings, collage & printmaking and will have used these skills when designing/creating a final piece.

Used their knowledge and understanding of materials and techniques to interpret the tactile qualities of their chosen objects & demonstrate the relevance of appropriate mark-making (with reference to historical and contemporary art)
 Compared and contrasted ideas, media & techniques in their own and others' work and make connections to the work of artists/crafts people in order to develop their own ideas effectively throughout the year.
 Reviewed and refined their work as it progresses using complete sentences and subject specific vocabulary

Year 7 Units of Study		Length of unit
Term 1	<ul style="list-style-type: none"> Core skills= Mark-making and tone through observational drawings from primary & secondary sources and critical analysis AO1,2 & 3 (studying the work of historical and contemporary artists in support of their own work.)Students will use subject specific vocabulary when analyzing the work of others. 	Autumn Term
Term 2	<ul style="list-style-type: none"> Core skills= Introduction to colour theory, painting skills and critical analysis AO1 & 2 further developing skills used in term 1. 	Spring term
Term 3	<ul style="list-style-type: none"> Planning and undertaking final piece- large scale painting AO2 & 4 using skills learned in term 1 & 2- including colour mixing, print making, use of a wide range of tones, drawing from direct observation, creating an individual composition to showcase these skills. 	Summer term

--	--	--

Year 8 ART at Smith's Wood Academy

For KS3: During this year students will study two projects. During the Autumn term students will explore portraiture, how to plot basic facial proportions, show different expressions, cultural portraits/masks and their uses etc. They will look at the work of several artists (historical and contemporary) who have depicted themselves and will discover the techniques used and the context behind the imagery.

During the Spring term they will learn the basic principles of pattern making (rotation, reflection, tessellation etc) and a variety of methods of producing them. They will look at where pattern can be found in the world around them eg nature, fashion, built environment and interiors (William Morris wall papers and fabrics created during The Industrial Revolution and how he attempted to enrich the lives/surroundings of all). They will look at the importance of pattern in other cultures (this could be eg Greek pottery and Roman mosaics which depict everyday lives, Egyptian patterns adorn walls- furniture- personal objects) they will also work from their drawings from primary and secondary source to design their own patterns and these could be presented in their art book or on a worksheet.

During the Summer term they will plan and undertake to create a 'final piece' based on the work studied in term 1 & 2. This will form 25% of their final assessment (as it does at GCSE)

AO1= Development of ideas through **sustained & focused investigations** informed by contextual & other sources, demonstrating analytical and critical understanding. **(AO1)**

AO2= Experimentation with selected appropriate resources, **media, materials**, techniques & processes and the **reviewing & refining** of ideas as work develops. **(AO2)**

AO3= The **recording** in visual and/or other forms ideas, observations, and insights relevant to intentions, demonstrating an **ability to reflect on work** as it progresses **(AO3)**

AO4= The presentation of a **personal, informed & meaningful response** demonstrating critical understanding, realising intentions and, where appropriate, **making connections** between visual, oral or other elements. **(AO4)**

<p>In response to the 4 assessment objectives they will have evidence that they have..... Gathered appropriate information in support of their ideas about portraiture and pattern and presented this effectively. They will have explored different ideas for creating portraiture and pattern making through drawings, collage & printmaking and will produce a final worksheet/piece. Used their knowledge and understanding of portraiture and pattern making techniques to interpret their chosen objects & demonstrate how to use viewfinders to select intricate motifs that can be used to create repeat patterns. Compared and contrasted ideas, media & techniques in their own and others' work and will have made connections to the work of artists/ crafts people in order to develop their own ideas for a painted portrait final piece effectively. Reviewed and refined their work as it progressed and will have explained why certain choices have been made during this process.</p>		
<p>Year 8 Units of Study</p>		<p>Length of unit</p>
Term 1	<p>Portraiture AO1,2 &3 learning different methods of drawing facial features accurately, using correct proportions, using gridding to enlarge the scale of work and achieve greater accuracy. Students will look at the work of historical and contemporary artists to discover a range of methods to depict portraits (media , techniques, symbolism etc) Students will use subject specific vocabulary when analysing the work of others.</p>	<p>Autumn term</p>
Term 2	<p>Pattern making AO2- skills based mini project allowing students to explore a range of pattern making techniques (repeat, reflection, half-drop, rotation) gathering inspiration from the natural & man-made world around us and from other cultures.</p>	<p>Spring term</p>
Term 3	<p>Final piece (incorporating portraiture and pattern making)AO4 further developing the skills learned in term 1 & 2 and creating an individual composition inspired by historical and contemporary artists and the world around us.</p>	<p>Summer term</p>

--	--	--

Year 9 ART at Smith's Wood Academy

During this project students will explore the idea of still-life as a way of portraying someone's character or using items symbolically. They will produce a series of studies from first hand observations in addition to looking at the different styles of still-life art work by a range of artists. They will present a final piece in response to this project which will be in the style of their chosen artist and will demonstrate their understanding of the importance of composition, colour palettes and tone.

They will investigate the ideas behind Vanitas paintings/symbolic use of inanimate objects, momento mori and the use of objects to show a person's wealth and social standing. In addition to learning about Cubism (context of this being used at a time that developments were being made in photography and cultural influences on the artists who created the art work) and its influences. They will continue to develop their practical skills from year 7 & 8 and show greater refinement. Furthermore, they will learn about composition, perspective and experiment with photography and computer manipulations of imagery in support of their plans for a final piece.

THE THREE TERMS WILL OFFER STUDENTS THE OPPORTUNITY TO INCLUDE EVIDENCE OF THE 4 ASSESSMENT OBJECTIVES (AOs) as in the GCSE programme of study.

AO1- Development of ideas through **sustained & focused investigations** informed by contextual & other sources, demonstrating analytical and critical understanding. **(AO1)**

AO2- Experimentation with selected appropriate resources, **media, materials**, techniques & processes and the **reviewing & refining** of ideas as work develops. **(AO2)**

AO3- The **recording** in visual and/or other forms ideas, observations, and insights relevant to intentions, demonstrating an **ability to reflect on work** as it progresses **(AO3)**

AO4- The **presentation** of a **personal, informed & meaningful response** demonstrating critical understanding, realising intentions and, where appropriate, **making connections** between visual, oral or other elements. **(AO4)**

In response to the 4 assessment objectives they will have evidence that they have.....

Gathered appropriate information in support of their ideas about still-life compositions and presented this effectively. They will have explored different ideas about portraying inanimate objects (natural & man-made) through drawings, painting, photography, collage & printmaking and will produce a final worksheet/piece.

Used their knowledge and understanding of Vanitas to select/interpret their chosen objects & demonstrate how to use viewfinders to experiment with the most appropriate composition and format.

Compared and contrasted ideas, media & techniques in their own and others' work and will have made connections to the work of artists/ crafts people in order to develop their own ideas for a mixed media still-life final piece effectively.

Reviewed and refined their work as it progressed and will have explained why certain choices have been made during this process. They will have made clear links to their chosen artists and will have presented the whole project creatively and effectively.

Year 9 Units of Study		Length of unit
Term 1	Introduction to still-life and observational studies AO3- the main focus will be working from primary and secondary sources, composition and perspective and exploring the use of different media.	Autumn term
Term 2	Critical analysis of Vanitas and Cubist imagery and use of media AO1 & 2. Students will use subject specific vocabulary when analysing the work of others, they will be able to 'read' a piece of art work (with reference to the formal elements and the principles of art.)	Spring term
Term 3	Realising intentions- Final piece as a conclusion to the project AO4. Students will further develop their creative skills by creating their own still-life composition, inspired by the work of others.	Summer term

--	--	--

Year 10 ART at Smith's Wood Academy

Year 10 students will produce a minimum of 2 units of work over the two year course. They will select their best one to submit as unit 1 c/w. Unit 1 makes up 60% of their overall grade and unit 2 (externally set assignment) makes up 40% of it.

BOTH UNITS MUST INCLUDE EVIDENCE OF THE 4 ASSESSMENT OBJECTIVES (AOs)

AO1- Development of ideas through **sustained & focused investigations** informed by contextual & other sources, demonstrating analytical and critical understanding. **(AO1)**

AO2- Experimentation with selected appropriate resources, **media, materials**, techniques & processes and the reviewing & refining of ideas as work develops. **(AO2)**

AO3- The recording in visual and/or other forms ideas, observations, and insights relevant to intentions, demonstrating an **ability to reflect on work** as it progresses **(AO3)**

AO4- The presentation of a **personal, informed & meaningful response** demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, oral or other elements. **(AO4)**

Students will be expected to build upon & further develop their recording skills and demonstrate a skilful use of the formal elements: line, tone, colour, shape, pattern, texture, form and structure whilst experimenting with a wide range of media. They will be encouraged to use these skills with a greater level of refinement in order to fully meet all assessment objectives.

Within both units it is also expected that students will learn the skills to analyse their own and others' work. They will also be expected to have an understanding of the works of contemporary, historical or cultural contexts and this will be made in relation to their own developing ideas. These will be more in-depth and they will look more closely at a variety of art movements and Art Theory. They will be challenged to produce pieces of critical analysis to A level standard in support of the development of their course work portfolio.

This course is very much designed to promote independent study. Students are encouraged to set their own goals each week, they will be guided towards appropriate lines of enquiry/ artist ref/ use of media & techniques. Demonstrations will be given to initially introduce them to a technique/media or to recap & build upon skills acquired and knowledge gained during KS3 and then they will undertake 'deliberate practice' in order to develop their creative expertise.

Year 10 Units of Study		Length of unit
Unit 1	Course work portfolio in response to choice of 3 titles. Students produce a personal response to one of these as a project. They will demonstrate confidence to use a wide range of media and techniques, they will annotate their work as it progresses and make links with historical and contemporary artists as their ideas develop.	All year 10 and the Autumn term of yr 11
TERM 1	AO2 & 3 - observational drawing and use of media and the formal elements	Autumn term
TERM 2	AO1 & 2 – studying the work of historical and contemporary artists and designers, putting the work into context/ identifying social and cultural influences and developing further skills with a range of media.	Spring term
TERM 3	A04- planning for final piece (3d and 2d) Students will produce a series of experimental ideas for a 'conclusion' to their coursework project. They will show clear links to the work of other artists/cultures etc. They will demonstrate a confident use of different media and techniques.	Summer term

Year 11 ART at Smith's Wood Academy

Students in year 11 will be focusing on producing a final piece for unit 1 (coursework). During this Autumn term they will plan ideas inspired by their work in year 10 and will use a range of media and techniques in order to fully realise their creative intentions and make links with the work of the artists/cultures they have studied. By the Spring term they will receive their exam paper and have 3

months to produce a portfolio of preparation ready to undertake a final piece during the 10 hour exam. They will have evidence of being able to use equipment /materials and processes safely and effectively. They will have evidence that they can critically analyse the work of others using subject specific vocabulary. They will have a selection of studies from primary sources on a range of scales/formats and a final presentation of the two projects that meet the four assessment objectives.

BOTH UNITS MUST INCLUDE EVIDENCE OF THE 4 ASSESSMENT OBJECTIVES (AOs)

AO1- Development of ideas through **sustained & focused investigations** informed by contextual & other sources, demonstrating analytical and critical understanding. **(AO1)**

AO2- Experimentation with selected appropriate resources, **media, materials**, techniques & processes and the reviewing & refining of ideas as work develops. **(AO2)**

AO3- The recording in visual and/or other forms ideas, observations, and insights relevant to intentions, demonstrating an **ability to reflect on work** as it progresses **(AO3)**

AO4- The presentation of a **personal, informed & meaningful response** demonstrating critical understanding, realising intentions and, where appropriate, making connections between visual, oral or other elements. **(AO4)**

Year 11 Units of Study		Length of unit
Unit 1	Course work portfolio in response to choice of 3 titles- final piece (as mentioned in year 10 for 3 terms, the coursework project is concluded in the 4 th term- Autumn term of year 11)	Autumn term
Term 1	Finishing final pieces (2d & 3d) and refining other elements within the course work portfolio.	Autumn term
Unit 2	Timed test/ exam project preparatory work. Students respond to a choice of titles, make links with the work of historical and contemporary artists/cultures and demonstrate their ability to use a wide range of skills, media and techniques.	Spring & Summer
Term 2 & 3	Exam preparation/ new project and 10 hour exam as a conclusion.	Spring & summer term

Year 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1 MARK-MAKING & TONE AO2 & 3	BASELINE ASSESSMENT AO3 OBSERVATIONAL STUDIES	Practical response to baseline on skills sheet	Core skills Focus on mark-making & tone AO2&3 (Grades of pencil, techniques for tonal work)	AO2-MEDIA (mapping proportions, use of template etc)	Core skills Focus on mark-making & tone AO2 (viewpoints, composition)	Core skills Focus on mark-making & tone AO2 (artist study- Van Gogh techniques)	Core skills Focus on mark-making & tone AO2 (artist study, critical analysis)
Autumn Term 2 MARK-MAKING & TONE AO1, 2 & 3	ASSESSMENT AO3 OBSERVATIONAL STUDIES	Core skills Focus on tone AO3 (viewpoints, composition)	Core skills Focus on tone AO3 (artist study- Van Gogh)	Core skills Focus on tone AO3 (artist study- Van Gogh)	Core skills Focus on artist critical analysis & tone AO1&2	Core skills Focus on artist critical analysis & tone AO1&2	Core skills Focus on artist critical analysis & tone AO1&2
Spring Term 1 COLOUR THEORY AO2 & 3	ASSESSMENT AO3 OBSERVATIONAL STUDIES	Practical response to assessment on skills sheet	Core skills Focus on introduction to colour theory	AO2 MEDIA	Core skills Focus on introduction to colour theory (tints and shades)	Core skills Focus on introduction to colour theory (tints and shades)	Core skills Focus on introduction to colour theory
Spring Term 2 COLOUR THEORY AO2 & 3	ASSESSMENT AO3 OBSERVATIONAL STUDIES	Core skills Focus on colour & media (colour wheel)	Core skills Focus on colour & media	Core skills Focus on colour & media (watercolour experimentation)	Core skills Focus on colour & media (watercolour experimentation)	Core skills Focus on colour & media (watercolour)	Core skills Focus on colour & media (watercolour)

			(colour wheel)				
Summer Term 1 COLOUR THEORY AO4	ASSESSMENT AO3 OBSERVATIONAL STUDIES	Practical response to assessment on skills sheet	Focus on final piece planning (composition)	Focus on final piece planning	Focus on final piece planning (media)	Focus on final piece	Focus on final piece
Summer Term 2 COLOUR THEORY AO4	ASSESSMENT AO3 OBSERVATIONAL STUDIES	Focus on final piece & self evaluation/links to artists	Focus on final piece	Focus on final piece	Focus on final piece	Focus on final piece & self evaluation/links to artists	Group crit and project presentation

Year 8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1 Portraiture AO1,2 & 3	ASSESSMENT AO3- observational studies	Practical response to assessment on skills sheet	(eye shapes, tone, proportions)	PORTRAITURE AO2-media & techniques (Mouth shapes, use of gridding, Proportions, templates etc)	PORTRAITURE AO2-media & techniques (nose shapes, profile, proportions)	PORTRAITURE AO2-media & techniques (facial proportions, profile etc)	PORTRAITURE AO2-media & techniques (Gridding, facial proportions)
Autumn Term 2 Portraiture AO1,2 & 3	ASSESSMENT AO3 observational studies	PORTRAITURE IN OTHER CULTURES AO2& 3 (coloured pencil)	PORTRAITURE (Using gridding)AO2& 3	PORTRAITURE AO2&3 (gridding)	PORTRAITURE & ARTIST/CULTURE CRITICAL ANALYSIS AO1	PORTRAITURE & ARTIST/CULTURE CRITICAL ANALYSIS AO1	PORTRAITURE & ARTIST/CULTURE CRITICAL ANALYSIS AO1

Spring Term 1 PATTERN AO2	ASSESSMENT AO3 observational studies	Practical response to assessment on skills sheet	techniques and media	PATTERN MAKING AO2-media & techniques	PATTERN MAKING AO2-media & techniques	PATTERN MAKING AO2-media & techniques	PATTERN MAKING AO2-media & techniques
Spring Term 2 PATTERN AO2	ASSESSMENT AO3 observational studies	PATTERN MAKING AO2-media & techniques and AO1- artist critical analysis	PATTERN MAKING AO2-media & techniques and AO1- artist critical analysis	PATTERN MAKING AO2-media & techniques and AO1- artist critical analysis	PATTERN MAKING AO2-media & techniques and AO1- artist critical analysis	PATTERN MAKING AO2-media & techniques and AO1- artist critical analysis	PATTERN MAKING AO2-media & techniques and AO1- artist critical analysis
Summer Term 1 Portraiture & pattern AO4	ASSESSMENT AO3 observational studies	Practical response to assessment on skills sheet	AO2-media	Focus on final piece planning AO4	Focus on final piece planning AO4	Focus on final piece AO4	Focus on final piece AO4
Summer Term 2 Portraiture & pattern AO4	ASSESSMENT AO3 observational studies	Focus on final piece & self evaluation/links to artists AO1 & 4	Focus on final piece & self evaluation/links to artists AO1&4	Focus on final piece & self evaluation/links to artists AO1&4	Focus on final piece & self evaluation/links to artists AO1&4	Focus on final piece & self evaluation/links to artists AO1&4	Focus on final piece & self evaluation/links to artists AO1&4

Year 9

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1 STILL-LIFE	ASSESSMENT AO3	Practical response to	Still-life Observational drawing	Still-life Observational drawing	AO2 –media (study artist techniques)	Still-life Observational drawing	Still-life Observational drawing

AO1,2 & 3	observational studies	assessment on skills sheet	AO3 (composition and viewpoints)	AO3 (negative space, shape)		AO3 (experiment with templates, perspective etc)	AO3 (experiment with perspective)
Autumn Term 2 STILL-LIFE AO1,2 & 3	ASSESSMENT AO3 observational studies	Still-life Critical analysis of historical and contemporary artists AO1	Still-life Critical analysis of historical and contemporary artists AO1	Still-life Critical analysis of historical and contemporary artists and visual studies AO1 & 2	Still-life Critical analysis of historical and contemporary artists and visual studies AO1 & 2	Still-life Critical analysis of historical and contemporary artists and visual studies AO1 & 2	Still-life Critical analysis of historical and contemporary artists and visual studies AO1 & 2
Spring Term 1 STILL-LIFE AO2 & 3	ASSESSMENT AO3 observational studies	Practical response to assessment on skills sheet	Research and studies from primary & secondary sources AO2 & 3	Studies from primary & secondary sources AO2 & 3	AO2-Media & techniques	Studies from primary & secondary sources AO2 & 3	Studies from primary & secondary sources AO2 & 3
Spring Term 2 STILL-LIFE AO2&3	ASSESSMENT AO3 observational studies	Research and studies from primary & secondary sources AO2 & 3	Studies from primary & secondary sources AO2 & 3	Studies from primary & secondary sources AO2 & 3	Studies from primary & secondary sources AO2 & 3	Studies from primary & secondary sources AO2 & 3	Studies from primary & secondary sources AO2 & 3
Summer Term 1 STILL-LIFE AO4	ASSESSMENT AO3 observational studies	Practical response to assessment on skills sheet	Planning and undertaking of final piece (mixed media still-life)	Planning and undertaking of final piece (mixed media still-life)	AO2- media & techniques	undertaking of final piece (mixed media still-life)	undertaking of final piece (mixed media still-life)

Summer Term 2 STILL-LIFE AO4	ASSESSMENT AO3 observational studies	final piece (mixed media still-life)	final piece (mixed media still-life) and evaluations & links to artists	final piece (mixed media still-life) and evaluations & links to artists	final piece (mixed media still-life) and evaluations & links to artists	final piece (mixed media still-life) and evaluations & links to artists	final piece (mixed media still-life) and evaluations & links to artists

Year 10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1 Unit 1	INTRODUCTION TO GCSE COURSE AND ASSESSMENTS AO3	Practical response to assessment on skills sheet	Research and observational studies AO2 & 3 (how to present creatively, how to select appropriate imagery)	observational studies in a range of media AO2 & 3 (experimenting with scale, format and media)	observational studies in a range of media AO2 & 3	Studies from primary & secondary sources AO2 & 3 (selecting appropriate media, format, scale for each image)	Studies from primary & secondary sources AO2 & 3
Autumn Term 2 Unit 1	ASSESSMENTS AO2&3 observational studies	Research and studies from primary & secondary sources	Research and experimenting with media & techniques	Research and experimenting with media & techniques AO2 & 3	Research and experimenting with media & techniques AO2 & 3	Art mock- Observational studies	Evaluation of project & further research and experimenting

--	--	--	--	--	--	--	--

Year 11

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1 Unit 1	Assessment AO2&3	Media and techniques experimentation and evaluation	Planning final piece AO4 (individual directions including paint, felt making, sgraffito etc)	Planning final piece AO4	Planning final piece AO4 (focus on artist references to support project)	final piece AO4	final piece AO4
Autumn Term 2 Unit 1	Assessment AO2&3 observational studies	Media and techniques experimentation and evaluation	final piece AO4	final piece AO4	final piece AO4	Art mock exam – final presentation and evaluation of final piece	Cw portfolio deadline (including a second final piece 2d & 3d)
Spring Term 1	Assessment and exam papers distributed	Research and studies from primary and secondary sources for exam project AO2 & 3	Studies from primary and secondary sources for exam project AO2 & 3	Critical analysis of chosen artists (visual and written) AO1 & 2	Critical analysis of chosen artists (visual and written) AO1 & 2	Critical analysis of chosen artists (visual and written) AO1 & 2	Studies from primary and secondary sources for exam project AO2 & 3

--	--	--	--	--	--	--	--

