

Art Curriculum Map

Year 7



Rationale and Links to The National Curriculum

The 'Our World' project 1 introduces pupils to the formal elements of art listed in the National Curriculum, whilst working to a theme. Pupils will develop a sense of purpose and confidence in their work as they progress. Students will develop their understanding of art genres and develop a range of work using the formal elements: Tone, shape, pattern, colour, line, texture and form.

Our World: Project 2: Landscape, fits in well with the school focus of 'purpose, confidence and respect'. It has clear purpose –developing pupil skills that will show clear visual progress in the sketch books they produce. Pupils can use the skills they have learned to produce end products of a much greater technical and well-presented level, helping them gain confidence in their abilities. Students begin to have empathy and understanding of other artists and designers by being able to compare styles and developing a sense of respect. They will use the work of Van Gogh to develop knowledge of texture, line and colour through design work. They will build on their acquired knowledge of atmospheric perspective to develop ideas of composition in a landscape.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	<ul style="list-style-type: none"> Baseline assessment The formal elements 	<ul style="list-style-type: none"> Our World: Printing Textiles References: Damien Hirst, 	<ul style="list-style-type: none"> Our World: Chalk pastel close up insect. Using grids/scale References: Kelly Stamford 	<ul style="list-style-type: none"> Our world: Landscape: Investigating Van Gogh 	<ul style="list-style-type: none"> Our world: Landscape: Atmospheric Perspective Composition References: Van Gogh Pencil crayon rendering 	<ul style="list-style-type: none"> Our world: Landscape: Atmospheric Perspective Composition References: Van Gogh Painting skills
Substantive Knowledge (The knowledge the students will develop)	<ul style="list-style-type: none"> Pupils will be taught to know: Tone is used to give dimension to a 3D form Texture is the feel, appearance or consistency of a surface. Form: The visible 3-dimensional shape of something 	<ul style="list-style-type: none"> Pattern: A repeated use of line or dots creates a pattern Line: A mark made using a drawing tool or brush Printing: the process of transferring an image from a prepared surface (polystyrene) to 	<ul style="list-style-type: none"> Shades of colour blended together are used to give dimension to a 3D form. Texture is the feel, appearance or consistency of a surface. Form: The visible 3-dimensional shape of something 	<ul style="list-style-type: none"> Pattern: A repeated use of line or dots creates a pattern Line: A mark made using a drawing tool or brush A composition: the arrangement or organisation of visual elements within a work of art. 	<ul style="list-style-type: none"> Atmospheric Perspective: illusion of depth and distance in a picture, it mimics the way atmosphere affects the appearance of objects as they recede into the distance. 	<ul style="list-style-type: none"> Atmospheric Perspective: illusion of depth and distance in a picture, it mimics the way atmosphere affects the appearance of objects as they recede into the distance. A composition: the arrangement or

	<ul style="list-style-type: none"> • Colour: mixing different primary colours creates a secondary colour • Pattern: A repeated use of line or dots creates a pattern • Line: A mark made using a drawing tool or brush • Shape: A 2-dimensional area defined by its edges. E.g a circle. 	<p>another surface using printing ink</p> <ul style="list-style-type: none"> • Sewing: the craft of using a needle and thread to create a pattern using a combination of line stitches 	<ul style="list-style-type: none"> • Colour: mixing different primary colours creates a secondary colour • Scale: An artist may create an artwork that is larger than real life to create visual impact. 		<ul style="list-style-type: none"> • Tone is used to give dimension to a 3D form • A composition: the arrangement or organisation of visual elements within a work of art. • Blending: though over laying colour in pencils a colour can be developed • A composition: the arrangement or organisation of visual elements within a work of art. 	<p>organisation of visual elements within a work of art.</p> <ul style="list-style-type: none"> • Warm / cool colours: colours that evoke a feeling of warmth and excitement. • Cool colours calm and soothe.
Disciplinary Knowledge (The skills and approaches that students will develop)	<ul style="list-style-type: none"> • To develop the use of pencil skills to create different values of tone • To develop skills in mixing different paint colours together investigating how water affects the colour and consistency of paint. • Pattern: to create pattern by experimenting with combinations of lines joined together using pens and pencils to create a design using zentangles • To develop the use of pencil skills to develop texture 	<ul style="list-style-type: none"> • Pupils will develop skills in designing, experimenting with the use of line to create a design based upon the natural world. • Pupils will develop skills in printing to create a poly printed paper and fabric design. This will be stitched into. • Pupils will be taught running stitch, cross stitch, French knots to create sewn details onto their fabric print. • Pupils will be made aware of the work of Victoria Villasana and Damien Hirst to 	<ul style="list-style-type: none"> • Pupils will be taught how to scale up an image of an insect to create a larger than life close up detail of an insect using a grid. • Pupils will investigate how chalk pastels can be blended to create different shades. • Pupils will investigate the work of Kelly Stamford to help with use of texture and detail in their drawings. 	<ul style="list-style-type: none"> • Pupils will be taught how a landscape composition is divided up into a fore ground, mid-section and background. • Pupils will investigate and analyse through painting and drawing the types of landscapes Van Gogh painted and his use of mark making using lines, dots and dashes. 	<ul style="list-style-type: none"> • Pupils will create their own composition based upon a landscape with a foreground, mid-section and background using a stand up cut out booklet. • Pupils will be taught how to blend using colour – transitioning from one hue to another using pencil crayons. • Pupils will be taught how to use atmospheric perspective in their compositions to create the illusion of depth and distance. 	<p>Pupils will use the technique of Van Gogh's starry night to create a sky for their earlier composition. Pupils will use paint and mix a range of hues in either warm or cool colours to paint a version of their composition</p> <p>Continued: Pupils will use the technique of Van Gogh's starry night to create a sky for their earlier composition. Pupils will use paint and mix a range of hues in either warm or cool</p>

	<ul style="list-style-type: none"> To develop examples of shape and form through drawing insects 	investigate their methods of working.				colours to paint a version of their composition
Assessment (The methods that teachers will use to assess the progress of all students)	<ul style="list-style-type: none"> This is a summative assessment, focused on substantive knowledge and aims to understand student 'starting points' at the beginning of the Year 7 course of study. PR 1 data collected 	<ul style="list-style-type: none"> This is a summative assessment, focused on substantive knowledge and aims to understanding student knowledge of composition through a meaningful response, use of line/use of materials PR 2 data collected 	<ul style="list-style-type: none"> 6-week mark through sketchbook. Teacher annotation. 	<ul style="list-style-type: none"> 6-week mark through sketchbook. Teacher annotation. 	<ul style="list-style-type: none"> This is a summative assessment, focused on substantive knowledge and aims to understanding student knowledge of composition through a meaningful response, understanding of artists investigated and use of materials. PR 3 data collected. 	<ul style="list-style-type: none"> 6-week mark through sketchbook. Teacher annotation.
Reading, Writing and Vocabulary	<ul style="list-style-type: none"> Pattern Line Tone Shape Form Colour Texture Zentangles 	<ul style="list-style-type: none"> Pattern Line Printing Sewing Stitches Needle Thread Victoria Villasana Damien Hirst 	<ul style="list-style-type: none"> Scale Blended Chalk pastels Kelly Stamford research homework Complementary Polystyrene Primary Colour Secondary Tertiary Contrast 	<ul style="list-style-type: none"> Pattern Line Composition Van Gogh research homework 	<ul style="list-style-type: none"> Atmospheric perspective Warm colour Cool colour Van Gogh 	<ul style="list-style-type: none"> Atmospheric perspective Warm colour Cool colour Van Gogh
Numeracy	<ul style="list-style-type: none"> Dividing shapes into sections 	<ul style="list-style-type: none"> Lines of symmetry 	<ul style="list-style-type: none"> Drawing a grid 1:5 scale 	<ul style="list-style-type: none"> Dividing a landscape into thirds Golden ration for composition 	<ul style="list-style-type: none"> Dividing a landscape into thirds Golden ration for composition 	<ul style="list-style-type: none"> Golden ration for composition
Personal Development	<ul style="list-style-type: none"> Lunch club painting and pattern making 	<ul style="list-style-type: none"> Cultural capital: artists, Lunch time sewing club. Careers: Textile artist 	<ul style="list-style-type: none"> Cultural capital: artists, Lunchtime 3D recycled bugs 	<ul style="list-style-type: none"> Cultural capital: artists: Van Gogh 	<ul style="list-style-type: none"> Cultural capital: Van Gogh 	<ul style="list-style-type: none"> Cultural capital: artists, Art trip to gallery

			<ul style="list-style-type: none">Careers: Scientific Illustrator			
--	--	--	---	--	--	--

Art Curriculum Map



Year 8

Rationale and Links to The National Curriculum

STATEMENT OF PURPOSE

The purpose of this SOL : 'Under the sea', is for pupils to develop skills and confidence gained in Year 7 in a variety of media including mixed media, drawing, design and ceramics. Pupils will develop starter activities in a similar format to Year 7 but aiming towards a more technical skill set though developing their understanding of the formal elements in a separate handmade book. Pupils in Year 8 are focused on the development of ideas, something pupils need to be confident with if choosing to study GCSE Art at a later point.

The main format of each lesson will be built on practical knowledge, explicit knowledge – know what (facts and theory), tacit knowledge – know how (experimental learning), conceptual knowledge – know about: critical and conceptual and affective knowledge- know self: self-perception, reflection.

Following the National Curriculum, pupils will be introduced to a variety of artists, designers and craftspeople, including Rachel Wilson, Lynette Shelley, Vincent Scarpace and Rosemary and Alan Bennett, enhancing their understanding of contemporary artist practice and using their work as inspiration for their own. Pupil's will also study topical issues, looking at the environmental impact of plastic pollution in the ocean and create a piece of work responding to this using their experiments to guide individual compositions on this theme.

Project 2 looks at portraiture through looking at a variety of artists and designers. We focus on facial features and drawing with accuracy. Each lesson focuses on the development of key skills – how to control media and then looks at how it can be used by an artist or designer.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	<ul style="list-style-type: none"> Under the sea 	<ul style="list-style-type: none"> Under the sea: Yellena James: Illustrator 	<ul style="list-style-type: none"> Under the sea Rosemary and Alan Bennett: Ceramicists 	<ul style="list-style-type: none"> Under the sea Vincent Scarpace 	<ul style="list-style-type: none"> Under the sea Environmental Pollution 	<ul style="list-style-type: none"> Portraiture
Substantive Knowledge (The knowledge the students will develop)	<ul style="list-style-type: none"> Pupils will be taught to know: Blind drawing: a study made through no observation/using what they know A continual Line: A mark made using a drawing tool or 	<ul style="list-style-type: none"> Pen and ink studies: drawing technique utilizing pens to apply ink, then water to allow ink to bleed. Pattern: to create pattern by experimenting with combinations of lines joined 	<ul style="list-style-type: none"> Researching: a form of enquiry to enable pupils to understand how an artist works Designing: the planning and developing of ideas to create an art form Presenting: Show how you have developed from 	<ul style="list-style-type: none"> Investigating the working methods of Vincent Scarpace: finding out how the artist works Experimenting with different media: trying out the properties of different equipment and materials to 	<ul style="list-style-type: none"> Typography: the art of arranging letters and text in a way that makes it legible and visually appealing Composition A composition: the arrangement or organisation of visual elements within a work of art. 	<ul style="list-style-type: none"> Tone is used to give dimension to a 3D form Line: A mark made using a drawing tool or brush Shape: A 2-dimensional area defined by its edges. E.g a circle. Designing: the planning and

	<p>brush which is moved across the surface of paper to create a free-flowing image.</p> <ul style="list-style-type: none"> • Tone is used to give dimension to a 3D form • Texture is the feel, appearance or consistency of a surface. • Form: The visible 3-dimensional shape of something • Colour: mixing different secondary colours creates a tertiary colour • Recap on warm/cool colours 	<p>together using pens and pencils to create a design</p>	<p>your original intention to a personal response and model.</p> <ul style="list-style-type: none"> • Ceramics: To use clay as a means of sculpture • Construction: To build a model • Texture is the feel, appearance or consistency of a surface. • Form: The visible 3-dimensional shape of something • Colour: mixing different secondary colours creates a tertiary colour 	<p>create different effects.</p> <ul style="list-style-type: none"> • Texture using different media- - creating the appearance or consistency of a surface. • Presentation: Ensuring a high-quality investigation is shown in sketchbooks 	<ul style="list-style-type: none"> • Working independently: ability to work self-sufficiently on an assigned task. • Choosing appropriate media to complete an individual response. 	<p>developing of ideas to create an interesting composition</p> <ul style="list-style-type: none"> • A composition: the arrangement or organisation of visual elements within a work of art.
<p>Disciplinary Knowledge (The skills and approaches that students will develop)</p>	<ul style="list-style-type: none"> • Comparing drawing styles of blind drawing and disciplinary studies • To develop the use of pencil crayoning skills to create different hues of colour through 	<ul style="list-style-type: none"> • Pupils will investigate the work of Yellena James: illustrator to investigate her methods of working by drawing corals in pen and ink around their sea creature study. 	<ul style="list-style-type: none"> • Pupils will investigate the work of Rosemary and Alan Bennett to investigate their methods of working by drawing their fish and writing about what they think of their work. 	<ul style="list-style-type: none"> • Pupils will investigate the methods Vincent Scarpace has used in his work. • Through using stencilling techniques pupils will create fish images. • By using salt sprinkled into drawing ink pupils 	<ul style="list-style-type: none"> • Pupils will create their own composition based upon Environmental pollution in the ocean using skills learnt in the placement and design of their typography. 	<ul style="list-style-type: none"> • Tone is created by using a pencil to give dimension to an eye. • A pen creating tone is used to develop skills in cross hatching • Shape and form are explored through drawing facial features such as

	<p>drawing sea creatures using secondary sources.</p> <ul style="list-style-type: none"> To develop the use of pencil skills to develop texture on the sea creatures. Pupils will develop skills in using texture through investigating the methods used by artist Lynette Shelley To develop examples of shape and form through drawing the sea creatures to give the illusion of a 3-dimensional form 		<ul style="list-style-type: none"> Pupils will go on to design their own models of fish using ideas from the artists. Presentation is key in their sketchbooks. Pupils will be taught how to join 2 pieces of clay together using construction methods. Pupils will experiment to create different textured surfaces to develop their model. 	<p>will investigate how starry effects can be created.</p> <ul style="list-style-type: none"> Presentation is key in their sketchbooks. Pupils will follow a format to present their experiments encouraging them to take pride in their work. Positive and negative shapes: the interplay between the main subject and the surrounding space. 	<ul style="list-style-type: none"> Pupils will use their experience of learnt techniques from throughout the year to create a painted/drawn or collaged composition. Composition: how the parts of a picture are assembled to make an interesting arrangement 	<p>eyes, lips and nose. A lemon is used to compare to the shape of an eye.</p> <ul style="list-style-type: none"> Pupils are shown how a graphic artist designed the mouth logo for the Rolling Stones. Pupils develop their skills in design using a similar logo onto trainers.
<p>Assessment (The methods that teachers will use to assess the progress of all students)</p>	<p>This is a summative assessment, demonstrating an understanding of Line, Tone and colour, through observation and experimenting in their sketchbooks. PR1 data collected.</p>	<p>6-week mark through sketchbook. Teacher annotation.</p>	<p>Assessed through Design, Annotation and links to artist through their sketchbooks. Also, on clay model outcome. PR2 data collected</p>	<ul style="list-style-type: none"> 6-week mark through sketchbook. Teacher annotation. 	<p>Composition: Refining ideas, Use of materials and presenting a personal and meaningful response PR3 data collected</p>	<p>6-week mark through sketchbook. Teacher annotation</p>

Reading, Writing and Vocabulary	<ul style="list-style-type: none"> Self-evaluation of work. Www, EBI Texture Tone Form Tertiary colour Hues Lynette Shelly 	<ul style="list-style-type: none"> Written homework on Yellena James Texture Pattern Line Subtle Coral Bleeding effects Blend 	<ul style="list-style-type: none"> Design pages fully annotated. Form Construction Slip Scoring clay Texture Rosemary and Alan Bennett Self-evaluation of work. Www, EBI 	<ul style="list-style-type: none"> Pattern Texture Positive and negative shapes Experimentation Vincent Scarpase Evaluation of experiments 	<ul style="list-style-type: none"> Typography Pollution Environmental issues Salt and ink technique Layering Stencilling Composition Contrast 	<ul style="list-style-type: none"> Starter tasks, describing techniques. Portraiture Proportion Shape Form Refine Tone Line
Numeracy	<ul style="list-style-type: none"> Measuring rectangle to work within. 	<ul style="list-style-type: none"> 6 factual points 	<ul style="list-style-type: none"> Planning design pages/ dividing space 	<ul style="list-style-type: none"> Planning design pages/ dividing space 	<ul style="list-style-type: none"> Making slip 1:3 parts clay to water 	<ul style="list-style-type: none"> Dividing a face into fifths
Personal Development	<ul style="list-style-type: none"> Cultural capital artists: Lynette Shelley Lunchtime Group painted / collaged colour wheels to be used as display for formal elements 	<ul style="list-style-type: none"> Careers: Book / Magazine Illustrator Cultural capital artists: Yellena James 	<ul style="list-style-type: none"> Careers: Ceramicist Cultural capital artists: Rosemary and Alan Bennett 	<ul style="list-style-type: none"> Cultural capital artists: Vincent Scarpase Lunchtime 3D recycled sea creatures Careers: Illustrator 	<ul style="list-style-type: none"> Careers: Graphic designer, Environmental Illustrator 	<ul style="list-style-type: none"> Cultural capital: artists, Art trip to gallery Art trip to sealife aquarium Careers: Graphic artist Shoe designer

Art Curriculum Map



Year 9

Rationale and Links to The National Curriculum

Using the National Curriculum, pupils will develop their skills further using the formal elements of art and look at a variety of art styles and genres.

Project 1: Pupils will build on their understanding of depth and distance in a composition through learning how to draw using perspective, and create a dystopian composition based around 3 dimensional forms. They will look at artists who use architecture and perspective in their work such as Escher.

Leading on from last year, we are encouraging pupils to work more independently and allow choices to be made enabling pupils to be more imaginative with their outcomes. Pupils can develop this composition using pencils, paint or a combination of both.

The main format of each lesson will be built on practical knowledge, explicit knowledge – know what (facts and theory), tacit knowledge – know how (experimental learning), conceptual knowledge – know about: critical and conceptual and affective knowledge- know self: self-perception, reflection.

In project 2, pupils will explore the work of the Fauve artists, where they will explore colour and texture when applying acrylic paint. The aim of this piece of work is to build confidence in their ability. Pupils will be offered choice of outcomes through a range of images to work from.

Project 3 encourages pupils to consider the architecture of Zaha Hadid and abstract art. Pupils will experiment with abstract shape and then develop an idea into a paper model to reflect the work of Hadid. Using miniature figures, pupils need to consider scale and how a person could work in a space. This is then recorded using photography. This piece can then be developed in a number of ways using mixed media such as monotyping.

Project 4: Building on from what pupils learnt in year 8, pupils explore portraiture through the work of Andy Butler or Luke Dixon.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Key Topics	<ul style="list-style-type: none">Dystopian Landscape	Dystopian Landscape	<ul style="list-style-type: none">Fauvism	<ul style="list-style-type: none">Abstract	<ul style="list-style-type: none">Portraiture	<ul style="list-style-type: none">Portraiture
Substantive Knowledge (The knowledge the students will develop)	<ul style="list-style-type: none">Pupils will be taught to know:Tone is used to give dimension to a 3D formTexture is the feel, appearance or consistency of a surface.	<ul style="list-style-type: none">Pupils will be taught to know:Atmospheric perspective: In 2D artwork, the illusion of depth moving back into space. Objects closer to the viewer	<ul style="list-style-type: none">Colour: mixing different primary colours creates a secondary colour.Complimentary colours sit opposite one another on the colour wheel.	<ul style="list-style-type: none">Line: A mark made using a drawing tool or brushShape: A 2-dimensional area defined by its edges. E.g a rectangle.Blending watercolour	<ul style="list-style-type: none">Tone is used to give dimension to a 3D formLine: A mark made using a drawing tool or brushShape: A 2-dimensional area	<ul style="list-style-type: none">Tone is used to give dimension to a 3D formLine: A mark made using a drawing tool or brushShape: A 2-dimensional area

	<ul style="list-style-type: none"> Form: The visible 3-dimensional shape of something Line: A mark made using a drawing tool or brush Shape: A 2-dimensional area defined by its edges. E.g a rectangle. Blending watercolour Composition: how the parts of a picture are assembled to make an interesting arrangement Perspective: the technique of creating the illusion of depth and space on a flat surface using a vanishing point on a horizon 	<p>appear more detailed.</p> <ul style="list-style-type: none"> Layering: Positioning elements of a composition on top of one another by collaging Perspective: the technique of creating the illusion of depth and space on a flat surface using a vanishing point on a horizon Dystopian: imagined state or society where there is great suffering or injustice. 	<ul style="list-style-type: none"> Application of paint: the process of applying a substance in a liquid form to a surface to decorate. Tone is used to give dimension to a 3D form Colour hue is a pure colour on a colour wheel and is distinct from shades, tints, or tones, which are variations of a hue. For example, "purple" is a hue Colour Tint: while "lilac" is a tint of purple and "dark purple" is a shade. Vivid: a bright, intense, and striking hue that is highly saturated and visually stimulating, standing out and grabbing attention 	<ul style="list-style-type: none"> Pattern: to create pattern by experimenting with combinations of lines joined together Form: The visible 3-dimensional shape of something Model making creating a physical, scaled replica of an object or building, or using soft materials like paper to build up and shape a form in sculpture. Presentation skills: effectively conveying your work's meaning and your creative process through clear communication and strong visuals, building on skills needed for GCSE Art. 	<p>defined by its edges. E.g a face.</p> <ul style="list-style-type: none"> Proportion: How a face is measured to ensure features are the correct size. Artist knowledge: Leonardo Da Vinci to understand proportions 	<p>defined by its edges. E.g a face.</p> <ul style="list-style-type: none"> Proportion: How a face is measured to ensure features are the correct size. Artist knowledge: Leonardo Da Vinci to understand proportions
Disciplinary Knowledge (The skills and approaches that students will develop)	<ul style="list-style-type: none"> To develop the use of line through understanding how a horizon is used in a composition. To develop examples of shape and form through drawing architectural forms To develop the use of pencil skills to develop texture to the surfaces of forms 	<ul style="list-style-type: none"> Composition: to develop their skills in creating an interesting composition using perspective. Layering: Positioning elements of a composition on top of one another to create depth, richness, and complexity within an artwork. 	<ul style="list-style-type: none"> Through using complementary colours, a work of art can have a vivid, vibrant appearance as the colours naturally make each other stand out. Pupils will be taught how to apply acrylic paint to create a vibrant finish. Pupils will investigate the work of Andre 	<ul style="list-style-type: none"> Pattern: creating abstract shapes which are then cut out using craft knives. Different cut out papers are layered to create an abstract pattern Working in pairs, pupils create their own paper architectural forms scaled down. 	<ul style="list-style-type: none"> To develop the use of line through contours to define the face shape in the style of Luke Dixon To develop tone using a pencil or a pen to create the appearance of a 3D form. To look at the work of Leonardo Da Vinci and how he used proportion. 	<ul style="list-style-type: none"> To look at the work of Luke Dixon or Andy Butler to investigate how they use line, texture and tone. Composition: to develop their skills in creating an interesting composition using facial features in the style of Butler or Dixon

	<p>in creating a dystopian landscape.</p> <ul style="list-style-type: none"> To develop tone using a pencil or a pen to create the appearance of a 3D form. 	<ul style="list-style-type: none"> To investigate the work of Escher to develop knowledge of artist's work. Using watercolours to create a range of different tones using water to allow the colours to bleed. 	<p>Derrain and Henri Matisse to investigate their working methods and use of colour.</p>	<ul style="list-style-type: none"> Pupils consider scale and composition taking photographs of their models with miniature figures inside. 	<ul style="list-style-type: none"> To develop examples of shape and form through drawing in the style of Andy Butler and his use of circles . 	
<p>Assessment (The methods that teachers will use to assess the progress of all students)</p>	<p>This is a summative assessment, demonstrating an understanding of the formal elements in mini sketchbook, understanding perspective, responding to and implementing the formal elements in a final piece.</p>	<p>Peer assessment to assess use of line, composition idea.</p> <p>Self-assessment sheet on Dystopian Landscape. PR1 data collection</p>	<p>Demonstrating an understanding of Colour and texture, experimenting in sketchbook and observation of the image they paint onto.</p> <p>PR2 data collection</p> <p>Self-assessment sheet on Fauvism topic.</p>	<p>Demonstrating an understanding of the formal elements using line/Tone/Depth/Space.</p> <p>How they have used materials: Craft knives/line drawing/colour/ photography and finally how they have presented a personal and meaningful response.</p> <p>PR3 data collection.</p> <p>Self-evaluation using assessment sheet.</p>	<p>6-week mark through sketchbook assessing use of line, texture, tone and composition. Teacher annotation.</p>	<p>6-week mark through sketchbook assessing use of line, texture, tone and final composition. Teacher annotation.</p>
<p>Reading, Writing and Vocabulary</p>	<ul style="list-style-type: none"> Line Tonal Value Refine Shade Contrast Blend Perspective 	<ul style="list-style-type: none"> Research on Escher, annotation on a worksheet on Escher Composition Dystopian landscape Line Tonal Value Refine Shade Contrast Blend Perspective 	<ul style="list-style-type: none"> Pupils will investigate the work of Andre Derrain and Henri Matisse to investigate their working methods and use of colour. Tonal value Line Primary Colour Secondary Colour Tertiary colour Complimentary colour 	<ul style="list-style-type: none"> Pupils will investigate the work of Zaha Hadid Shape Form Armature Abstract Contrast Harmonious colour Monotone colour 	<ul style="list-style-type: none"> Annotation in sketchbook labelling proportions 	<ul style="list-style-type: none"> Self-evaluation of portraiture work

			<ul style="list-style-type: none"> • Vibrant • Clashing • Contrast mix • Hue • Texture • Vivid 			
Numeracy	<ul style="list-style-type: none"> • Measuring lines to draw using perspective 	<ul style="list-style-type: none"> • Measuring lines to draw using perspective 	<ul style="list-style-type: none"> • Ratios of colour needed to mix colour shades. 	<ul style="list-style-type: none"> • Measuring lines to draw using perspective 	<ul style="list-style-type: none"> • Measuring lines to draw proportions of face 	<ul style="list-style-type: none"> • Measuring lines to draw proportions of face
Personal Development	<ul style="list-style-type: none"> • Cultural Capital: Artist knowledge • Raphael – Italian Masters 	<ul style="list-style-type: none"> • Cultural Capital: Artist knowledge • Escher • Career: Graphic artist 	<ul style="list-style-type: none"> • Cultural Capital: Artist knowledge: Andre Derrain, Matisse • Career: Artist 	<ul style="list-style-type: none"> • Cultural Capital: Artist knowledge • Stadium design • Career: Architect • Textile designer 	<ul style="list-style-type: none"> • Careers: • Police portrait maker 	<ul style="list-style-type: none"> • Cultural capital: artists, • Art trip to gallery • Art trip to sealife aquarium

Art Curriculum Map



KS4 Year 10

Rationale and Links to The National Curriculum

Year 10 follow the AQA examination board which requires them to complete a component 1 students are required to develop a sustained project using two or more area(s) of art, craft and design. This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles. Pupils must then produce an additional set of work as a 2nd project as supporting evidence.

The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a student's work can be described as art-based, craft-based and/or design-based.

Students must explore and create work associated with areas of study from **at least two** titles listed below.

- **Fine art:** e.g drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.
- **Graphic communication:** e.g communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage and exhibition graphics.
- **Textile design:** e.g art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.
- **Three-dimensional design:** e.g architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, exhibition design, three-dimensional digital design and designs for theatre, film and television.
- **Photography:** e.g portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photojournalism, moving image: film, video and animation, fashion photography.

• They may explore overlapping areas and combinations of areas. Year 10 pupils start a foundation style project leading up to their mock exam in June on Close ups. The purpose of this is to enhance their ability and to expose them to different ways of working. It will also help pupils to discover their strengths and interests. They will study a range of natural and man-made forms and investigate artists to support their studies.

Following on from their mock exam, pupils are given a choice of 6 questions to work from: Transport, Land, Sea and Sky, Objects, Strange and Fantastic, Icons and . This will be their supporting project which leads them into Year 11.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
--	-------------	-------------	-------------	-------------	-------------	-------------

Key Topics	<ul style="list-style-type: none"> • AO1, AO2 Research, recording ideas. • Experimenting • Introduction to mono printing. • Close up leaves response in style of artist • Mind map • Mood board • Ink and bleach • Grid method • Chalk and charcoal enlargement. • Texture: Brown paper and pen • Research • Observation 	<p>AO1, AO2 Research, AO3 recording ideas</p> <ul style="list-style-type: none"> • AO4 refining ideas and presenting ideas • Layering • Acrylic Painting 	<ul style="list-style-type: none"> • AO1, AO2 Research, AO3 recording ideas • AO4 refining ideas and presenting ideas • Lino cuts 	<ul style="list-style-type: none"> • AO1, AO2 Research, AO3 recording ideas • AO4 refining ideas and presenting ideas <p>Pupils will be developing the theme of Close ups in an individual journey ensuring that they complete work addressing the 4 attainment objectives, AO1,2,3,4 in line with AQA examination board.</p>	<ul style="list-style-type: none"> • AO1, AO2 Research, recording ideas. • Experimenting • Introduction to mono printing. • response in style of artist • Mind map • Mood board • Experiments in different media – choice of pupil. • Photography • Observation • Artist research x2 • Artist response x2 • Development of ideas • Finalisation of chosen idea • Mock 5-hour exam 	<ul style="list-style-type: none"> • Supporting project • Pupils' choice of question. • Mind map • Mood board • Experiments in different media – choice of pupil. • Photography • Observation • Develops into Year 11
Substantive Knowledge (The knowledge the students will develop)	<ul style="list-style-type: none"> • Pupils will be taught to know: • AO1: Research • A mind map is the collection of ideas in a visual and written format. • A mood board is a collection of images used to portray the feel of a project. • Mono printing: how by using one colour of ink a replication of an image can be made. • AO2 Experimenting • Ink and bleach method: a subtle 	<p>AO2 Experimenting</p> <ul style="list-style-type: none"> • Layering: the cutting out of images either through collage or cutting away of paper to expose a layer underneath. • AO4 Development of final pieces <p>Development of ideas: creating a personal response.</p> <p>AO1:</p> <ul style="list-style-type: none"> • Research: Artist responses • To understand the methods of their own choice of artists 	<p>Lino printing: The creation of a print using different coloured printed layers using either lino or / and polystyrene sheets.</p> <p>AO2 Experimenting Collaging: Experimenting with cut paper lino printed papers to extend design ideas</p> <p>AO1:</p>	<p>AO1 Research AO2 Experimenting AO3 recording and refining ideas AO4 Developing ideas to a final resolution</p> <p>AO1:</p> <ul style="list-style-type: none"> • Research: Artist responses • To understand the methods of their own choice of artists. • AO2 Experimenting • to try out different techniques <p>AO3 Recording</p>	<ul style="list-style-type: none"> • Pupils work on their projects on Close up taking a personal route to make an individual project, ensuring that they complete work addressing the 4 attainment objectives, AO1,2,3,4 in line with AQA examination board. <p>AO1 Research AO2 Experimenting AO3 recording and refining ideas AO4 Developing ideas to a final resolution</p> <p>AO1:</p>	<ul style="list-style-type: none"> • Pupils work on their component 2 project, choosing from a range of questions taking a personal route, ensuring that they complete work addressing the 4 attainment objectives, AO1,2,3,4 in line with AQA examination board. • AO1 Research • AO2 Experimenting • AO3 recording and refining ideas • AO4 Developing ideas to a final resolution

	<p>tonal effect in a painterly manner.</p> <ul style="list-style-type: none"> • Gridding a drawing: To scale up an image. • Chalk and charcoal: To create contrasting tonal effects. • Texture development: • To know that texture is the feel, appearance or consistency of a surface. <p>AO3 Recording</p> <ul style="list-style-type: none"> • Observation: Looking in detail at an object or image 	<p>AO2 Experimenting</p> <p>AO3 Recording</p> <p>Acrylic painting: Applying acrylic paint with a range of tools to achieve different effects.</p>	<ul style="list-style-type: none"> • Research: Artist responses • To understand the methods of their own choice of artists. • AO2 Experimenting: to try out different techniques <p>AO3 Recording</p> <ul style="list-style-type: none"> • Observation: Looking in detail at an object or image 	<ul style="list-style-type: none"> • Observation: Looking in detail at an object or image 	<ul style="list-style-type: none"> • Research: Artist responses • To understand the methods of their own choice of artists. • AO2 Experimenting to try out different techniques <p>AO3 Recording</p> <ul style="list-style-type: none"> • Observation: Looking in detail at an object or image 	<p>AO1:</p> <ul style="list-style-type: none"> • Research: Artist responses • To understand the methods of their own choice of artists. • AO2 Experimenting to try out different techniques <p>AO3 Recording</p> <ul style="list-style-type: none"> • Observation: Looking in detail at an object or image
Disciplinary Knowledge (The skills and approaches that students will develop)	<ul style="list-style-type: none"> • Mind map and mood board: Pupils will form a collection of ideas that will help steer the pupils in a certain direction. • Mono printing skill: Pupils will be creating a one-off print using an inked surface <p>Ink and bleach:</p> <p>Skill: pupils will remove the ink from a paper surface using a bleaching effect to create soft tonal effects.</p>	<ul style="list-style-type: none"> • Layering: • Pupils will create a composition through layering of pages in their sketchbooks to enhance their experimenting. • Development of ideas: Pupils will produce designs that are based upon their own personal ideas and those of artists studied showing creativity and risk taking. • Acrylic painting: pupils will explore glazes, building layers of paint to achieve 	<ul style="list-style-type: none"> • Printing: • Pupils will experiment by cutting into the surface of lino to create a raised surface – rolled in printing ink to produce a range of different coloured layers, cumulating in a multi coloured print <p>AO1:</p> <ul style="list-style-type: none"> • Research: • Pupils will research artists to understand their methods of working and apply them to their own work. 	<p>AO1 Research</p> <p>AO2 Experimenting</p> <p>AO3 recording and refining ideas</p> <p>AO4 Developing ideas to a final resolution</p> <ul style="list-style-type: none"> • AO1: • Research: Pupils will research artists to understand their methods of working and apply them to their own work • AO2 Experimenting • Pupils will continue to try out different techniques • AO3 Recording 	<p>AO1 Research</p> <p>AO2 Experimenting</p> <p>AO3 recording and refining ideas</p> <p>AO4 Developing ideas to a final resolution</p> <p>AO1:</p> <ul style="list-style-type: none"> • Research: Pupils will research artists to understand their methods of working and apply them to their own work • AO2 Experimenting • Pupils will continue to try out different techniques • 	<ul style="list-style-type: none"> • AO1 Research • AO2 Experimenting • AO3 recording and refining ideas • AO4 Developing ideas to a final resolution <p>AO1:</p> <ul style="list-style-type: none"> • Research Pupils will research artists to understand their methods of working and apply them to their own work • AO2 Experimenting • Pupils will continue to try out different techniques <p>AO3 Recording</p> <ul style="list-style-type: none"> • Observation:

	<p>Using a measured grid, pupils will scale up a n image.</p> <p>Chalk and charcoal drawing: pupils will create a tonal drawing through blending chalk and charcoal together.</p> <p>Texture: Using a background of brown paper, pupils will draw a tonal image using pen. Line is used to create a textured effect with the pen</p> <p>Research: Pupils will research artists to understand their methods of working and apply it to their own work.</p> <p>Observation: To improve the skills in the observation of objects by becoming more detailed and accurate.</p>	<p>tonal and textural effects.</p> <ul style="list-style-type: none"> Texture: Using a background of paper pupils draw a tonal image using a paintbrush and apply paint to create a textured surface using a palette knife. Observation: To improve the skills in the observation of objects by becoming more detailed and accurate. 	<ul style="list-style-type: none"> AO2 Experimenting Pupils will continue to try out different techniques <p>AO3 Recording</p> <ul style="list-style-type: none"> Observation: Looking in detail at an object or image Development of ideas: To produce designs that are based upon their own personal ideas and those of artists studied showing creativity and risk taking. 	<ul style="list-style-type: none"> Observation: Pupils will look in detail at an object or image Development of ideas: Pupils will produce designs that are based upon their own personal ideas and those of artists studied showing creativity and risk taking. 	<p>AO3 Recording</p> <ul style="list-style-type: none"> Observation: Pupils will look in detail at an object or image 	<p>Pupils will look in detail at an object or image</p>
<p>Assessment (The methods that teachers will use to assess the progress of all students)</p>	<ul style="list-style-type: none"> After each section books are taken into mark. Post it notes are stuck into books with refinement suggestions. 	<ul style="list-style-type: none"> After each section books are taken into mark. Post it notes are stuck into books with refinement suggestions. 	<ul style="list-style-type: none"> After each section books are taken into mark. Post it notes are stuck into books with refinement suggestions. 	<ul style="list-style-type: none"> After each section books are taken into mark. Post it notes are stuck into books with refinement suggestions. 	<ul style="list-style-type: none"> Post it notes are stuck into books with refinement suggestions. Mock exam marked in accordance with AQA exam board. 	<ul style="list-style-type: none"> After each section books are taken into mark. Post it notes are stuck into books with refinement suggestions.

Reading, Writing and Vocabulary	<p>Artist research Evaluations of techniques used.</p> <p>texture</p> <ul style="list-style-type: none"> •Uniform •Geometric •Symmetrical •Rough •Soft •Irregular •Coarse •Bold •Uneven •Bumpy •Smooth •Uneven •Spiky •Jagged •Broken •Furry •Fine •Grid •Impasto •Embossed •Raised •Detail •Markings •Repeated •Dots •Impasto •Daub/daubed 	<p>Artist research Evaluations of technique Colour/composition</p> <ul style="list-style-type: none"> •Gestural •Painterly •Surreal •Minimal •Aggressive •Delicate •Eerie •Brooding •Intimate •Distorted •Peaceful •Tranquil •Still life •Symbolic •Sombre •Energetic •Naive (childlike) •Simplified •Collage 	<p>Artist research Evaluations of technique</p> <ul style="list-style-type: none"> •Intense •Secondary •Tertiary •Radiant •Pale •Muted •Vivid •Contrasting •Deep •Monochrome •Harmonious •Complimentary •Natural •Earthy •Subtle •Warm/cool •Clashing •Saturated •Vibrant •Luminous •Strong •Loud •Artificial •Pastel Faded 	<p>Artist research Evaluations of technique Artist research Evaluations of technique: colour</p> <ul style="list-style-type: none"> •Bold •Primary •Intense •Secondary •Tertiary •Radiant •Pale •Muted •Vivid •Contrasting •Deep •Monochrome •Harmonious •Complimentary •Natural •Earthy •Subtle •Warm/cool •Clashing •Saturated •Vibrant •Luminous •Strong •Loud •Artificial •Pastel Faded 	<p>Artist research Evaluations of technique: tone</p> <ul style="list-style-type: none"> •Bright •Dark •Faded •Smooth •Harsh •Contrasting •Intense •Sombre •Grey •Strong •Powerful •Pale •Muted •Medium •Dark •Dramatic •Large •Small •Shadow •Depth •Glaring •Highlight •Graduated •Variation •Subtle •Shadow •Artificial •Illuminate 	<p>Artist research Evaluations of technique: Line</p> <ul style="list-style-type: none"> •Fluent •Free •Gestural •Rough •Controlled •Powerful •Strong •Geometric •Precise •Angular •Light •Delicate •Flowing •Simple •Thick •Thin •Horizontal •Broken •Vertical •Overlapping •Faint •Outline •Blurred •Wild •Clean
Numeracy	<ul style="list-style-type: none"> • Gridded drawings 	<ul style="list-style-type: none"> • Colour mixing ratios of paint • Gridded drawings 	<ul style="list-style-type: none"> • Colour mixing ratios of paint • Gridded drawings 	<ul style="list-style-type: none"> • Colour mixing ratios of paint • Gridded drawings 	<ul style="list-style-type: none"> • Colour mixing ratios of paint • Gridded drawings 	<ul style="list-style-type: none"> • Colour mixing ratios of paint • Gridded drawings
Personal Development	<ul style="list-style-type: none"> • Cultural capital: career ideas, 					

Art Curriculum Map



Year 11

Rationale and Links to The National Curriculum

Year 11 continue to follow the Art, Craft and Design AQA examination which requires pupils to complete 2 components. Students are required to develop a sustained project and a supporting project, continuing their work from Year 10.

- **Fine art** e.g, drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.
- **Graphic communication** : e.g communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage and exhibition graphics.
- **Textile design**: e.g art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.
- **Three-dimensional design** : e.g architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/lands cape/garden design, exhibition design, three-dimensional digital design and designs for theatre, film and television.
- **Photography**: e.g portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

Component 1: must show evidence of working in areas of study drawn from **two or more** of the titles considering the distinguishing characteristics of art, craft and design.

Component 2: must show evidence of areas of study drawn from **one or more** of the titles.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
--	-------------	-------------	-------------	-------------	-------------	-------------

Key Topics	<ul style="list-style-type: none"> Continuation of pupils chosen question 	<ul style="list-style-type: none"> Continuation of pupils chosen question 	<ul style="list-style-type: none"> Examination paper distributed from AQA 1st January or as close to date as possible. 	<ul style="list-style-type: none"> Examination preparation 	<ul style="list-style-type: none"> Examination preparation 	<ul style="list-style-type: none"> Course finished
Substantive Knowledge (The knowledge the students will develop)	<p>AO1, AO2 Research, recording ideas.</p> <ul style="list-style-type: none"> Experimenting Pupils will be taught to know: AO1: Research A mind map is the collection of ideas in a visual and written format. A mood board is a collection of images used to portray the feel of a project. Mono printing: how by using one colour of ink a replication of an image can be made. Research: Artist responses To understand the methods of their own choice of artists. AO2 Experimenting Ink and bleach method: a subtle tonal effect in a painterly manner. Gridding a drawing: To scale up an image. Chalk and charcoal: To create contrasting tonal effects. Texture development: To know that texture is the feel, appearance or consistency of a surface. AO3 Recording Observation: Looking in detail at an object o 	<ul style="list-style-type: none"> Development of work from HT 1. Pupils are working independently with one-to-one guidance. Final piece is completed in a 5-hour mock exam. AO1 : Research: Artist responses To understand the methods of their own choice of artists. AO2 Experimenting Ink and bleach method: a subtle tonal effect in a painterly manner. Gridding a drawing: To scale up an image. Chalk and charcoal: To create contrasting tonal effects. Texture development: To know that texture is the feel, 	<ul style="list-style-type: none"> AO1, AO2 Research, recording ideas. Experimenting Mind map Mood board Experiments in different media – choice of pupil. Photography Observation Artist research x2 Artist response x2 Development of ideas AO1: Research: Artist responses To understand the methods of their own choice of artists. AO2 Experimenting Ink and bleach method: a subtle tonal effect in a painterly manner. Gridding a drawing: To scale up an image. Chalk and charcoal: To create contrasting tonal effects. Texture development: To know that texture is the feel, 	<ul style="list-style-type: none"> AO1, AO2 Research, recording ideas. Experimenting Mind map Mood board Experiments in different media – choice of pupil. Photography Observation Artist research x2 Artist response x2 Development of ideas AO1: Research: Artist responses To understand the methods of their own choice of artists. AO2 Experimenting Ink and bleach method: a subtle tonal effect in a painterly manner. Gridding a drawing: To scale up an image. Chalk and charcoal: To create contrasting tonal effects. Texture development: 	<ul style="list-style-type: none"> AO1, AO2, AO3, AO4 Research, experimenting, recording and refining ideas. Mind map Mood board Experiments in different media – choice of pupil. Photography Observation Artist research x2 Artist response x2 Development of ideas Sit 10-hour exam. AO1 Research: Artist responses To understand the methods of their own choice of artists. AO2 Experimenting Ink and bleach method: a subtle tonal effect in a painterly manner. Gridding a drawing: To scale up an image. Chalk and charcoal: To create contrasting tonal effects. 	<ul style="list-style-type: none"> Course finished

	<p>contrasting tonal effects.</p> <ul style="list-style-type: none"> Texture development: To know that texture is the feel, appearance or consistency of a surface. AO3 Recording Observation: Looking in detail at an object o Experiments in different media: Trying out different media ideas– choice of pupil. Observation: Looking in detail at an object or image Photography Development of ideas: To try different drawn/painted/made ideas in different compositions Finalisation of chosen idea 	<ul style="list-style-type: none"> Experiments in different media: Trying out different media ideas– choice of pupil. Observation: Looking in detail at an object or image Photography Development of ideas: To try different drawn/painted/made ideas in different compositions Finalisation of chosen idea 	<p>appearance or consistency of a surface.</p> <ul style="list-style-type: none"> AO3 Recording Observation: Looking in detail at an object o Experiments in different media: Trying out different media ideas– choice of pupil. Observation: Looking in detail at an object or image Photography Development of ideas: To try different drawn/painted/made ideas in different compositions Finalisation of chosen idea 	<ul style="list-style-type: none"> To know that texture is the feel, appearance or consistency of a surface. AO3 Recording Observation: Looking in detail at an object o Experiments in different media: Trying out different media ideas– choice of pupil. Observation: Looking in detail at an object or image Photography Development of ideas: To try different drawn/painted/made ideas in different compositions Finalisation of chosen idea 	<ul style="list-style-type: none"> Texture development: To know that texture is the feel, appearance or consistency of a surface. AO3 Recording Observation: Looking in detail at an object o Experiments in different media: Trying out different media ideas– choice of pupil. Observation: Looking in detail at an object or image Photography Development of ideas: To try different drawn/painted/made ideas in different compositions Finalisation of chosen idea 	
Disciplinary Knowledge (The skills and approaches that students will develop)	<ul style="list-style-type: none"> Development of ideas: Pupils will produce designs that are based upon their own personal ideas and those of artists studied showing creativity and risk taking. 	<p>Development of ideas: Pupils will produce designs that are based upon their own personal ideas and those of artists studied showing creativity and risk taking.</p> <ul style="list-style-type: none"> Acrylic painting: pupils will explore glazes, building layers 	<ul style="list-style-type: none"> Development of ideas: Pupils will produce designs that are based upon their own personal ideas and those of artists studied showing creativity and risk taking. 	<ul style="list-style-type: none"> Development of ideas: Pupils will produce designs that are based upon their own personal ideas and those of artists studied showing creativity and risk taking. 	<ul style="list-style-type: none"> Development of ideas: Pupils will produce designs that are based upon their own personal ideas and those of artists studied showing creativity and risk taking. 	<ul style="list-style-type: none"> Course finished

	<ul style="list-style-type: none"> Acrylic painting: Pupils will explore glazes, building layers of paint to achieve tonal and textural effects. <p>Texture: Using a background of paper pupils draw a tonal image using a paintbrush and apply paint to create a textured surface using a palette knife.</p> <p>Observation: Pupils will improve their skills in the observation of objects by becoming more detailed and accurate. Research: How to make a mind map and mood board to help research Close up project</p> <p>Research: Artist responses To understand the methods of their own choice of artists.</p>	<p>of paint to achieve tonal and textural effects.</p> <ul style="list-style-type: none"> Texture: Using a background of paper pupils draw a tonal image using a paintbrush and apply paint to create a textured surface using a palette knife. Observation: Pupils will improve their skills in the observation of objects by becoming more detailed and accurate. 	<ul style="list-style-type: none"> Acrylic painting: Pupils will explore glazes, building layers of paint to achieve tonal and textural effects. <p>Texture: Using a background of paper pupils draw a tonal image using a paintbrush and apply paint to create a textured surface using a palette knife.</p> <p>Observation: Pupils will improve their skills in the observation of objects by becoming more detailed and accurate. Research: Artist responses To understand the methods of their own choice of artists.</p>	<ul style="list-style-type: none"> Acrylic painting: Pupils will explore glazes, building layers of paint to achieve tonal and textural effects. <p>Texture: Using a background of paper pupils draw a tonal image using a paintbrush and apply paint to create a textured surface using a palette knife.</p> <p>Observation: Pupils will improve their skills in the observation of objects by becoming more detailed and accurate. Research: Artist responses To understand the methods of their own choice of artists.</p>	<ul style="list-style-type: none"> Acrylic painting: Pupils will explore glazes, building layers of paint to achieve tonal and textural effects. <p>Texture: Using a background of paper pupils draw a tonal image using a paintbrush and apply paint to create a textured surface using a palette knife.</p> <p>Observation: Pupils will improve their skills in the observation of objects by becoming more detailed and accurate. Research: Artist responses To understand the methods of their own choice of artists.</p>	
Assessment (The methods that teachers will use to assess the progress of all students)	<p>Post it notes are stuck into books with refinement suggestions</p> <p>No formal assessment is allowed by AQA</p>	<p>Post it notes are stuck into books with refinement suggestions</p> <p>No formal assessment is allowed by AQA</p>	<p>Post it notes are stuck into books with refinement suggestions</p> <p>No formal assessment is allowed by AQA</p>	<p>Post it notes are stuck into books with refinement suggestions</p> <p>No formal assessment is allowed by AQA</p>	<p>Formal assessment is completed May 31st.</p>	<ul style="list-style-type: none"> Course finished Course finished

Reading, Writing and Vocabulary	Artist research Evaluations of technique •Abstract •Gestural •Painterly •Surreal •Minimal •Aggressive •Delicate •Eerie •Brooding •Intimate •Distorted •Peaceful •Tranquil •Still life •Symbolic •Sombre •Energetic •Naive (childlike) •Simplified •Collage	Artist research Evaluations of technique •Pointillist •Hazy •Intense •Realist/realistic •Hyper-realism •Dream-like •Frightening Menacing	Artist research Evaluations of technique •Intense •Secondary •Tertiary •Radiant •Pale •Muted •Vivid •Contrasting •Deep •Monochrome •Harmonious •Complimentary •Natural •Earthy •Subtle •Warm/cool •Clashing •Saturated •Vibrant •Luminous	Artist research Evaluations of technique •Uniform •Geometric •Symmetrical •Rough •Soft •Irregular •Coarse •Bold •Uneven •Bumpy •Smooth •Uneven •Spiky •Jagged •Broken •Furry •Fine •Grid •Impasto •Embossed	Completed course	• Course finished
--	---	---	--	--	------------------	-------------------

			<ul style="list-style-type: none"> •Strong •Loud •Artificial •Pastel <p>Faded</p>	<ul style="list-style-type: none"> •Raised •Detail •Markings •Repeated •Dots •Impasto •Daub/daubed 		
Numeracy	<ul style="list-style-type: none"> • Colour mixing ratios of paint • Gridded drawings 	<ul style="list-style-type: none"> • Colour mixing ratios of paint • Gridded drawings 	<ul style="list-style-type: none"> • Colour mixing ratios of paint • Gridded drawings 	<ul style="list-style-type: none"> • Colour mixing ratios of paint • Gridded drawings 	<ul style="list-style-type: none"> • Completed course 	<ul style="list-style-type: none"> • Course finished
Personal Development	<ul style="list-style-type: none"> • Cultural capital: career ideas, courses to take post GCSE • Artist research 	<p>Cultural capital: career ideas, courses to take post GCSE</p> <ul style="list-style-type: none"> • Artist research 	<p>Cultural capital: career ideas, courses to take post GCSE</p> <ul style="list-style-type: none"> • Artist research 	<p>Cultural capital: career ideas, courses to take post GCSE</p> <ul style="list-style-type: none"> • Artist research 	<p>Cultural capital: career ideas, courses to take post GCSE</p>	<ul style="list-style-type: none"> • Course finished