

Five-year sequence: Art

Year/time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><u>Basic Skills –</u></p> <p>Line, Proportion, Tone, Texture.</p> <p>Students arrive from a variety of Primary Schools and backgrounds in the autumn term. The first art project is designed to assess the skills they have acquired as well as teach and recap the basic drawing skills on which to grow. Students learn about the formal elements of line, tone, shape, and form to create a solid drawing base. Students are given a baseline drawing test to draw an eye, and have drawing exercises in tone, texture and mark making skills.</p>	<p><u>Noh Masks</u></p> <p>Portraits, facial expressions, and Noh Mask Design</p> <p>In Autumn 2 students learn how to build on their learning from the first half term by applying the basics of line, shape, tone, and proportion to draw caricature style portraits and create mask designs using different facial expressions. The project also introduces students to Japanese Noh Masks to draw for purpose and function. When using the Noh masks to inform and inspire their own design students gain a greater insight into the style and approach used. Noh masks also provide an important cultural</p>	<p><u>Pop Art</u></p> <p>Artist Studies on Roy Lichtenstein and Andy Warhol.</p> <p>In the Spring term students begin a topic based on Pop Art and portraits which lasts the entire term. The topic is engaging and accessible as it relates to the popular world around them, commenting on music, comics, fashion, celebrities, and mass production. This allows students to question the influences, pressures and effects of the media whilst studying artists Andy Warhol and Roy Lichtenstein and learning the importance and value of contextual studies. Students learn how to form opinions about</p>	<p><u>Pop Art</u></p> <p>Portrait drawing, collage and painting if in Art.</p> <p>In Spring 2 students use the techniques of artists Lichtenstein and Warhol to create their own portraits based on colour theory and personal design choices. They produce a final piece that is both personal and meaningful to them. Students use drawing techniques like proportion, line and tone as well as adopting artist techniques on colour theory, collage, and paint to create a final piece that gives them the opportunity to refine and develop their use of materials.</p>	<p><u>Natural Forms</u></p> <p>Drawing and environmental issues.</p> <p>In the Summer term Year 7 students study a 'Natural Forms' topic, exploring the natural world, objects and their local environment and surroundings. It is also used to debate environmental issues like pollution, recycling, littering and climate change. as well as building on the drawing skills they have been taught in the first and second term. Students use text with their drawings to create poster designs that promote positive messages and slogans that can be displayed in their local environment –</p>	<p><u>Natural Forms</u></p> <p>Final Piece in colour pencil or oil pastel.</p> <p>In the second half of the summer term students study the artist Georgia O'Keeffe to inform their observational drawing and develop recording skills by using photography in their work. They do this to enhance techniques in cropping and enlargement. They are also introduced to different materials like colour pencil and pastel that relate to O'Keeffe. Students use their photos and drawings to work into with a range of materials and techniques. It also allows students to be creative and make independent choices surrounding</p>



		link for students who explore the art and craft of another country and period. They also provide students with cross curricular links to Drama, History and Geography.	other artists as well as their own as this is an important skill for the Art GCSE. It expands their vocabulary and teaches them how to use a specialist art language.		the school, home, and public areas. This also links to the Year 8 projects on Illustration and Street Art that student will study next year.	the design of their own final pieces. Their knowledge and exploration give students the confidence to experiment with colour, tone, collage, layout and texture on a final piece.
8	<p><u>Formal Elements-</u></p> <p>Line, Proportion, Tone, Texture and Colour. Pen drawing and insect drawings for baseline.</p> <p>The first art project is designed to assess, recap and build on the skills students learned in the autumn term of Year 7. Students cover the formal elements of line, tone, shape and form to create a solid drawing base, completing DNA's on drawing exercises in tone, texture and mark making skills. They are also given a baseline test to</p>	<p><u>Day of the Dead</u></p> <p>Cultural Art, Art careers. Skull designs in pencil.</p> <p>In autumn 2 students learn how to build on their learning from the first half term by applying the basics of line, shape, tone and proportion to draw from skulls for a 'Day of the Dead' project. As well as teaching students the formal elements in the first term it is also essential that students are introduced to the basics of contextual research as artist studies form a quarter of the assessment in the Art GCSE. Learning</p>	<p><u>Day of the Dead</u></p> <p>Skull designs in clay. Flower designs in pencil, colour pencil and printmaking.</p> <p>In spring 1 students build on their contextual studies and drawing from the 'Day of the Dead' project to experiment with a variety of materials and create personal responses. Students do this in order to design personal pieces of work as well as learn about the media of clay and print making to widen their experience of art materials and techniques. This also</p>	<p><u>Illustration</u></p> <p>Typography. Illustrated and illuminated letter designs based on Paul Thurlby and Si Scott.</p> <p>In spring 2 students begin a topic based on Illustration and typography which lasts the entire term. The topic is engaging and accessible as it relates to world around them, commenting on text, slogans and how artists and the media use illustration and text together. As in Year 7, learning the importance and value of contextual</p>	<p><u>Illustration</u></p> <p>Three-dimensional letter design based on artist Robert Indiana.</p> <p>In summer 1 students' study and use the techniques of artist Robert Indiana to design and create their own three - dimensional letter as a final piece. Students use technical drawing techniques to draw, measure and transfer their 2D design into a 3D construction. They use their own ideas, creativity and imagination to decorate the 3D letter into a personal and</p>	<p><u>Surroundings</u></p> <p>Architecture. 3D drawing. Perspective. Hundertwasser.</p> <p>In summer 2 Year 8 students study a 'Surroundings' topic, which links to the 'Natural Forms' unit from Year 7 by adopting the organic approach used by architect / designer 'Hundertwasser' who was inspired by nature, colour, line and pattern. Students get to view architecture in a more creative and imaginative way by using colour pencil and pastel to experiment with Hundertwasser's</p>



	<p>draw a pen from direct observation . They refine their drawing by using the skills covered on texture and form. Student's complete workbooks created by the HOD to ensure consistency across the art department and avoid students using a variety of resources. The books remain in school and contain all DNA, tasks and AfL activities.</p>	<p>about the history, tradition and purpose of the Mexican celebration enables students to explore comparisons to their own and other cultures, and analyse themes of faith, death and remembrance. By studying the Mexican artist Frida Kahlo pupils explore themes of identity, feminism and symbolism within portraiture.</p>	<p>provided students with the basic knowledge and experience of the materials that they use in Year 9 and 10.</p>	<p>studies is a crucial skill as it teaches students how to form opinions about other artists work as well as their own. Students study the artists Paul Thurlby and Si Scott to learn a variety of approaches towards typography as well as introduce them to art-based careers such as illustrators, graphic designers, typographers, and tattoo artists. Students widen their perception of art as a career choice as well as a subject.</p>	<p>unique final piece that also gives them the opportunity and flexibility to refine and develop their use of paint and collage. Students enjoy working in 3D and on a sustained piece of work.</p>	<p>style and technique.</p>
9	<p><u>Food Unit</u></p> <p>Recording ideas; mind mapping, mood boards.</p> <p>Year 9 students study a 'Food' project that lasts the entire year. This is chosen as a foundation topic into the Art GCSE when students study two longer projects for their coursework.</p>	<p><u>Food Unit</u></p> <p>Recording ideas. drawing based on primary and secondary sources.</p> <p>In autumn 2 students analyse and make comparisons between their work from autumn 1 and other artists. As in</p>	<p><u>Food Unit</u></p> <p>Research artists Sarah Graham, Wayne Thiebaud, and Marcelo Barenghi.</p> <p>In the spring term students draw inspiration from their artist studies. They create personal responses that use their drawing and</p>	<p><u>Food Unit</u></p> <p>Designing personal ideas based on Kim Blair including photography, drawing, and painting.</p> <p>In spring 2 students' study and use the techniques of artist Kim Blair to design and create their</p>	<p><u>Food Unit</u></p> <p>Refine and develop use and control of materials based on artist styles and techniques.</p> <p>In summer 1 Year 9 students create two to three designs for a final piece that are based on elements of their</p>	<p><u>Food Unit</u></p> <p>Final Piece: create a personal final piece based on one of the artists studied.</p> <p>In the second half of the summer term students choose one of their design ideas to produce as a final piece. Students make</p>



	<p>In autumn term 1 students develop their drawing skills from Year 7 and 8 by working from primary source wherever possible. A baseline drawing task that recaps on the formal elements taught throughout the Key Stage allows students to produce a higher standard of work as they build on skills of line, form, symmetry, perspective, tone, proportion, and texture. Students focus on Assessment Objective 3 - recording ideas and observations that are relevant to intentions.</p>	<p>all years, learning the importance and value of contextual studies is a crucial skill as it teaches students how to form opinions about other artists work as well as their own. Students study the artists above to learn a variety of approaches towards 'Food' from different cultures, ages, and genders. Students make links to the 'Pop Art' movement studied in Year 7, as well as the Year 8 'Typography' project. The artists selected also provide and reinforce examples of art-based careers in product design, publishing, and graphic design. Students see art as having a function and purpose as well as a form of beauty and expression. This deepens and widens their perception of art as they consider their GCSE options.</p>	<p>recording skills as well, as refining and developing their use of materials. Students respond to Sarah Graham by drawing and painting realistic sweets. They use thick expressive paint on drawings of lollies and ice-creams as a response to Wayne Thiebaud.</p>	<p>own cutlery photos, drawing and painting. Students use technical drawing techniques to draw, measure and enlarge their 2D edited photographs onto an A2 size final piece. They use previous knowledge of tone to draw areas of dark, mid, and light tones onto the cutlery and shadows and tints on to the background. Students use acrylic paint to paint flat, defined areas of tone on the cutlery and gradation of tone on the background. This sustained piece of work consolidates students learning and gives them the opportunity to work in large scale. We will be incorporating photography into the course as this will be offered as a GCSE option in year 10.</p>	<p>artist research and previous areas of study. Students are encouraged to be creative, imaginative, and independent, making personal choices and decisions based on their own interests and preferences. By teaching students to experiment with ideas, materials and techniques students also learn to focus, fail, and persevere which builds resilience, character, self-confidence and pride in themselves, their work, and their achievements. Students are taught how to annotate their work by using writing frames that discuss the content, context, purpose and meaning of their art, documenting their journey and progress using a specialist vocabulary.</p>	<p>independent decisions about scale, material and technique and work on their personal response for the last six weeks of the year.</p>
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10	<p><u>Identity Unit</u></p> <p>Research and record ideas: Mind mapping, mood boards and artist studies.</p> <p>The 'Identity' project is chosen as the first unit of coursework as it is a broad and interesting topic that we have run for the last three years with Year 10 students. We therefore have a thorough bank of resources, examples and AFL materials. In autumn 1 students are introduced to the topic and given work packs that include task lists, ideas, and images for the first 3 weeks. They are also given a support book to take home & work from in case of time off school or further lockdown. Students work on A3 paper and are given A3 flip files and A3 portfolios to take</p>	<p><u>Identity Unit 2</u></p> <p>Contextual Study: Development pages on Audrey Flack, Chris Ofili, Pablo Picasso.</p> <p>In autumn 2 students analyse and make comparisons and contrasts between a range of artists. They study the list of artists above to learn and explore a variety of approaches towards 'Identity'. They do this by looking at the impact of history, culture, context, age, and gender. Still life, portraiture and art murals are used to teach students the variety of art subject-matter, as well as discuss artists' role & need to comment on social, economic, and political issues. Contextual studies also teach pupils how to form opinions about</p>	<p><u>Identity Unit</u></p> <p>Contextual Study: Research pages on Pablo Picasso, Kathe Kollwitz and local artist.</p> <p>In the spring term students address three of the four GCSE assessment objectives by drawing inspiration from their autumn 2 artist studies. They create personal responses that use their drawing and recording skills as well, as refining and developing their use of materials. Students respond to the artists by creating drawings, paintings, collages and by taking their own photographs. They use the artists' techniques as well as developing their own to create responses to personal issues or wider issues / topics that inspire them.</p> <p>Students will continue to</p>	<p><u>Identity Unit</u></p> <p>Use of Materials: Create designs and prints based on artist studies.</p> <p>In spring 2 students continue to study & use the techniques of the artists as well as their own to refine ideas and begin designing their own drawing / painting / final design ideas. Students will be given a second assessment drawing based task that uses the formal elements and builds on students' skill and ability. Students use the remainder of the term to complete and refine their artist studies, development pages and personal ideas and responses, ensuring that pages are annotated and completed to the best of their ability. Students should be encouraged to</p>	<p><u>Identity Unit</u></p> <p>Recording and Designing: Create final design ideas based on artist studies / research.</p> <p>In summer 1 Year 10 students create two to three designs for a final piece that is based on elements of their artist research and previous areas of study. Students are encouraged to be creative, imaginative, and independent, sourcing ideas from the internet and making personal choices and decisions based on their own interests and preferences. By teaching students to experiment with ideas, materials and techniques students also learn to focus, fail, and persevere which builds resilience, character, self-confidence and pride in themselves.</p>	<p><u>Identity Unit</u></p> <p>Final Piece: Create a final piece that relates to research, ideas, artists, media.</p> <p>In the second half of the summer term students choose one of their design ideas to produce as a final piece. Students make independent decisions about scale, material and technique and work on their personal response for the last six weeks of the year. At the end of the year students have addressed all four assessment objectives. Students' art teachers mark work using the AQA GCSE assessment criteria grid to give students a realistic GCSE Level. Both the HOD and art teacher mark & standardise all work together to ensure</p>
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	<p>home as these are lighter and more practical. A baseline drawing task that uses the formal elements will be used to assess skills of line, tone, form, texture, symmetry, proportion, and perspective. Art teachers will mark & standardise all work – Mind Map, Mood Board, drawing and initial research.</p>	<p>other artists work as well as their own and develop student's ability to use a specialist vocabulary when commenting on the artists aims, views, ideas and opinions. Students adopt these approaches next term; responding to personal and wider issues to create meaning / symbolism in their work.</p>	<p>annotate their work as it progresses, learning how to make connections to the work of others using a specialist vocabulary. They will use their contextual understanding and analysis to inform and develop imaginative and creative ideas.</p>	<p>study their own artist if time allows. At this point in the year, we invite a relevant & local artist into the school to work with the year group. The artist runs a day/half day workshop, where they show their art & demo their style/technique. They provide fresh ideas and inspiration to the group</p>	<p>their work, and their achievements. Students are taught how to annotate their work by using writing frames that discuss the content, context, purpose and meaning of their art, documenting their journey and progress using a specialist vocabulary</p>	<p>all marks and Levels are accurate. The standardised Levels are used to set students Art GCSE target level. If students wish to continue, refine or improve their work after the assessment they can do so. Work can be resubmitted and re-marked by the art teacher up until December of Year 11.</p>
11	<p>Portfolio –Unit 2.</p> <p>In autumn 1 students start a second unit on either 'Food' or 'Natural Forms.' Students focus on Assessment Objective 2 – experimenting with ideas, materials and techniques working in larger scale.</p>	<p>Portfolio –Unit 2.</p> <p>In autumn term Year 11 students complete their second unit on either 'Food' or 'Natural Forms.' Students focus on Assessment Objective 2 and 4 – refining ideas, materials and techniques as well as producing personal responses and a final piece in their own choice of materials.</p>	<p>Portfolio – Refine Unit 1.</p> <p>In spring 1 students continue with their 'Identity' project started in Year 10. Students continue to develop their own ideas and responses to artist studies to create personal design ideas based on elements of their research. Students refine and complete their design ideas for a final piece.</p>	<p>Portfolio – Refine Unit 1. 'Identity'</p> <p>Students begin and develop a personal final piece based on the artist studies, research and designs produced in their preparatory folder.</p>	<p>Portfolio – Refine Unit 1 and Unit 2.</p> <p>Students refine and complete their work as needed, responding to teacher feedback and assessment. Students also evaluate their coursework topics and use the time to ensure that all work is presented and completed to the best of their ability.</p>	End