

Curriculum Overview			
Year Group	Term	Unit of Work	Assessment Content
7	1	Colour Theory – <i>Painting</i> Students will know: <ul style="list-style-type: none"> Secondary, tertiary, complementary, tints and shades and warm and Cold colours. Students will have a clear understanding of colour theory and how to mix and make colours using watercolour paints. Understand and be able to research into different contextual artists including Vincent Van Gogh, Claude Monet, Eric Ravilious. Be able to explain and give facts about both artists and their different styles of work. Demonstrating using paint similar styles and techniques. Markmaking with pen and ink with reference to Van Gogh. 	<p>Feedback points completed in lesson to review progress</p> <p>End of project assessment paper.</p> <p>Observational drawing test as a baseline to show progress.</p>
	2	Weaving with Colour – Paper weave Students will know: <ul style="list-style-type: none"> traditional and contemporary weavers' techniques and know the difference between 'Warf and Weft'. Understand and be able to research into different contextual artists including Megan Geckler and Tammy Kanat. Be able to use their knowledge of colour theory from last term to discuss and decide what appropriate colours to use when weaving 	<p>Feedback points completed in lesson to review progress.</p> <p>In class feedback RAG assessment against project objectives.</p> <p>Assessment and end points: Painting from Term 1</p>
	3	Natural forms project – Mixed media Students will know:	<p>Feedback points completed in lesson to review progress.</p>

		<ul style="list-style-type: none"> The seven formal elements of Art. Different gradation techniques using colouring pencil and painting. Explore and learn about different drawing techniques using pencil. Extend markmaking skills from first unit. Understand and be able to research into different contextual artists including Andy Goldsworthy, E A Seguy and Karl Blossfeldt. Be able to use the formal elements to explore Primary and Secondary Observational Drawings. 	In class feedback RAG assessment against project objectives.
	4	<p>Natural forms project – Mixed media</p> <p>Students will know :</p> <ul style="list-style-type: none"> about a range of techniques involved including sgraffito, collage and painting. They will explore several techniques using butterflies and their work from last term as a starting point. Understand and be able to research into different contextual artists including Damien Hirst Be able to use varied mixed media techniques to produce a final piece of work reflecting the Natural Forms Project. 	<p>Feedback points completed in lesson to review progress</p> <p>Assessment and end points: Butterfly final outcome</p> <p>Second drawing test to show progress.</p>
	5	<p>Fish Festival– Gelliprinting and Zentangle</p> <p>Students will know:</p> <ul style="list-style-type: none"> about composition, design and printing skills – how to gelliprint with texture and pattern. Understand and be able to research into different contextual artists including Raoul Dufy, Paul Klee and Ernst Haeckel. Be able to develop existing skills such as the use of pencil and Primary Observational Drawing and explore new skills, such as editing and use of ICT within Art. 	<p>Feedback points completed in lesson to review progress</p> <p>In class feedback RAG assessment against project objectives.</p>
	6	<p>Fish Festival</p> <p>EOY assessment:</p> <p>Students will know how:</p>	Feedback points completed in lesson to review progress

		<p>Students will be able to:</p> <ul style="list-style-type: none"> Understand and be able to research into different contextual artists including Frida Kahlo. Be able to explore a range of techniques and evaluate and modify, using WWW and EBI. 	In class feedback RAG assessment against project objectives.
	4	<p>Mexican Day of the Dead - <i>Clay project</i></p> <p>Students will know:</p> <ul style="list-style-type: none"> how to use clay effectively. For example: rolling clay, cutting and sticking with slip, using glazes and coloured slips. Understand and be able to research into different ceramic contextual artists including Jess Riva Cooper. Be able to create a final clay piece of work linking to the theme 'Day of the Dead'. 	<p>Feedback points completed in lesson to review progress</p> <p>Assessment and end points: A3 mixed media painting and small 3D relief piece</p> <p>Second drawing test to show progress.</p>
	5	<p>Cubism Project - <i>Mixed Media</i></p> <p>Students will know:</p> <ul style="list-style-type: none"> about the cubist movement and artists involved. Understand different mixed media techniques using paint, oil pastels, Newspaper, Indian ink, chalk and charcoal. Understand and be able to research into different contextual artists including Pablo Picasso and George Braque. Be able to explore a range of techniques using Cubist images as inspiration. 	Feedback points completed in lesson to review progress
	6	<p>Cubism Project - <i>Mixed Media</i></p> <p>Students will:</p>	Assessment and end points: A3 oil pastel and collage piece

		<ul style="list-style-type: none"> • Learn how to select successful techniques explored from last term and experiment. • Understand and be able to research into different contextual artists including Pablo Picasso and George Braque. • Be able to use resources to ensure a successful Final Piece. 	
9	1	<p>Words have Power – <i>Painting and Collage</i> Students will:</p> <ul style="list-style-type: none"> • Know a range of different text and protest artists and styles: Pop Art, Bob and Roberta Smith, Corina Kent • Understand how to draw letters and images in a bold graphic style. • Be able to demonstrate these styles through drawing, painting, gelliprinting and collage. 	<p>Feedback points completed in lesson to review progress.</p> <p>Observational drawing test as a baseline.</p>
	2	<p>Words have Power – <i>Painting and Collage</i> Students will:</p> <ul style="list-style-type: none"> • Know a range of different text and protest artists and their graphic styles: Pop Art, Bob and Roberta Smith, Corina Kent • Understand how to draw letters and images in a graphic style. • Be able to express emotions and messages through protest art. 	<p>Feedback points completed in lesson to review progress</p> <p>Assessment and end points: Text posters including collage.</p>
	3	<p>Portrait Project - <i>Fine Art Illustration</i> Student will know:</p> <ul style="list-style-type: none"> • how to draw and measure correctly their Self Portrait - Proportions and shading techniques. • Understand and be able to research into different contextual artists including Lois Jover • Be able to use gradation skills and blending skills to a high standard. 	<p>Feedback points completed in lesson to review progress</p> <p>In class feedback RAG assessment against project objectives.</p>

10	4	<p>Portrait Project - <i>Fine Art Illustration</i> Students will:</p> <ul style="list-style-type: none"> • Know how to use draw with proportion and scale and how to illustrate their self-portrait , focusing on complementary colours. • Understand the work of Loui Jover and take inspiration from these styles. • Be able to physically edit their own photographs, creating a range of different photomontages. 	<p>Assessment and end points: A3 design – painting.</p> <p>Second drawing test to show progress.</p>
	5	<p>The Elements of Art: Basic Skills Students will know:</p> <ul style="list-style-type: none"> • How to recognise and review their knowledge of the 7 basic art elements through short studies in colour, line shape, form, texture, pattern, composition, shape etc • Understand a range of artists who explore the basic elements including Beatrice Milhazes, Mr Doodle, Kathe Kollwitz, Outsider Art • How to research a cross section of Art History and Cultures. • Explore their own imaginations to create more personal experimentations 	<p>Feedback points completed in lesson to review progress In class feedback RAG assessment against project objectives.</p>
	6	<p>The Elements of Art: Basic Skills Students will be able:</p> <ul style="list-style-type: none"> • To demonstrate a range of techniques and styles developed over KS3. • To develop their own small project in their own emerging style. • To be inspired by a large range of artist, illustrators and craftsperson through their own research 	<p>Assessment and end points: Small concertina book of experiments.</p>
	1	<p>Introduction to the course and the main principles of Photography. <u>Project 1</u> Unit 1- Natural Forms</p> <ul style="list-style-type: none"> • AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. Introduction & Contextual Understanding, the 	

Photography		<p>aim of Sheet 1 is to explain to the examiners what theme you have chosen, why you have chosen it and to show what artists you are going to use as an influence for your work.</p> <ul style="list-style-type: none"> • AO3 - Record ideas, observations and insights relevant to intentions as work progresses. Personal Research & Observation, the aim of Sheet 2 is to start considering the subject matter that you intend to include in your own final piece of work. This must be directly linked to what your artist has done in sheet 1. 	<p>Assessment against AO1, AO1, AO3 + AO4 objectives as set by the exam board.</p> <p>Project Checklists, Individual Feedback and Personal Learning Checklist (PLCs) used</p>
	2	<p>Project 1 Unit 1- Natural Forms</p> <ul style="list-style-type: none"> • AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Experimentation and Developing Ideas, the aim of Sheet 3 is to start finalising your ideas for your final piece, developing the key ideas you have researched in Sheet 1 and Sheet 2. Your ideas MUST link together. • AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Final Plans and Evaluation, the aim of Sheet 4 is to finalise all your ideas and come up with a clear plan for your final piece of work. Examiners will want to see 2 or 3 proposed plans and then a development of your final, chosen compositional design. 	<p>Mock examination 5 hours</p> <p>Teacher marked and moderated followed by Exam board Moderation</p>
	3	<p>Project 1 Unit 1- Natural Forms Mock Exams (5 hours) A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <ul style="list-style-type: none"> • To produce a final piece of work relating to the theme Natural Forms . 	
	4	<p>Project 2 Unit 1- Fragments A01- Develop ideas through investigations, demonstrating critical understanding of sources.</p>	

		<ul style="list-style-type: none"> • AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. Introduction & Contextual Understanding, the aim of Sheet 1 is to explain to the examiners what theme you have chosen, why you have chosen it and to show what artists you are going to use as an influence for your work. • AO3 - Record ideas, observations and insights relevant to intentions as work progresses. Personal Research & Observation, the aim of Sheet 2 is to start considering the subject matter that you intend to include in your own final piece of work. This must be directly linked to what your artist has done in sheet 1. 	
	5	<p>Project 2 Unit 1- Fragments</p> <ul style="list-style-type: none"> • AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Experimentation and Developing Ideas, the aim of Sheet 3 is to start finalising your ideas for your final piece, developing the key ideas you have researched in Sheet 1 and Sheet 2. Your ideas MUST link together. • A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Final Plans and Evaluation, the aim of Sheet 4 is to finalise all your ideas and come up with a clear plan for your final piece of work. Examiners will want to see 2 or 3 proposed plans and then a development of your final, chosen compositional design. 	
	6	<p>Project 2 Unit 1- Fragments Mock Exams (5 hours) A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <ul style="list-style-type: none"> • To produce a final piece of work relating to the theme Identity. 	

<h1>11</h1> <h2>Photography</h2>		<p>Summer Project Unit 1- Journey - AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. Introduction & Contextual Understanding, the aim of Sheet 1 is to explain to the examiners what theme you have chosen, why you have chosen it and to show what artists you are going to use as an influence for your work.</p>	
	1	<p>Project 3 Unit 1 Structures - AO1- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <ul style="list-style-type: none"> • AO3 - Record ideas, observations and insights relevant to intentions as work progresses. Personal Research & Observation, the aim of Sheet 2 is to start considering the subject matter that you intend to include in your own final piece of work. This must be directly linked to what your artist has done in sheet 1. • AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Experimentation and Developing Ideas, the aim of Sheet 3 is to start finalising your ideas for your final piece, developing the key ideas you have researched in Sheet 1 and Sheet 2. Your ideas MUST link together. 	
	2	<p>Project 3 Unit 1 Structures -</p> <ul style="list-style-type: none"> • AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Final Plans and Evaluation, the aim of Sheet 4 is to finalise all your ideas and come up with a clear plan for your final piece of work. Examiners will want to see 2 or 3 proposed plans and then a development of your final, chosen compositional design <p>Mock Exams and completion of all Unit 1 work.</p>	<p>Preparation in lesson in response to exam board set topic, followed by Formal 10 hours practical exam.</p>
	3	<p>Exam Project</p>	<p>Project Checklists, Individual Feedback and</p>

<h1 style="font-size: 48px; margin: 0;">10</h1> <h2 style="font-size: 24px; margin: 0;">Art</h2>		<p>Unit 2 Externally set Exam –we receive the Exam Paper from the Exam Board, Edexcel at the beginning of January and work through the theme following the Assessment Objectives as described below:</p> <ul style="list-style-type: none"> • 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. 	<p>Personal Learning Checklist (PLCs) used</p> <p>Assessment against AO1, AO1, AO3 + AO4 objectives as set by the exam board.</p>
	4	<p><u>Exam Project</u> Unit 2 Externally set Exam</p> <ul style="list-style-type: none"> • 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. 	<p>Teacher marked and moderated followed by Exam board Moderation</p>
	5	<p><u>Exam Project - 10 Hour Exam</u></p> <ul style="list-style-type: none"> • AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. • To produce a final piece of work relating to the theme given. 	
	6	N/A	
	1	<p><u>Project 1</u> Unit 1- Nature V Man</p> <ul style="list-style-type: none"> • AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. Introduction & Contextual Understanding, the aim of Sheet 1 is to explain to the examiners what theme you have chosen, why you have chosen it and to show what artists you are going to use as an influence for your work. • AO3 - Record ideas, observations and insights relevant to intentions as work progresses. Personal Research & Observation, the aim of Sheet 2 is to start considering the subject matter that you intend to include in your own 	<p>Assessment against AO1, AO1, AO3 + AO4 objectives as set by the exam board.</p>

		final piece of work. This must be directly linked to what your artist has done in sheet 1.	Project Checklists, Individual Feedback and Personal Learning Checklist (PLCs) used
	2	<p>Project 1 Unit 1- Nature V Man</p> <ul style="list-style-type: none"> • AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Experimentation and Developing Ideas, the aim of Sheet 3 is to start finalising your ideas for your final piece, developing the key ideas you have researched in Sheet 1 and Sheet 2. Your ideas MUST link together. • A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Final Plans and Evaluation, the aim of Sheet 4 is to finalise all your ideas and come up with a clear plan for your final piece of work. Examiners will want to see 2 or 3 proposed plans and then a development of your final, chosen compositional design. 	Mock examination 5 hours
	3	<p>Project 1 Unit 1- Nature V Man Mock Exams (5 hours) A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <ul style="list-style-type: none"> • To produce a final piece of work relating to the theme Nature V Man. 	Teacher marked and moderated followed by Exam board Moderation
	4	<p>Project 2 Unit 1- Fragments A01- Develop ideas through investigations, demonstrating critical understanding of sources.</p> <ul style="list-style-type: none"> • AO1 - Develop ideas through investigations, demonstrating critical understanding of sources. Introduction & Contextual Understanding, the aim of Sheet 1 is to explain to the examiners what theme you have chosen, why you have chosen it and to show what artists you are going to use as an influence for your work. 	

		<ul style="list-style-type: none"> • A03 - Record ideas, observations and insights relevant to intentions as work progresses. Personal Research & Observation, the aim of Sheet 2 is to start considering the subject matter that you intend to include in your own final piece of work. This must be directly linked to what your artist has done in sheet 1. 	
	5	<p>Project 2 Unit 1- Fragments</p> <ul style="list-style-type: none"> • A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Experimentation and Developing Ideas, the aim of Sheet 3 is to start finalising your ideas for your final piece, developing the key ideas you have researched in Sheet 1 and Sheet 2. Your ideas MUST link together. • A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Final Plans and Evaluation, the aim of Sheet 4 is to finalise all your ideas and come up with a clear plan for your final piece of work. Examiners will want to see 2 or 3 proposed plans and then a development of your final, chosen compositional design. 	
	6	<p>Project 2 Unit 1- Fragments Mock Exams (5 hours)</p> <ul style="list-style-type: none"> • A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. • To produce a final piece of work relating to the theme Identity. <p>Summer Project Unit 1- Journey - A01 - Develop ideas through investigations, demonstrating critical understanding of sources. Introduction & Contextual Understanding, the aim of Sheet 1 is to explain to the examiners what theme you have chosen, why you have chosen it and to show what artists you are going to use as an influence for your work</p>	
	1	<p>Project 3</p>	

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Art

Unit 1 Structures - A01- Develop ideas through investigations, demonstrating critical understanding of sources.

- **A03 - Record ideas, observations and insights relevant to intentions as work progresses.** Personal Research & Observation, the aim of **Sheet 2** is to start considering the subject matter that you intend to include in your own final piece of work. This must be directly linked to what your artist has done in sheet 1.
- **A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.** Experimentation and Developing Ideas, the aim of **Sheet 3** is to start finalising your ideas for your final piece, developing the key ideas you have researched in Sheet 1 and Sheet 2. Your ideas **MUST** link together.

Preparation in lesson in response to exam board set topic, followed by Formal 10 hours practical exam.

Project Checklists, Individual Feedback and Personal Learning Checklist (PLCs) used
Assessment against AO1, AO1, AO3 + AO4 objectives as set by the exam board.

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Project 3

Unit 1 Structures

- **A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.** Final Plans and Evaluation, the aim of **Sheet 4** is to finalise all your ideas and come up with a clear plan for your final piece of work. Examiners will want to see 2 or 3 proposed plans and then a development of your final, chosen compositional design.

Mock Exams and completion of all Unit 1 work.

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Exam Project

Unit 2 Externally set Exam –we receive the Exam Paper from the Exam Board, Edexcel at the beginning of January and work through the theme following the Assessment Objectives as described below:

- **A01 - Develop ideas through investigations, demonstrating critical understanding of sources.**
- **A02 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes**

Teacher marked and moderated followed by Exam board Moderation

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Exam Project

		<p>Unit 2 Externally set Exam</p> <ul style="list-style-type: none"> • A03 - Record ideas, observations and insights relevant to intentions as work progresses. • A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 	
	5	<p><u>Exam Project - 10 Hour Exam</u></p> <ul style="list-style-type: none"> • A04 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. • To produce a final piece of work relating to the theme given. 	

KS3 Art and Design - Two 60-minute lessons over a fortnight

KS4 Art, Craft and Design and Photography – Five 60 minute lessons over a fortnight.