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| Year 7: Experience, observe, understand. The formal elements - Developing art language to tell stories |
| **In Year 7, students arrive with a variety of art experience, skill, knowledge and understanding.****This part of the learning journey is to embed foundational, technical skills in using different materials and processes in Art and Design through learning about observation.** **Students will learn and practise a range of technical skills in a variety of media with a focus on control and accuracy – manipulating the tools and materials to behave in the way that they want them to.** **Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills – observing, thinking, understanding and doing.** **Students will develop work in 2d (and 3d) from primary and secondary sources considering how their use of the formal elements and principles of design creates an outcome.****Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills. Through studying initially more familiar, then increasingly less familiar and more complex works of art and artists\*, students will learn to appreciate the methods and ideas involved in creating work by others – how visual stories are told, whilst beginning to learn the language of visual culture. Students will develop complex and subject specific vocabulary that they will be able to use in describing work.****\*artists – a term used to include artists, designers, craftspeople, architects, photographers from different times and cultural heritages.**..  |
|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Title – the foundations** | Line Tone Texture(Shape Form Mark-making) Key concepts: #1 #2 | Texture Shape Colour(Proportion Scale)Key concepts: #1 #2 | Colour Pattern CompositionKey concepts: #1 #2 #3 | Form: Simple reliefKey concepts: #1 #2 #3 #4 | Line Tone CompositionKey concepts: #1 #2 #3 | Design Colour CompositionKey concepts: #1 #2 #3 #4 |
| Key Content | Introduction to art.Students will complete a project based on the theme sweet treats. Starting with observational drawing developing use of lino, tone and texture in their work.Students will explore a range of materials including pencil, colouring pencil, watercolour, pen, printmaking. | Sweet treats continued.Students will explore colour theory in mixing colour and using paint.Students will develop their ideas to create an outcome using gridded drawing to enlarge an image of sweet treats.Students will learn to refine and make choices about their outcome. | Abstract collage and drawingStudents will explore a range of materials and techniques including collage, pencil, fine liner and photography.Exploring alternative uses of drawing and collage to develop independent ides. | Abstract collage and drawing continued.Students will learn about pattern, colour and composition.Students will learn how to design for a 3D material. Starting with a 2D design and then developing it.Option- Clay animal money box project. | Students will complete a project based on the theme of ‘Under the sea’Students will learn about artists with a focus on getting inspiration from artists.Students will develop drawing and painting skills, using water colour, pencil and colouring pencil. | Under the sea project continued.Students will begin to understand the processes of developing art such as planning, exploring and preparatory drawings.Students with design a painting based around an underwater theme. Students will learn how to refine and neaten their work as they work towards a high-quality outcome. |
| **Thinking****Investigating contextual references/critical thinking** | **Observe and investigate the use of formal elements in their work and the work of others.****Be able to recognise and describe how line, tone and mark making(texture) can be used to express different ideas.** | **Identify and describe the use of formal elements in their work and the work of others.****Recognise how artists have used formal elements in different ways.** | **Analyse and evaluate the use of formal elements in their work and the work of others.****Investigating work from artists, learning how to read works of art/design and decode intention, purpose and aesthetic.**  | **Understand how the use of formal elements in the work of others relates to their own.****Describe how artists have used formal elements in different ways.**  | **Articulate how the use of formal elements in the work of others relates to their own.****Consider the ‘story’ in their work using art language.** | **Articulate how the use of formal elements in the work of others relates to their own using key terminology.****Articulate the ‘story’ in their own work using art language.** |
| **Exploring****Media/materials/ techniques /processes** | **Making skills: Observation****Accuracy****Control and expression****Weight of line****Use of tone****Mark Making to Show Texture.****Processes: mono-printing, Gridded Drawing Method.**  | **Making skills: Observation,****Accuracy,****Texture through Mark Making****Colour theory: how colour works,****how to mix and use colour, brushes and other tools****Processes:** Accuracy and control when painting.Colour mixingMixed media  | **Making Skills-** Using CollageCutting SkillsDrawing from PhotosComposition**Processes-**Photography **to identify, capture and use in design work**Digital ProcessesCollage**Application of colour theory** | **Experience different materials and ways of working: develop technical skills.****Processes-****Developing designs for 3D outcomes.****Developing use of pattern and pattern making.****Understanding elements of composition.** | **Making Skills-****Application of skills.****Drawing skills,****Using materials such as watercolour, fine-liner, pencil and colouring pencil.** **Processes- Finding digital reference images.**Application of composition skills. | **Making Skills-****Painting skills including blending, watercolour wash, detail and brush control.****Processes:** **Development of outcome, refine and reflecting on ideas.****Exploring application of colour, pattern and composition.** |
| **Recording****Recording ideas** | Use different tools to record different types of line, tone and texture linked to intentions.Describe ideas using subject terminology – ‘what’ – using the language | Use different tools to record tone (value), texture (mark making), colour linked to intentions.Describe colour and relative intentionDescribe ideas using subject terminology | Use different tools to record different types of line and shape to create outcomes. Describe ideas using subject terminology – ‘how’ | Use different tools to record explore different methods of making.Describe ideas using subject terminology | Use different tools to record different types of line/marks representative of intentions – tell a story.Describe and evaluate ideas using subject terminology to articulate the refining process – ‘why’ | Evaluate and review work.Use key terminology in describing, interpreting and evaluating work |
| **Making****Personal response/realising intentions** | Record ideas and investigations with increasing levels of control and intention.Evaluate response. | Develop an outcome using techniques and skills practiced with control and accuracyEvaluate response. | Develop a series of ideas. Develop an outcome using skills and techniques practiced with control and accuracy.Evaluate response. | Record ideas, investigations and refinements with increasing levels of understanding. Devise and make outcomes using skills and techniques practiced with control and accuracy.Evaluate response. | Record ideas, investigations and refinements with increasing levels of understanding. Devise, develop and make outcomes using skills and techniques practiced with control and accuracy.Evaluate response. | Record ideas, investigations and refinements demonstrating clarity in decision makingMake outcomes using skills and techniques practiced with control and accuracy.Evaluate response. |
| Home Learning | Flipped learning tasks including practising drawing skills and watching technique-based videos.Research tasks including artist research and collecting images.Opportunities for students to develop their skills further though making independent choices for their work. |
| Careers | Initial exploration of careers you can access through art and design including key skills.Referencing key skills and formal elements to skills used in the real world. |
| Assessment | Baseline assessment drawing task taught in the first 4 weeks.**Assessed piece-** Final outcome of sweet treats project.**AP1- Drawing assessment-** Sweets |  Verbal, self, peer and teacher assessment**Assessed pieces-** Creative thinking through abstract collages, photography and project outcome. | Formative assessment of work completed to date. Verbal, self, peer and teacher assessment**Assessed piece-** Fish Painting**End of year Exam** -Drawing assessment based on relevant theme dependent on the class. |
| **Oasis 9 habits** | Patient – learning new skillsSelf-controlled – using new skills, techniques and ideas in a controlled wayConsiderate - Working sustainably/mindful of waste and sharing resources | PatientSelf-controlledConsiderate Forgiving (of own mistakes) – overcoming barriers and ‘mistakes’ with grace and resolve | PatientSelf-controlledConsiderateHumble – recognising and appreciating successes in others outcomes, celebrating others |

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| Year 8 -Investigate, Explore, Express- Identity- the language of expression- symbolism, culture, belonging and difference. |
| **‘The thing that's important to know is that you never know. You're always sort of feeling your way.’ Diane Arbus****This part of the learning journey is an opportunity for students to further develop technical skills with a variety of processes and materials considering how the ‘rules’ of art can be bent and stretched to begin to express their own ideas with purpose, realising intentions.****Students will be able to identify key elements and characteristics in Art from different genres and cultures exploring traditions, processes and meanings, which will allow them to explore ideas in their own work thinking about how differences in culture and heritage can influence the maker and the viewer. Students will learn how to apply the skills they learn to different types of work, to ‘play’ with purpose and consider how to creatively develop independent and personal ideas working in response to similar starting points. Students will investigate their responsibilities around sustainability and environment.****Students will develop complex and subject specific vocabulary that they will be able to use in analysing and evaluating work demonstrating and articulating how their work connects with and is inspired by the work of others.** |
|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Title - Identity** | **Objects Symbols Stories****Key concepts: #4 #3 #1** | **Objects Symbols Stories****Key concepts: #6 #4 #3** | **The world and me****Key concepts: #6 #4** | **The world and me****Key concepts: #6 #5 #4** | **Making sense****Key concepts: #6 #5 #4** | **Making sense**Key concepts: #6 #5 #4 |
| Key Content | Everyday objectsStudents will develop drawing skills through tracing, viewfinder drawing, printmaking and observational drawing.Students will use pencil, pen, fine liner, colouring pencil and oil pastel techniques.Students will explore the work of Jim Dine and Michael Craig Martin.Students will develop opinions about works of art and describe what they see. | Everyday objectsStudents will develop work in a range of materials including printmaking techniques such as mono printing.Students will make choices about materials and processes to help them gain independence.Students will develop their own work inspired by objects they see and use every day.Students will develop their own ideas inspired by the artist’s work. | My EnvironmentStudents will develop studies from photographs of the world around them including maps, the school and Bristol.Students will use photography to document what they see and use these as a basis for their artworks.Students will make choices about art materials and learn about different combinations of materials. | My EnvironmentStudents will learn about architecture and perspective as well as art movements linked to these aspects.Students will develop a piece of work which pulls together their photographs and experiences of their environment.This will be developed into a 3D card outcome.Students will reference local artists in their work. | The Natural WorldStudents will develop an understanding of drawing from natural items using a range of drawing techniques.Students will look at pattern and cultures who use pattern in different ways.Students will look at relevant artists and develop their knowledge so they can give informed opinions.Students will make choices about their use of materials, techniques and processes. | The Natural WorldStudents will use photography to document the natural world in the school as well as outside of school.Students will develop their photographs through digital processes and drawing techniques.Students will create a design which will be used as a printing block to make multi layer prints from.Students will make choices about design, colour, pattern and composition. |
| **Thinking****Investigating contextual references/****critical thinking** | **Investigate work from Western and non-western cultures.****Learn how to understand works of art and decipher meaning or cultural significance.** | **Investigate work from traditional, modern and contemporary sources.** **Learn how to analyse works of art and understand meaning, messages and stories.****Consider our place and responsibilities to our environment.** | **Articulate how the conventions, symbols and messages in the work of others relates to their own using key terminology.****Consider and articulate the ‘story’ in their own work using art language**  |
| **Exploring****Media/materials/****techniques /processes** | **Making Skills-****Observation****Accuracy****Control and expression****Weight of line****Use of tone****Mark Making to Show Texture****Use of composition****Processes-** **Tracing,****Observational drawing,****Viewfinder drawing****Mono-printing** | **Making Skills-****Developing ideas****Making decisions****Selecting objects and processes.****Use of mark making.****Use of tone.****Use of colour.****Processes:** Mixed media techniquesCollageDigital manipulationMono-printingPainting | **Making Skills-**Observational drawingWorking with a range of materialsEditing photographsUse of composition**Processes-** PhotographyDrawing techniquesApplying the formal elements  | **Making Skills-**Making choicesSelecting materials and images to work from.Applying drawing techniques.**Processes-**Mixed media techniquesCollageDigital manipulationMono-printingMaking 2D into 3D | **Making Skills-** Applying materials and methods ‘d**rawing’ skills:** **use a variety of media and processes/consider elements of art and principles of design/consider positive and negative space, proportion and scale****Processes:** Mixed media techniques/print/paint (mix/blend/edges)/**register/****colour selection/cut/refine** | **Making Skills**- Applying materials and methods and drawing skills: **use a variety of media and processes/consider elements of art and principles of design/consider positive and negative space, proportion and scale****Processes:** Mixed media techniques/print/paint (mix/blend/edges)/c**olour selection/cut/refine** |
| **Recording****Recording ideas** | Use different tools to record different types of marks representative of intentions.Describe ideas using subject terminology – ‘what’ – using the languageDemonstrate understanding of source material | Use different tools to record different types of marks and colour choices representative of intentions.Describe ideas using subject terminologyDemonstrate understanding of source material | Use different tools to record ideas representative of intentions.Describe ideas using subject terminology – ‘how’.Demonstrate understanding of source material | Use different tools to record different motifs. representative of intentionsDescribe ideas using subject terminology.Demonstrate understanding and relevance of source material | Use different tools to record different types of line/marks representative of intentions – responding to a starting point.Describe and evaluate ideas using subject terminology to articulate the refining process – ‘why’.Demonstrate understanding and use of source material | Evaluate and review work.Use key terminology in describing, interpreting and evaluating work.Demonstrate understanding and use of source material |
| **Making****Personal response/realising intentions** | Record ideas and investigations with increasing levels of competence and intention.Evaluate response | Develop an outcome using techniques and skills practiced with competence and fluency of intention.Evaluate response | Develop a series of ideas.Select an idea to resolve.Develop an outcome using skills and techniques practiced with competence and intention | Record ideas, investigations and refinements with increasing levels of discernment. Devise and make outcomes using skills and techniques practiced with competence and intention | Record ideas, investigations and refinements with increasing levels of discernment.Devise, develop and make an outcome using skills and techniques practiced with competence and intention | Record ideas, investigations and refinements demonstrating clarity in decision-making.Make outcomes using skills and techniques practiced with competence and intention |
| Home Learning | Flipped learning tasks including practising drawing skills and watching technique-based videos.Opportunities for students to develop their skills further though making independent choices for their work. | Research tasks based on different cultures.Choice based tasks to develop drawing skills. |
| Careers | Reminding students about the importance of art and design as well as key transferable skills between subjects and for the future.Exploration of careers you can access through art and design including key skills.What skills do you need to develop for your future? |
| Assessment | **Assessed piece- Observational drawing of a tool**Observational drawing assessment, students complete a drawing in pencil of a tool using tone, accuracy and detail.Development of peer and self-assessment. | Formative assessment of work completed to date. Focus on test pieces in the sketchbook included accuracy and technique.Peer and self-assessment.**Assessed piece**- Final outcome 2D piece and 3D outcome. | Formative assessment of work completed to date. Including peer and self-assessment.**Assessed piece-** Press prints developed from photos and sketches. |
| Oasis 9 habits | **Considerate – thinking about heritage, traditions and ideas less familiar****Joyful – experiencing ‘playing’ with ideas and ways of working** | **Considerate** **Joyful** | **Considerate –** thinking about personal and collective responsibilities in our environmentH**umble – thinking about others through explorations of ideas** | **Considerate** **Humble****Honest – recognising where we can do more for ourselves and others** | **Honest****Compassionate – thinking about personal and collective responsibilities to ourselves and others’ wellbeing** | **Compassionate****Honest****Hopeful – recognising how our actions can have a positive impact** |

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| Year 9: Discover, decide, demonstrate. |
| **Here, the structure aims to give students the tools and the confidence to ask the big questions, rigorously interrogate tradition and challenge accepted notions of art and its histories. Students will further develop their technical skills with a variety of processes, materials and ways of working, exploring how their ideas can tell stories, change opinions and translate experiences.****Students will investigate how Art has a number of histories in which the relative value of artists and art works is contested, is changeable and is valued today. Students will be exposed to how art has been used through time for different purposes and consider how their own work is perceived.****Students will be able to articulate how their work connects with and is inspired by the work of others responding to ideas, events and context.** |
|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| **Title – the big questions** | **Value in unequal measure****Key concepts: #6 #7** | **Value in unequal measure****Key concepts: #6 #7** | **Context is everything****Key concepts: #8 #7 #6** | **Context is everything****Key concepts: #8 #7 #6**  | **A sense of place****Key concepts: #9 #8** | **A sense of place****Key concepts: #9 #8**  |
| Key Content | PortraitsStudents will develop drawing skills to work in a range of materials to draw facial features. They will learn to use the technique of gridded drawing to draw a full face.Students will learn to give informed opinions about relevant artists and use the artists as inspiration for their work. | PortraitsStudents will develop skills using a range of techniques including photo montage, photography, mono-printing and mixed media.Students will develop a piece of work using a range of techniques and make choices about materials, images and techniques.Students will take inspiration from artists to create work which combines their own ideas with making. | Acrylic Paint- Natural FormsStudents will learn how to use acrylic paint and learn processes and techniques related to this.Students will use photography to develop individual outcomes using mixed media.Students will learn to give informed opinions about relevant artists and use the artists as inspiration for their work. | Acrylic Paint- Natural FormsStudents will continue to learn about acrylic paint and techniques.Students will revisit colour theory and explore colour mixing.Students will consider different painters relevant to the project and develop their ideas and opinions. | Developing Ideas- My place in the world.Students to select a current issue or news item as a basis for a piece of art. This can be related to identity or the world around them.Students will develop skills and techniques using digital processes, printmaking, drawing and textiles work.Students will look at relevant artists and develop opinions based on their work. | Developing Ideas- My place in the world.Students will continue to develop their ideas about a current issue.Students will learn about lettering, graphic techniques, and processes. They will consider digital processes and techniques.Students will make choices about the materials and format of their piece. |
| **Thinking****Investigating contextual references/****critical thinking** | **Investigate work from Western and non-western cultures, traditional and modern interpretations. Learn to ask questions of works of art and decipher meaning or cultural significance:**What is Art?What makes a work valuable? | Reflect on the qualities of their own work:What do they value about the process of making art? Which of their own pieces do they value most and why?What makes their work valuable?How does their audience value their work? | Investigate how meaning in artwork is subject to change dependent on circumstance through exposure to works from different times, cultures and mediums:Which artworks are immediately familiar?Why?Why might they hold great significance to others? | Reflect on how our society affects how we notice, view and respond to work:Developing areas around painting styles and techniques. | Investigate art as evidence of a time, place, event and the implications of the work. Investigate the place of art in our modern world and its significance to individuals, society and global conversations. Consider site specific work and its significance/relationship to ‘modern’ values | Reflect on how art is used to reflect and deflect opinion, how artists respond to social and political events of their time and ask questions of themselves and others through their work. Consider the qualities in their own work which challenge, surprise or reinvent ideas |
| **Exploring****Media/materials/****techniques /processes** | **Exploring 2D skills/techniques and drawing skills:** **Using pen, pencil, colouring pencil, fine-liner. Exploiting formal elements to suggest/change ways of viewing work/exploring mark making to convey expression (mood, feeling, qualities and subtleties of making marks in story telling)****Processes: drawing/photography/collage/other mark making materials and tools/enlarging e.g. grid method** | **Developing 2D/3D materials: a variety of materials and processes developing ideas from drawing investigations****Processes:** Mixed media techniques/2D relief building/painting/s**tencilling/registering/colour selection/cutting/refining** | Exploring materials and methods and drawing skills: **a variety of media and processes/2D making skills (relief)/exploring compositional elements****Processes: printing skills/collage/photography/****other mark making materials and tools/enlarging e.g. grid method** | Exploring materials and methods **drawing skills: a variety of media and processes considering colour, pattern, composition/considering positive and negative space, shape and form****Processes:** Mixed media techniques/printing/painting/c**olour selection/cutting/refining** | Applying materials and methods d**rawing skills:** **using a variety of media and processes/considering elements of art and principles of design in installation, site specific context/considering positive and negative space, proportion and scale****Processes: m**ixed media techniques/printing/Painting (mixing/blending/edges)/**registering/colour selection/cutting/refining** | Applying materials and methods**drawing skills: using a variety of media and** **processes/considering elements of art and principles of design in installation, site specific context/considering positive and negative space, proportion and scale****Processes:** Mixed media techniques/printing/painting /Building, curating processes/c**olour selection/cutting/refining** |
| **Recording****Recording ideas** | Use different tools to record different types of marks representative of intentions.Describe ideas using subject terminology – ‘what’ – using the language.Demonstrate understanding of source material | Use different tools to record different types of marks and colour choices. representative of intentionsDescribe ideas using subject terminology.Demonstrate understanding of source material | Use different tools to record ideas representative of intentions.Describe ideas using subject terminology – ‘how’.Demonstrate understanding of source material | Use different tools to record different motifs, symbols and ideas. representative of intentionsDescribe ideas using subject terminology.Demonstrate understanding and relevance of source material | Use different tools to record different types of line/marks representative of intentions – responding to a starting point.Describe and evaluate ideas using subject terminology to articulate the refining process – ‘why’.Demonstrate understanding and use of source material | Evaluate and review work.Use key terminology in describing, interpreting and evaluating workDemonstrate understanding and use of source material |
| **Making****Personal response/realising intentions** | Record ideas and investigations with increasing levels of competence and intention.Evaluate response | Develop an outcome using techniques and skills practiced with competence and fluency of intention.Evaluate response | Develop a series of ideasSelect an idea to resolve.Develop an outcome using skills and techniques practiced with competence and intention | Record ideas, investigations and refinements with increasing levels of discernment. Devise and make outcomes using skills and techniques practiced with competence and intention | Record ideas, investigations and refinements with increasing levels of discernment.Devise, develop and make an outcome using skills and techniques practiced with competence and intention | Record ideas, investigations and refinements demonstrating clarity in decision-making.Make outcomes using skills and techniques practiced with competence and intention |
| Home Learning | Observational drawing tasks, materials profiles, basic skills. | Observational drawing tasks, materials profiles, basic skills. | Gathering images for mixed media piece, pencil drawings and initial planning. | Artist research, gathering images. | Observational drawing, completing tasks from class, gathering images, completing artist research. |
| Assessment | Formative assessment of work completed to date. Including peer and self-assessment.**Assessed piece- Mixed Media Eye Drawing**Development of peer and self-assessment.Students to select materials from pencil, pen and colouring pencil. | Formative assessment of work completed to date. Including peer and self-assessment.**Assessed piece**- Black and white paintingColour painting | Formative assessment of work completed to date. Including peer and self-assessment.**Assessed piece-** Outcome for the summer term. |

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| Year 10: Cogitate, create, communicate. **Project Theme -Collections** |
| **The beginning of the GCSE learning pathway aims to build on the thinking, exploring, recording and making investigated earlier. Its purpose is to consolidate prior learning and understanding of techniques, skills, knowledge and the key concepts and re-interpret these ideas in their own work with increasing independence making work that records their own personal journey.****Students will understand contextual references and use critical thinking skills to enable them to access assessment objective 1 through studying the work of a diverse range of artists/designers and craftspeople, comparing genres and making connections between their work and the work of others. Students will be able to decode and encode visual language.****Students will consolidate technical skills with a variety of processes and materials to access assessment objective 2 through immersion in a wide range of 2D and 3D disciplines, beginning to specialise in their favoured media and ways of working over time, considering purpose and intention.****Students will consolidate drawing and recording skills for assessment objective 3 through learning how to present ideas in a journal/sketchbook or other appropriate means, evaluate and refine methods and consider audience.****Students will continue to refine and review work to develop relevant outcomes to access assessment objective 4 through guided sessions building towards an independent and personal response over time.****Students will follow the ‘Fine Art’ title as part of the AQA Art and Design GCSE specification.** There must be evidence of drawing for intention and appropriate written annotation within each portfolio submission and externally set assignment**.** |
| **YEAR 10** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title – Collections** | **Investigating**Key concepts: #1 #10 | **Exploring**Key concepts: #4 #3 #2 | **Connecting**Key concepts: #5 #6 #7 | **Developing**Key concepts: #8 #9 | **Refining**Key concepts: #1 #10 | **Resolving**Key concepts: #4 #3 #2 |
| **Key Content** | Intro to GCSEExperimental drawing techniques and processes.Drawing basics recap-Freehand drawing, gridded drawing, transfer methods.Materials- Pencil, pen, colouring pencilPhotography basic- Exploring objects, photo montage techniques, working with and from photographs. | Working on the theme of collections.Exploring working from own photograph continued.Experimenting in a range of materials and with alternative backgrounds.Painting techniques and processes- Abstract painting, artist inspired piece, watercolour and acrylic paint. | Printmaking intro- Lino printing, planning and making.Recap- Mono-printing and experimenting with prints.Introduction to artists.Students make independent choices about artists and follow a process of research, analysis, photos and inspired pieces. | Students select a second artist to inspire their ideas. They follow a process of research, analysis, photos and inspired pieces.Materials, techniques and processes will depend on artists selected and will vary from student to student.Workshops to show alternative techniques. | Experimenting and combining.Students work to combine ideas from their artists. This may include taking photos, drawing, painting, printmaking and any other techniques to explore ideas. Students experiment using creative prompts to push their ideas forwards.Workshops to show alternative techniques. | Students develop ideas towards an outcome. Pulling together their ideas from the project to date.Students show planning pages and development of ideas.Students complete the outcome for the project.Refine and improve work to date and mount work as needed. |
| **Investigating contextual references/****critical thinking** | Develop ideas through investigations, demonstrating critical understanding of sources | Refine ideas through investigations, demonstrating critical understanding of sources | Make connections between their work and the work of artists demonstrating critical and contextual understanding of sources | Develop ideas through investigations, demonstrating critical understanding of sources | Refine ideas through investigations, demonstrating critical understanding of sources | Make connections between their work and the work of artists demonstrating critical and contextual understanding of sources |
| **Media/materials/****techniques /processes** | Develop: explore ideas, experiment with appropriate media, materials, techniques and processes | Explore ideas: select and experiment with appropriate media, materials, techniques make connections with sources  | Explore ideas: select and experiment with appropriate media, materials, techniques, make connections with sources and develop personal ways of working | Develop: explore ideas, experiment with appropriate media, materials, techniques and processes. | Explore ideas: select and experiment with appropriate media, materials, techniques, make connections with sources and develop personal ways of working | Explore ideas: select and experiment with appropriate media, materials, techniques, make connections with sources and demonstrate personal ways of working |
| **Recording ideas** | Record ideas, observations and insights relevant to intentions as work progresses | Record ideas, observations and insights relevant to intentions as work progresses | Record ideas, observations and insights relevant to intentions as work progresses | Record ideas, observations and insights relevant to intentions as work progresses | Record ideas, observations and insights relevant to intentions as work progresses | Record ideas, observations and insights relevant to intentions as work progresses |
| **Personal response/realising intentions** | Investigate a personal and meaningful response that realises intentions and demonstrates understanding of visual language | Develop a personal and meaningful response that realises intentions and demonstrates understanding of visual language | Consolidate a personal and meaningful response that realises intentions and demonstrates understanding of visual language | Investigate a personal and meaningful response that realises intentions and demonstrates understanding of visual language | Develop a personal and meaningful response that realises intentions and demonstrates understanding of visual language | Consolidate a personal and meaningful response that realises intentions and demonstrates understanding of visual language |
| **Oasis 9 habits** | Patient/Honest/Hopeful | Forgiving/Honest/Hopeful | Considerate/Honest/Hopeful | Patient/Honest/Hopeful | Patient/Honest/Hopeful | Joyful/Honest/Hopeful |
| **Assessment** | **Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4 Component 1****Students will sit a 5hr practice exam in exam conditions and will select with guidance how best they will use this time.**  |

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| Year 11: Reflect, refine, resolve- an individual perspective |
| **Students will be able to demonstrate a level of mastery in understanding of contextual references and critical thinking skills to enable access to assessment objective 1 through studying the work of a diverse range of artists/designers and craftspeople relevant to their starting points and personal journey.****Students will be able to show independence in using technical skills with a variety of processes and materials to access assessment objective 2 through selecting appropriate tools and processes from a range of 2D and 3D disciplines relevant to their personal response.****Students will be able to demonstrate fluency, control and mastery in drawing and recording skills for assessment objective 3 through presenting ideas in a sketchbook or other relevant mediums, evaluating and refining methods and considering audience and intention.****Students will be able to produce relevant outcomes to access assessment objective 4 building a personal and reasoned response.****Students will be prepared for the externally assessed component (exam) showing independence and mastery in completing a unit of work from start to finish (10hr exam).****Students will follow the ‘Fine Art’ title as part of the AQA Art and Design GCSE specification.** There must be evidence of drawing for intention and appropriate written annotation within each portfolio submission and externally set assignment. |
| **YEAR 11** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Title –**  | **Year 11 Mock Exam Portfolio Project** | **Year 11 Mock Exam Portfolio Project** | **Externally set assignment (exam) paper - investigating and recording** | **Externally set assignment (exam) paper – developing and recording** | **Externally set assignment exam sessions held** |  |
| **Key Content** | Students choose a direction for their own project. Based on the theme ‘Surroundings’Students will select a minimum of 2 artists and go through a process of research, analysis, taking photos and making artist inspired pieces.This is treated like a mock exam project to help the students prepare for the timescale of the component 2 exam project.Students will complete activities which allow them to develop independence. | Students will develop the work on their project towards a final piece. The focus will be on experimenting with and developing ideas as wells combining ideas from their selected artists.The students will spend 10 hours on the final piece to mirror the component 2 (exam) supervised time.Students will focus on presenting a refined final outcome to this project.Students will review and refine Year 10 and 11 coursework. | Students work independently using what they have learnt throughout their time in art.Students will choose a question from the exam paper.Students will complete exam preparation with teacher support. | Students will continue to complete exam preparation with teacher support.Students will be focused on developing ideas towards the 10 hours supervised time. | Students to complete the preparation work for their exam projectThe 10 hour exam will take place.Dates will be selected according to class group.27th and 28th April, 2nd and 3rd may |  |
| **Investigating contextual references/****critical thinking** | **Students will work independently to complete personal responses to their investigations using the work of others through analysis and evaluating their work and the relevance and role of the work of others in their own** | **Students will work independently to complete personal responses to their investigations using the work of others through analysis and evaluating their work and the relevance and role of the work of others in their own** | **Students will respond to their selected theme from the externally set assignment (exam paper). Students will select one theme on which they will select and analyse the work of artists/designers/****craftspeople.**  | **Students will respond to their selected theme from the externally set assignment (exam paper). Students will expand independently on the work done in Spring 1 to enable them to develop ideas for the personal response that they will produce in the 10 hr session**  | **Exam preparation – ensuring that all ideas, materials and resources are ready and prepared for the 10hr session** |  |
| **Media/materials/****techniques /processes** | Students will select materials and processes relevant to their portfolio journey | Students will use and explore materials and processes relevant to their portfolio journey | Students will select materials and processes relevant to their chosen area of study from the externally set assignment.**Students will experiment with a variety of appropriate materials and processes to explore their intentions researching their chosen ESA theme making links to their selected artists and ways of working** | Students will select, explore and develop ideas from primary sources materials and processes relevant to their chosen area of study from the externally set assignment  | Students will select and practice with materials and processes relevant to their chosen area of study in preparation for the 10hr exam |  |
| **Recording ideas** | **Students will complete drawings and recordings in media appropriate to their personal work. This will include description, analysis, and evaluation of their work, ideas and the work of others** | **Students will complete drawings and recordings in media appropriate to their personal work. This will include description, analysis, and evaluation of their work, ideas and the work of others** | **Students will complete drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the work of others researching their chosen ESA theme** | **Students will refine drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the work of others, connecting their ideas** | **Students will continue to refine drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the work of others, connecting their ideas** |  |
| **Personal response/realising intentions** | Complete personal responses in portfolio | Complete personal responses in portfolio.Refine elements of work in preparation for submission | Explore ideas, materials and way of working in response to chosen theme | Prepare to create ‘personal response’ | Complete a ‘personal response’ in exam conditions |  |
| **Oasis 9 habits** | Self-controlled/Patient/Hopeful/Humble | Self-controlled/Patient/Hopeful | Self-controlled/Patient/Hopeful | Self-controlled/Patient/Hopeful | Self-controlled/Patient/Hopeful/Joyful! |  |
| **Assessment** | **Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1/2/3/4, Component 1** | **Students will sit a 5hr practice exam in exam conditions and will select for themselves how best they will use this time. Portfolio will be given a revised mark in accordance with AQA GCSE criteria and shared with students. Students will be able to review and refine this work through guided and independent homework tasks and extra-curricular sessions** | **Students will have their externally set assignment assessed in accordance with AQA GCSE criteria**  | **Students will have their externally set assignment assessed in accordance with AQA GCSE criteria using assessment Objectives 1/2/3, Component 2. They will use these to prepare for a personal response (AO4) which they complete in the 10hr exam**  | **Students will sit a 10hr exam (normally over a two-day period) in to which they will be able to take all of their exam preparation materials. Students will work in exam conditions and will be entirely independent** |  |