

What's been covered so far:	TERM 1		Success Criteria What does progress look like?	TERM 2		Success Criteria What does progress look like?	TERM 3		Success Criteria What does progress look like?
	Sept	Dec		Jan	March		April July		
7	<p>Colour & Texture Focus:</p> <p>TERM 1.1: Colour Theory, mixing & blending painting techniques, mark-making with different tools, surface texture experimentation, EXT: colour Artist's analysis.</p> <p><u>Introduction to The Formal Elements:</u> Students are introduced to 'The Formal Elements' and the importance of their understanding of it in order to become aspiring artists. After this introductory lesson they will then complete a</p> <p>Timed 1 hr Drawing Assessment: (Peg Test) - Here students will draw a peg in pencil with a reminder of the F.E & a focus on composition, perspective & tone. This would then enable highly accurate assessment & understanding of progress made when completing again at start of Yr8 & yr9 of KS3 because they always draw the same object.</p> <p>Students will then begin their Art journey & gain an understanding of Colour Theory, learn how to mix secondary & tertiary colours, develop blending skills & start to explore and build knowledge of paint (textured mark-making, processes & surface applications</p> <p>TERM 1.2: Incorporating Term 1.1 knowledge & skills learnt, into a specific themed final piece: 2023 'Matilda' school performance. Set design- letters.</p>		<p>-Understand the purpose of the colour wheel</p> <p>-Be able to blend several colours together demonstrating a graduated tone.</p> <p>- Use at least 5 tools to confidently mark-make.</p> <p>- Begin to understand the importance of 'observation' when drawing from life. (peg)</p> <p>-Plan out and create an outcome that is incorporated into something bigger</p>	<p>Tone & Pattern Focus:</p> <p>TERM 2.1: Tonal mark-making techniques in pencil & biro (hatching, stippling etc), graduating light-dark exercises, Still Life pencil drawings from observation.</p> <p>Refreshing their knowledge of the F.E (specifically tone) this term students will learn new skills in how to incorporate & graduate tone within their Art through a variety of mark-making techniques. How to create 'visual form' through shaping their mark-making will be fundamental to understanding 2D outcomes that require depth.</p> <p><u>Observational</u> pencil drawings will be the focus to help hone the skill of technical accuracy. Learning a variety of applications will support personalisation.</p> <p>TERM 2.2: Cultural pattern Analysis, group pattern idea development.</p> <p>Final outcome: Large collaborative pattern mural using tonal & pattern knowledge from terms 2.1/2.2.</p> <p>Recapping the importance of pattern within Art, now students will analyse cultural patterns from around the world. They will investigate their formats, colour groups and histories. From this, students will be inspired to develop their own pattern designs & with their knowledge of tone from the previous ½ term they will be able to further refine. As a whole class they will then decide on one final design which will be created collaboratively on a very large scale (wall mural) & proudly displayed within the school.</p>		<p>-Be able to shade using 4 different mark-making techniques.</p> <p>-Recognise the importance of drawing from 'observation'.</p> <p>- confidently arranging strong 'compositions'.</p> <p>-understand that different cultures have traditional imagery seen within their fashion, architecture, traditional through pattern eg tartan, Islamic tiles etc.</p> <p>-Confidently articulating opinions through writing and class discussion</p> <p>Decision making- confidently solving problems and coming up with creative solutions.</p>	<p>Shape & Form Focus</p> <p>★ Term 2.2 project will run into this term due to scale.</p> <p>TERM 3.2: 3D cutting & constructing techniques using card, papier mâché, tissue paper, design & development for a 3D structure.</p> <p>Final Outcome: 3D sculpture (could be: Jelly Fish, bugs, cupcakes etc)</p> <p>From their tonal exercises in the previous term students will understand the difference between shape and form and learn how 2D planning is fundamental to 3D outcomes. Students will learn a range of construction techniques though exploring more materials like card & papier-mâché and develop ideas for a final 3D outcome.</p> <p>Their Formal Elements journey will all be underpinned within this sector Colour, pattern, texture and tone will be considered, planned for and executed</p>		<p>-Be able to understand the significance and benefits of planning (2d) to making (3d). The difference between shape and form.</p> <p>- Know a variety of 3D 'construction' techniques and the process of making/applying them.</p> <p>Applying texture application techniques learnt from term 1.1 onto a 3D surface.</p>
	<p>C&T: Colour Theory, mark making, bug relief piece.</p> <p>T&P: pencil still life studies, pattern research, large collab final piece.</p> <p>S&F: Jelly Fish 3D</p>	<p>Colour & Line Focus:</p> <p>TERM 1.1: MCM Analysis, MCM response: Still Life compositions using everyday objects, large scale painted outcome.</p> <p>Reminder of Formal Elements & Timed 1 hr Drawing Assessment: (Peg Test). Reviewing Yr7 peg tests, students will complete the assessment again. This time they should look to improve their outcome in all areas when comparing to their yr7 test by choosing a more challenging composition, perspective and demonstrating more advanced control over their tonal shading skills.</p> <p>This term students will be introduced to the Artist Michael Craig Martin. After analysing his work, they will then create their own composition of everyday objects in his style. Using their knowledge & experience from Yr7 observational</p>		<p>-Making progress on their peg test- better composition/tonal application/outline/scl etc.</p> <p>Building on yr7 observational skills (T2.1), draw a range of objects from life using more complex compositions: cropping/overlap ping.</p> <p>- Neat application of paint using 'artists</p>	<p>Texture, Shape & Form Focus:</p> <p>TERM 2: Carry on from T1.2: Clay introduction, clay Artist analysis, clay mark-making & construction techniques, pinch/slab/coil maquettes. Design & development for final vessel. Final Outcome: Clay vessel (Can be based on texture in nature)</p> <p>Students will explore a wide range of mark-making techniques using a variety of equipment & tools that develop differing textured surfaces. From intaglio to relief. They will learn 3D attachment construction techniques and work with slip.</p> <p>Students will then design and make a 3D vessel incorporating techniques learnt.</p>		<p>- Building on Y7T3.2 3D construction knowledge be able to create a vessel using 3 different processes. Solid 3D structure created</p> <p>- 2D design developed throughout 3D journey- alterations.</p> <p>-Textured surface developed onto vessel demonstrating relief and/or intaglio.</p>	<p>Colour, Line & pattern Focus:</p> <p>TERM 3.1 & 3.2: Picasso Analysis, Photographs of self or family member. Step by step portrait development in Picasso style. Oil pastel blending exercises OR paint. Final Outcome: Cube Your Face Portrait</p> <p>Students will continue building on their knowledge of colour theory from YR7 Colour Focus. They will analyse the genre of Cubism. Looking at Picasso's masks they will</p>	

		<p>study, they will draw directly from life to ensure accuracy in perspective. Their focus will be on how MCM overlaps his compositions, alters scale, applies solid colour without tonal range and always adds a bold outline.</p> <p>Texture, Shape & Form Focus: TERM 1.2: Clay introduction, clay Artist analysis, clay mark-making & construction techniques, pinch/slab/coil maquettes. <i>Building on the 2D TO 3D knowledge & experience they have already gained from the Yr7 Shape & Form Focus project, students will now analyse the work of Artists & craftspeople who work with clay.</i></p>	<p>'technique. Flat bock colour paint application/ outlines</p> <p>- Building on analysis skills – looking at world Artists</p> <p>- Building on analysis skills. How to confidently articulate their own opinions on Artists and craftspeople.</p>			<p>analyse his work and look at how to deconstruct a portrait. Students will then use photos of themselves/family member to develop a Cubist style portrait. With a focus on lines cutting through and altering the composition it will be planned and discussed. This activity is called 'Cube Your Face'</p>	
<p>YR7- Colour Theory, large pattern mural, cell relief. YR8: C&S: Picasso style Cube your face in paint, Repeat pattern in pen, T, S&F 3D Clay texture Vessel (nature)</p>	<p>9</p>	<p>Shape & form TERM 1.1: African Art- Culture Analysis: mask focus, Sgraffito introduction with pastel mask response. Reminder of Formal Elements & Timed 1 hr Drawing Assessment: (Peg Test). Reviewing their Yr7 & yr8 tests students will again take the assessment for a final time. They will look to produce their best outcome yet by making even more risk-taking decisions. (Background context real /imaginary, more challenging mark-making technique etc.) <i>Students to analyse many African tribal art works with a focus on shapes, and colour. Introduction to symbolism within cultures and the impact this has on design, particularly to masks.</i> <i>Introduction to the technique 'Sgraffito'. Students to create a 3D mask suing this and then develop 2d designs that they can take forward into 'relief' masks.</i></p> <p>TERM 1.2: continued Relief introduction using card: Final outcome: African inspired relief masks developed from designs. <i>Students introduced to the idea of 'relief' and how it sits between 2D-3D.</i></p>	<p>Making progress on their peg test- better composition/tonal application/ outline/scale etc.</p> <p>Gaining cultural / Art world awareness - Links to Picasso & masks in yr8 term 3.</p> <p>-Confidently applying a sgraffito technique using oil pastel.</p> <p>-Building on Y7T3.2 3D construction knowledge dexterity in cutting.</p> <p>-Understanding the benefits of 'relief'</p>	<p>Tone , Shape & Texture Focus: TERM 2.1: Introduction to the Artist Ian Murphy, Analysis page, paper background/surface prep, refined studies of sections of the school building in a variety of media: Pencil drawing, watercolour, coffee wash, ink, bubble wrap print etc <i>Introducing prepped surfaces as a focus for outcomes in the style of Ben Nicholson. Students will continue to develop their shading skills and knowledge through a variety of observational studies with an additional focus on interesting perspective's & compositions within architecture.</i></p> <p>Tone , Pattern & Texture Focus: TERM 2.2: Introduction to printmaking. Analysis of printmaker, development of ideas and step by step guidance on poly block printing. Outcome: Poly tile print <i>Students will be reminded of the Formal Element 'Pattern' & its importance within Art & Design. With a focus on patterns within the natural world and cultural fabric designs, students will develop several designs in order to produce a Poly block printing outcome from. Students will be introduced to the technique of Poly Block Printmaking and the artists who use it. After practicing the process, they will then take forward their most successful design and develop into their final piece.</i></p>	<p>-Artist analysis built upon yet again: More opinion led reflection with the ability to voice confidently.</p> <p>-'Tone' knowledge & skill built upon from yr7. (T2). Application of mark making techniques to a variety of surfaces.</p> <p>-How to use a basic printmaking technique that demonstrates even and neat ink application.</p>	<p>Tone , Pattern & Texture Focus: Term 3.1 : Continued from TERM 2.2: Set of prints - printmaking. Analysis of printmaker, development of ideas and step by step guidance on poly block printing. Outcome: Poly tile printing</p> <p>TERM 3.2: Mini GCSE project – Identity Star Signs – Bleaching technique use of ink watercolours</p>	<p>-How to use a basic printmaking technique that demonstrates even and neat ink application.</p> <p>????</p>

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Yrs7-9: Art Theory, cubist portrait, Still life drawing, painting, collage, Batik (pattern), Polyblock printing (pattern), clay vessels NB: At home learning	10	<p align="center">Component 1: Identity Project:</p> <p>★ <i>Avoid Clay due to other year groups</i></p> <p>Introduction to AQA GCSE Fine Art Course: <i>GCSE students will begin their KS4 journey by analysing the course specification and what is expected from them.</i></p> <p><i>Students will be taught about the components and their weightings alongside rules and important deadlines. A main focus will be given to the Assessment Criteria where all four Assessment objectives will be discussed and documented in new portfolios for reference. (Exemplar work & previous student's portfolios viewed for successful comprehension)</i></p> <p>Portraiture: introduction to the project 'Identity': Self-Portraiture step by step. <i>Proportions, facial features focus, Analysis of & portrait responses in style of Giacometti, Kollwitz, Saville, Freud etc (ink hatching, paint palette knives, etc).</i></p>	<p><i>Understand the course criteria and its requirements.</i></p> <p><i>Understand the rules around basic portrait measurements.</i></p> <p><i>Be able to analyse artists/ sources in greater depth- building up from KS3 analysis knowledge. Integrating more personal opinions when reflecting.</i></p> <p><i>Learning how to paint with a variety of tools including palette knives in style of Saville</i></p> <p><i>How to mix a variety of skin tones and apply in layers.</i></p>	<p align="center">Component 1: Identity Project:</p> <p>Carry on from T1.1: complete 'teacher led' class Artist responses. Savile and Vine.</p> <p>Personal Journey: <i>Students to become more independent and discover their own sources to help represent them within 'identity' journey. Maps of where they live/heritage/ culture/ likes & dislikes in music, poetry, sport, friendships etc should be explored and ideas developed and linked back with portraiture.</i> <i>From this a final idea should be developed with clear Artist links.</i></p> <p>Students to complete an 'Identity' final response during the 5hr Mock Exam.</p>	<p><i>After completion of teacher led whole group tasks, students should research own starting points that reflect their 'identity' successfully. Sources should meet criteria, be relevant to own theme and show clear journey of development towards final piece.</i></p>	<p align="center">Component 1: Supporting Workshops:</p> <p><i>Students will explore specific techniques & processes as a group but with an independent spin that reflects & extends personal areas from their Identity project.</i></p> <ul style="list-style-type: none"> • Sewing into faces/ Buildings? Marie Anzeri • Batik • Clay/3D- tiles 	<p><i>Students will explore new techniques and trial new mixed media approaches to enhance their skill set and generate further creativity</i></p>

<p>Identity mostly completed with areas of portraiture, symbolic objects etc covered. All did clay in yr 10 as well for this yr group. Most should have completed final mock piece</p>	<p>11</p>	<p style="text-align: center;"><u>Component 1:</u> <u>Supporting Workshops:</u></p> <p style="text-align: center;"><i>Students will explore specific techniques & processes as a group but with an independent spin that reflects & extends personal areas from their Identity project:</i></p> <ul style="list-style-type: none"> • Printmaking (collagraph, lino & Mono). 'Structures' starting point. Imagery of Shropshire, Worcestershire, Cleobury, school buildings etc as sources. • WOLVERHAMPTON- Gallery Art trip <i>Presentation page of visit</i> 	<p><i>-Using knowledge of tone, texture and pattern students will develop new skills in 3 different types of printmaking.</i></p> <p><i>-Students will be exposed to Art in a gallery setting giving them the opportunity to reflect and discuss how it sits in the 'real world'</i></p>	<p style="text-align: center;"><u>Component 2:</u></p> <p>EXAM UNIT: <i>In January, students will receive their Art GCSE Exam paper. They will partake in a whole class discussion & brainstorming session on the list of Exam titles. (AO1) Following teacher led guidance students will research their chosen title and begin to explore ideas. Like their component 1 projects students will begin to structure a new sketchbook of work demonstrating a good understanding of the formal elements and meeting assessment criteria.</i></p> <p><i>Students will independently analyse relevant artists/sources, they will be encouraged to stage their own photos as primary sources of reference and develop ideas from them, and they will be experimenting with a wide variety of media & techniques (AO2/3) to establish successful pathways for the exam.</i></p> <p>Close Monitoring through regular individually set tasks. Frequent one to one discussion</p> <p>1: Issue exam paper, brainstorm titles as a class, issue relevant 'supporting' Artists for analysis starting point: issued to individuals that require it, some students guided into specific titles. Others to independently discover sources. TEACHERS DISCRIMINATION.</p> <p>2: To develop ideas & create outcomes towards a final 10-hour piece using relevant sources that respond to chosen title. Must show clear journey.</p> <p>3: 10hr Final Piece <i>Students will then sit their</i></p>	<p><i>-Each student will have a variety of sources they can generate ideas from to respond to their chosen exam title.</i></p> <p><i>- each student will have a variety of outcomes that demonstrate the development of ideas and their journey towards a final piece</i></p> <p><i>- each student will have utilised the 10 hr exam effectively completing a final piece that reflects their chosen theme and consolidates their journey.</i></p>	<p style="text-align: center;">Tidying up/ refining portfolio</p> <ul style="list-style-type: none"> • Reviewing and refining portfolios- component 1. • Presenting both components 1&2 • Preparing for Moderation 	<p><i>-Clear labelled work</i></p> <p><i>- well presented loose work mounted on large boards / paper</i></p> <p><i>- unfinished works from component 1 refined</i></p> <p><i>-Additional studies to support component 1</i></p>

			<u>EXAM</u> & Create a final piece that demonstrates a clear link to undertaken research and ties the project together. (AO4)			
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Intent: In KS3 the Art Department has created a curriculum journey where learning is structured around the fundamental knowledge of the Formal Elements. **Colour, texture, pattern, tone and shape & form** will each become a project focus and repeatedly underpinned throughout the three years. Having this consistent focus will allow for effective engagement, reinforced understanding and will also inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art and design.

For **GCSE** Art we have created a flexible course content where a skills-based approach has been designed to allow students to develop their knowledge and understanding enabling them to expand their skills to explore, create and communicate their own ideas. Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment. Students are nurtured to become independent learners who are equipped with the skills to continue the subject with confidence at AS, A-level and beyond.

Impact:

KS3:

Knowledge: By the end of KS3 the Art department strives for every student to have a comprehensive knowledge of the Formal Elements and a fluency of the use of analysis in artwork. Having the knowledge to analyse and evaluate their own work, and that of others, will allow them to strengthen the visual impact and application of their work and give them an informed understanding of the Art World.

Skills: Students will aim to become proficient learners in drawing, painting, sculpture and other areas of Art and Design. Offering them a wide range of techniques to record their observations as a basis for exploring their ideas and experimenting with extensive media, enables creative opportunities that enhance and encourage increased comprehension and nurtures independent & confident learning skills.

KS4:

Knowledge: By the end the GCSE course, the Art Department endeavours for students to have significantly expanded their comprehension skills and developed their KS3 knowledge of the Formal Elements. They will have done this by taking opportunities to independently explore a diverse range of Artists & craftspeople and reference sources in response to their own pathways. Students will have gained expertise in knowing how sources relate to individual, social, historical, environmental, cultural, ethical and/or issue-based contexts. They will have an embedded understanding of how ideas & themes can be communicated successfully and inspire personally determined responses.

Skills: Students will have a confident and practiced approach to using Fine Art techniques and processes built on their experiences from their KS3 foundations. The Art Department will facilitate students learning through allowing opportunities to explore creative and purposeful investigations, understand how to refine ideas and to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.

We will strive for students to skilfully record ideas, observations and insights through drawing and annotation, allowing them to present personal and meaningful responses

Pillars of progression

- **Fluency:** *(Pupils becoming proficient with a particular specialism, techniques, methods and processes)* From the very start of Year 7, our Art curriculum has been set up with *fluency* embedded within each project. A range of techniques and processes are explored under each '*project focus umbrella*' with the *Formal Elements* being the focus. The knowledge & skills learnt under a formal element focus is then built upon when revisited throughout the 3 years. For example, the formal elements of '*Shape and form*' shows pupils in year 7 how to make a 3D sculpture using papier mâché, then in Year 8, 'shape and form' are sequenced so they're revisited, therefore pupils 3D skills are built upon again, but this time using a different media like clay and creating a clay 3D vessel. The dexterity involved in the 3D craft and construction techniques they learnt during year 7 are added to so they can continue their learning journey but in further outlets. All the '*Formal Element*' focus projects are sequenced so they can be explored and repeated in different ways during KS3 so the projects stay interesting and diverse, but the skills are linked up and built upon.
This knowledge is a brilliant base for when pupils begin their GCSE course.

Do they have enough practice to become skilful? With only 1 hour per week in KS3 it is jam-packed, but the breadth of media & technique exploration coupled with a fast pace also keeps them focused! There are times when a project will allow for a slower pace dependant on the nature of the skill being taught. Appropriate timings are considered when fitting into term times. KS4 have a more independent approach where they must also utilise the art room at lunchtimes to allow for quality time and reflection on top of their lessons. Guidance is also something that can be accessed here but not restrictive.

- **Experimentation:** *(Pupils try out ideas & methods to explore and discover authentic outcomes as well as gain knowledge, skills etc. Guided and then independent when older).* Because the Art curriculum is set up using the 'Formal Element' themed project structure (described above) it allows for enormous breath in teaching fresh ideas, delivering lessons that are diverse and exciting and gives us an organic basis that we can constantly adapt. For example, a 'colour and texture project in year 7 can have many different outcomes as long as they are kept under that umbrella. We can produce a *sgraffito* technique on an African mask or on the shell of a beetle. The two are related through the theme colour and texture not beetles and masks. This helps prevent weariness setting in but importantly helps generate creativity & ideas from pupils reflecting and responding to something different. This freedom within projects also allows for greater exploration of a multitude of techniques and processes. Experimentation within drawing, painting, printmaking, and 3D become a normal foundation for every project focus and this embeds a healthy curiosity and confidence in the handling of materials for when they move into KS4.
- **Authenticity:** *(Progress and performance – creative thinking is applauded as much and encouraged as a successful tool as physical skills)* From being exposed to the curriculum's fluency and guided to be curious learners when experimenting with materials & techniques, we also aim for pupils to be able to confidently discuss Art and form opinions that help develop ideas; originality is born! Look at our Art corridor- VARIETY! We actively encourage older pupils to take risks and feed their curiosity by finding unusual surfaces to paint on, a scale that pushes their comfort boundaries, to research Artists and sources that speak to them personally and create compositions that are daring and thoughtful.

How do you record essential knowledge in your curriculum progression map?

- **Theoretical** – Every single KS3 project focus is kick started by teachers introducing an Artist or source that is discussed & analysed to build inspiration and guidance. Pupils are taught how to express their opinions and describe Art. They are encouraged to critique their own work as well as peers. In KS4 they will build on this knowledge and will delve in deeper by researching Artists and sources of their own personal choice that stimulate their work and inform their journey.
- **Disciplinary** – Building on the above research and analysis pupils are encouraged to look at the wider community and how Art exists within. Visits to galleries for KS4 to gain a wider cultural capital experience. Enriching pupils understanding of Art by linking cultural information directly with sources.
- **Practical** - Pupils develop different practical knowledge throughout every project within the curriculum. This knowledge is essential for when they make and create art. Practical knowledge allows pupils to make choices based on what they know about the limits and possibilities of materials and media. This practical knowledge is specific to ways of creating art. We explore Drawing, painting, printmaking, collage, sculpture, ceramics, instillation art.