

YEAR: 7 – Colour

Understanding this is important because: (Intent)

Students will gain an appreciation of colour theory and how to depict colours using colour pencil blending.

KEY SKILLS: (including practical skill, ACP's and VAA's from the HPL framework e.g. STRATEGY PLANNING, PRECISION)

Colour blending, Mixing, Colour Pencil Shading, Appreciation of colour theory, Photography Skills.

ASSESSMENT:(Impact)

FORMATIVE:Peer assessment, Verbal assessment etc

Peer assessment, group assessment, One to one verbal feedback

SUMMATIVE: CCT/Exam/Q&A/Quiz etc

CCT – Fish Eye colour pencil study

CURRICULUM ENHANCEMENT: (Reading around the topic, Documentaries, Visits to museums, galleries, theatres, online learning e.g. GCSE Bitesize, GCSE Pod, Youtube video links, careers links, enrichment activities etc)

<https://www.bbc.co.uk/bitesize/guides/z9bbk2p/revision/1>

<https://www.tate.org.uk/art/colour-coursework-guide>

‘THE BIG PICTURE’: Key holistic concepts and core knowledge: (implementation) e.g. META THINKING, LINES OF ENQUIRY

The colour matching task this term will require a lot of complex problem solving as you work out how to colour blend and layer to achieve just the right colour and detail.

Students will benefit from meta cognition and strategy planning for the main homework task this term. Create an object colour will can also benefit from some originality and intellectual playfulness!

KEY VOCABULARY/ TERMS:

Primary, secondary, Tertiary, Colour Wheel, Complementary, Harmonious, Warm, Cool, Colour Mixing, Layering,

PRIOR LEARNING

Link to:(previous topics and N.C. subject content or exam board AO's, where does this fit within the scheme of knowledge)

Students will have just learnt about tone and shading. They will be able to apply these skills now to shading in colour and understanding how to create a tonal range in colour.

NEXT LEARNING

CROSS CURRICULAR LINKS:

Finding connections with:

Physics – Colour theory

Photography – Homework task to take photos of coloured objects

‘Curriculum is content structured as narrative over time’ (Councill.C)

- Academically challenging
- Ambitious and stimulating
- Vertically integrated
- Breadth and depth
- Rigorous and coherent
- Relevant and personalised



YEAR: 8 Monsters

Understanding this is important because: (Intent)

It teaches students how to be playful and use their imagination. It shows them how artists and designers in the TV, film and craft industry work. This project give students lots of freedom to design an artwork that is unique to them. This will help to promote courage, curiosity, reasoning, conceptualising, listening, questioning, evaluating, resilience,

KEY SKILLS: (including practical skill, ACP's and VAA's from the HPL framework e.g. STRATEGY PLANNING, PRECISION)

Drawing, creating, generating ideas. Sewing techniques, designing skills.

Expression, creative connections, risk, problem solving, tactile art skills, creative thinking, present and inform.

ASSESSMENT:(Impact)

FORMATIVE:Peer assessment, Verbal assessment etc

SUMMATIVE: CCT/Exam/Q&A/Quiz etc

CCT3 – Designing pages with an bigger outcome

CCT2 – Fabric Monster

CURRICULUMHANCEMENT: (Reading around the topic, Documentaries, Visits to museums, galleries, theatres, online learning e.g. GCSE Bitesize, GCSE Pod, Youtube video links, careers links, enrichment activities etc)

'THE BIG PICTURE': Key holistic concepts and core knowledge: (implementation) e.g. META THINKING, LINES OF ENQUIRY

Students will be required to respond to artists who create their own monsters. They will be required to work in the style of these artist and emulating their drawing style.

Students will be required to plan their monster looking at various artists for inspiration. Students will develop in skills in sewing. They will learn how to apply these techniques in a purposeful way to their monsters.

Imagination - students will be required to use their imagination to create their own monster design inspired by other artist.

Flexible thinking – Whilst making using the fabric and various materials they will be required to be flexible in their approach they may realise one stitching technique works better than another for what they are trying to achieve.

Risk Taking – Students are encouraged to take risks in their designs and use of materials and be original and unique in their approach.

KEY VOCABULARY/ TERMS:

Characteristics, mood, story, feelings,

PRIOR LEARNING

Link to:(previous topics and N.C. subject content or exam board AO's, where does this fit within the scheme of knowledge)

It will be an extension from the story board project.

There will be opportunities to learn new drawing styles whilst also revisiting smoother tonal drawing approaches as began in year 7.

Working in 3D again but using a new material.

NEXT LEARNING

CROSS CURRICULAR LINKS:

Finding connections with:

Apprecitation of TV animations crafts people. Story task links wit English literature.

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YEAR: 9 Unit 1 Graphic Birds /Fish

Understanding this is important because: Developing a visual vocabulary, taking risks with media and exploring a dynamic range of skills. Students will learn to evaluate and adapt their practical approach and move closer to mastery of media. Students will utilize their research to create a variety of increasingly more challenging outcomes culminating in a 3D model

KEY SKILLS: Drawing creatures in proportion in stages from Structure - Shape then detail.
Developing a visual vocabulary with wet media, applying inks, paints with measured risk - reward.
Develop a precision within their work from the etching design to their 3D model

ASSESSMENT:(Impact)

FORMATIVE: Constant feedback, Peer evaluation, self reflection DIRT

SUMMATIVE: End of topic assessment CCT

CURRICULUM ENHANCEMENT:

Ink painting on photo paper

<https://youtu.be/TTZeCcGFLZ8>

‘THE BIG PICTURE’: Taking measured risks with wet media to create dynamic artwork. Strategy of developing skills through experimentation and reflection.

Allowing students to learn from mistakes by reflecting on short term tasks and constant personal reviews.

Mastery of media requires resilience and ambition. Seeing the big picture of where they have been and what they have gained.

Developing a precise and logical approach to design and construction.

KEY VOCABULARY/ TERMS:

Morphic, Ambiguous, Bleeding - Colours, Abstraction, Illustrative,

PRIOR LEARNING

Link to: Students have explored measured and accurate drawing. In Y7 & Y8.

They have learnt how to proportion and scale their drawings accurately. (Grid, Dead-Reckoning)

They have used paint in Y7 & in Y8. They have not produced an etching previously which requires greater mastery of media. However, they have created a number of fine line studies. They have previously created a 3d model building for the Urban buildings unit. Their prior perspective work and planning work will assist them significantly.

FUTURE LEARNING

CROSS CURRICULAR LINKS:

English Poem Shelley: To a Skylark

Biology: Structure of a bird skeleton.

Curriculum content is relevant and personalised
Academically challenging
Relevant and personalised

YEAR: 10 Unit 1 Shop Fronts

Understanding this is important because: Students will learn to collect, filter & compose research into a coherent presentation that is personal. This is a key skill in the creative process of building a portfolio of work.

KEY SKILLS: (including practical skill, ACP's and VAA's from the HPL framework e.g. STRATEGY PLANNING, PRECISION)

Skills : Drawing in perspective and applying media with precision. Layering media and developing an understanding of various technical processes like Etching, Lino Print, Collage, Painting.

Strategy Planning: Building a coherent portfolio.

Precision : Accurate detailed drawing

ASSESSMENT:

FORMATIVE: Constant feedback

In class discussions, modelling and peer reviews.

SUMMATIVE: End of Unit Assessment CCT

CURRICULUM ENHANCEMENT:

<https://youtu.be/Xl6OuAhz4aE>

Perspective drawing https://youtu.be/gr17_Wevlg

Paul Madonna website:

<https://paulmadonna.com/>

'THE BIG PICTURE': Developing a visual vocabulary. Exploring with an open minded and flexible mindset. Pupils will learn to develop the skills to solve multi step challenges.

These advanced drawing skills will be the springboard to building a mastery of media and process.

Photographic and digital skills. Students will make photos by composing the subject matter and develop these images into 3d solutions either through physical media or in Blender

KEY VOCABULARY/ TERMS:

Perspective, Cone of Vision, Vanishing Point, Depth of Field, Surface compression, Planart forms.

PRIOR LEARNING

Link to Perspective drawing in Y7, Y8, Y9

KS3 Accuracy / Precision drawing.

KS3 Animation & Model Building experimenting with ideas and media (taking risks)

Function of drawing: Coherent communication through media.

FUTURE LEARNING

CROSS CURRICULAR LINKS:

Finding connections with: DT laser fabrication and 3d printing.

Drama: Video performance

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YEAR: 11 Mock Exam

Understanding this is important because: Pupils need to learn how to project manage in terms of time and creative solutions. They will create strategy and apply self regulation to design refine and build this portfolio.

KEY SKILLS: Construct a plan of action based upon a previously explored topic. However, they will cover this topic in greater depth and detail.

Strategy Planning: Innovative development of ideas and mastery of media.

ASSESSMENT:(Impact)

FORMATIVE: Constant feedback, , Self assessment.

SUMMATIVE: Exam Result

CURRICULUM ENHANCEMENT: (Reading around the topic, Documentaries, Visits to museums, galleries, theatres, online learning e.g. GCSE Bitesize, GCSE Pod, Youtube video links, careers links, enrichment activities etc)

‘THE BIG PICTURE’: Personal development of ideas supported by a Mastery of media. Students will revisit their prior learning and portfolio to design a innovative path that is ambitious.

They will need to build a portfolio of work over several weeks that showcase their creative intelligence. They will be ambitious and innovative with techniques and media.

Essentially they can choose from :

- An environment
- Objects
- Portrait
- Layered Abstraction

They will need to collect photos and develop them into compositional studies in various media. At least two artists are needed initially to build a style of work. This **has** to become more personalised over the duration of the mock. Students that take chances and interpret idea and themes rather than copy will perform well. Genuine experimentation along with appropriate control is rewarded.

KEY VOCABULARY/ TERMS:

Innovation / Personalisation / Imagination / Coherent

PRIOR LEARNING

Link to: Unlike the Y10 Mock students will have 10 hours but hey will remember the need to time management.

They need to consider what they did not achieve previously and how they intend to achieve in the future.

FUTURE LEARNING

CROSS CURRICULAR LINKS:

Finding connections with: Drama/ DT

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Year 12 - Fine Art - Topic: Reinterpreting the Past

Understanding this is important because: Recognising the importance of the artist as a communicator of the age/society they live in is a key concept in the development of a personal narrative. Every artist plays a different and necessary part in contributing to the overall health, development, and well-being of our society. Creative thinkers and makers give thoughtful critique to our political, economic, and social systems — pushing communities to engage thoughtfully and make steps toward social progress

Key Skills:

- Enter text here
- Developing visual literacy, appreciation of artworks from different genres.
 - Research, respond, review and evaluate.
 - Extended reading, research, analysis and evaluation
 - Cultural capital: Critical and Contextual knowledge contributing to success

Assessment: Summative: End of unit assessment sheets and grades judged against A level marking criteria and standards

Formative: In class tutorials—verbal feedback and group discussion. Individual tutorials—essay draft and feedback. Metacognition and feedback to improve.

Curriculum Enhancement:

- Enter text here
[Leeds HE guide Critical thinking.pdf](#)
- [Harvard referencing.](#)
- Goya: [GOYA - A DOCUMENTARY](#)
- [Francis Bacon: A Brush with Violence - WorkLizard](#)
- Picasso: [Pablo Picasso: The Legacy of a Genius](#)

'The Big Picture': To learn how to develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

- Study and notes on Goya 'Third of May 1808', Manet 'The Execution of Emperor Maximilian 1867' and Picasso ' Massacre in Korea' focusing on contextual information and similarities in composition
- Working to an independent brief, to develop a more in depth personal response, thinking and acting imaginatively working from iconic C19th & C20th art images.
- Creating visual outcomes with value
- Technical and aesthetic development

Key Vocabulary / Terms:

Analyse, Compare, Contrast, Contextualise, Harvard Referencing, Visual literacy, Perception, Conception, Qualify, Image manipulation, Critical understanding, Narrative, Interpretation

KEY ARTISTS and PAINTINGS: Velazquez: 'Pope Innocent X', Francis Bacon: 'Study after Velazquez 'Pope Innocent X' Screaming Pope series. , Goya 'Third of May 1808' Manet 'The Execution of Emperor Maximilian 1867, Picasso ' Massacre in Korea'

Prior Learning

All Foundation units: Draw, Paint, Print, Mixed media

Next Learning

Developing intellectual and personal characteristics to promote curiosity, questioning, imagining and defining. Advanced skills workshops and portfolio development—NEA.

Academic research skills to support more in depth written studies of the Personal Investigation element.

Cross Curricular Links:

- The Arts:** Music, Drama, English Literature

Finding Connections With:

- Humanities:** History, TPE, G&P

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Understanding this is important because: Creativity is a core life skill that students should develop from an early age. It is a necessary, constructive element of innovative thinking processes and is a crucial life skill in sciences and the world of work. Creativity allows for adaptability in various life situations by leading to solutions, methods and processes to tackle old problems and contemporary challenges.

Key Skills:

Students will develop: intellectual, imaginative, creative and intuitive capabilities

Investigative, analytical, experimental, practical, technical and expressive skills

Aesthetic understanding and critical judgement.

Assessment:Summative: Tracking sheets and individual target sheets completed at regular intervals. Interim assessment judging progress in line with A level marking criteria

Formative: In class tutorials—verbal feedback and discussion. Individual help modelling techniques and refining skills. Metacognition and feedback to improve. Peer presentations and feedback to develop ideas

Curriculum Enhancement:

Read [Ways of Seeing - John Berger.pdf](#)

'The Shock of the New' All episodes available on YouTube, [The new shock of the New \(Documentary about contemporary art by Robert Hughes\)](#)

[The secret of creativity](#) You Tube - 6 minutes

Tate Shots: [A selection of short films by artists](#)

Listen to the [Grayson Perry Reith](#) lectures:

'The Big Picture': Understanding that critical and contextual knowledge contributes to success

- Understanding and applying the creative process, taking risks and showing innovation
- Developing confidence in technical mastery of a range of materials
- Art as a means of visual narrative, relating personal experiences to local, international and global issues.
- Documenting a personal narrative and contextual information in a sketchbook to demonstrate high levels of creative thinking. Working in the creative flow to organise, present and inform—Meaning Making
- Developing learning habits and behaviours to promote creativity
- Defining personal aesthetic, taste and style and understanding the aesthetics of different cultures and times

Key Vocabulary / Terms: These terms can help students articulate their ideas, processes, and responses more effectively, enabling richer discussions and deeper understanding of their work and the work of others

Analytical Vocabulary: Analysis, Critique, Aesthetics, Symbolism, Narrative

Conceptual Vocabulary: Reflection, Perception, Fluency, Flexibility, Conception, Originality, Innovation, Annotation, Inspiration, Context, Interpretation

Reflective Vocabulary: Perspective, Intention, Evolution, Expression, Impact

Prior Learning

KS3/KS4 Contextual studies—responding to a theme or idea

Reinterpreting the Past

Mastery of technical skill

Next Learning

External exam—approaches to developing an idea or theme

Post A level experiences: links to Art Foundation or degree level approaches in Art and Design

Cross Curricular Links:

- Personal development, DT

Finding Connections With:

- Psychology, English Literature, G&P, TPE, History, Geography, Science

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