

# Art Department: Curriculum Overview 2025-26

## Fullbrook Art Department - Curriculum intent

"You Can't Use Up Creativity, the More You Use the More You Have" - Maya Angelou

### Empowering knowledge

#### Our curriculum...

- Encourages resilient young artists who take risks, think creatively and challenge themselves to develop personal ideas.
- Explores the relevance of Art in our contemporary lives, raises awareness of creative careers and allows young people to see the importance of the connection between the two.
- Is critical and contextual at its core to allow students to question, investigate and challenge with confidence and conviction.
- Actively promotes looking at the work of both contemporary and traditional artists, celebrating other cultures and encourages diversity.
- Develops confidence in students to express opinions and analyse and reflect on the work of others using art-specific vocabulary.

### Practical skills

#### Our curriculum...

- Shares an understanding of the unique qualities different materials and techniques possess, allowing students to investigate these using visual language in their practical work.
- Fosters a love for drawing, photography, painting, sculpture and mixed media work by exploring both conventional and diverse approaches.
- Encourages students to select appropriate media, materials, techniques and processes to aid their creative journey.
- Encourages personal and meaningful outcomes, developed through a process of experimentation and refinement.

### Curriculum enrichment

- We strive to make connections with the local community and local artists to show the ways art can flourish in the wider world.
- The department runs a weekly lunchtime art and photography club for KS3 students, called "Create," which builds on existing skills and fosters a love of the subject beyond the classroom. For KS4 and KS5, there are extracurricular clubs where students can receive one-to-one guidance on their GCSE or A-Level projects and refine their work.
- We promote an open-door approach to independent learning, offering a safe creative space during and after the school day.

| Year 7  | Term 1   |   | Term 2   |   | Term 3  |   | End points   |
|---------|--|---|--|---|---|---|--|
|         | Half Term 1<br>[3 lessons]   | Half Term 2<br>[4 lessons]  | Half Term 3<br>[3 lessons]   | Half Term 4<br>[3 lessons]  | Half Term 5<br>[3 lessons]  | Half Term 6<br>[4 lessons]  |  |
| Topic   | <b>Elements of Art – Tone / Markmaking and Colour</b>  |   | <b>Colour and Symbolism</b>  | <b>Symbolism</b>  | <b>Symbolism and Print Making</b>   |   |  |
| Skill   | <p>The <b>elements of art</b> are the fundamental visual components that artists use to create a work of art. The seven commonly recognized elements are line, shape, form, space, colour, texture, and tone. Artists use these elements, individually or in combination, as the basic component to compose a piece and communicate their message Starting point for students: Elements of Art - Tonal pencil blending, mark-making, using fine liner and colour using watercolours.</p>   |   | <p><b>Colour</b> - Exploring the colour wheel by mixing watercolours, developing brush control, managing water consistency, and strengthening fine motor skills. Learners reflect on their strengths and identify areas for improvement.</p> <p><b>Symbolism</b></p>   | <p><b>Symbolism</b> - Interpreting an artwork, using symbols to convey personal interests, photography, line drawing, colour blending with coloured pencils, mark-making techniques with a fine liner, composing an artwork.</p>  | <p><b>Symbolism and Print Making</b> – Printing will introduce students to both traditional and contemporary practices, using techniques that develop creativity and ideas. Students will research a specific environmental topic and learn to design a print using recycled materials to explore and communicate environmental issues. This process teaches KS3 students that art can be both creative and purposeful, helping them to develop practical printmaking skills while thinking critically about their impact on the world.</p> |   |  |
| Content | <ol style="list-style-type: none"> <li>Expectations in the Art Department. Health and safety. What is Art? Introduction to tone</li> <li>Learning about tone starting with the tonal scale unaided then again next lesson after instruction. Discovering different tonal pencils work and what they are used for (2B, 4B, 6B). Learning how to use their knowledge of pencil softness to create a blended gradient</li> <li>Applying tonal knowledge to 2D shapes to create the illusion of 3D forms</li> </ol> <p><b>Mark-making</b></p> <ol style="list-style-type: none"> <li>Developing foundational skills and fine motor control. Learners explore <b>mark-making</b> as a form of creative expression, with a focus on using marks to communicate texture and surface qualities.</li> </ol> | <ol style="list-style-type: none"> <li>Learning how to draw an insect shape correctly. Learning how to apply surface texture.</li> <li>Applying tone to their insect in a step-by-step approach to show form, surface texture, light and shadows.</li> </ol> <p>1) <b>Developing foundational skills and fine motor control. Learners explore mark-making as a form of creative expression, with a focus on using marks to communicate texture and surface qualities.</b></p> | <ol style="list-style-type: none"> <li><b>Colour:</b> Developing knowledge of the colour wheel (primary and secondary colours) and applying colour theory through tertiary, harmonious, and complementary colour relationships.</li> <li>Applying knowledge of colour and watercolours to colour mix using only primary colours, onto a colour wheel.</li> </ol> <p><b>Symbolism</b></p> <ol style="list-style-type: none"> <li>Looking deeper: Discussions and creating symbols to convey meaning. Interpreting an artwork using art specific vocabulary.</li> <li>Converting personal interests into recognisable symbols. Understanding and responding to the work of Frida Kahlo. Compositional photograph.</li> </ol> | <ol style="list-style-type: none"> <li>Observing and using shape and space to create a personal composition using imagination and line.</li> <li>Practicing coloured pencil colour mixing and blending techniques.</li> <li>Developing colour pencil blending skills and applying this carefully to their composition.</li> </ol> | <ol style="list-style-type: none"> <li>Developing their mark making skills by being able to and apply mark-making to their work with intention. Understanding how to communicate texture and movement and how this can deepen meaning in their work.</li> <li>Adding thick and thin lines to refine students' compositions to create depth, focus, and emotion in their compositions.</li> <li>Adding colour into students' surreal composition.</li> </ol>   | <p><b>Print Making – Collagraph</b></p> <ol style="list-style-type: none"> <li>Researching, designing their own collagraph print, inspired by ecological and environmental issues, using recycled materials to communicate a message.</li> <li>Students will create a collagraph print by designing a plate, selecting appropriate textural materials, and using the printing process to develop technical skills, precision, and creative problem-solving.</li> <li>Making informed colour choices to complete a personal print. Overlapping, repeating patterns, using recyclable materials.</li> </ol> | <p><b>Students will be able to:</b></p> <p>Understand how tone is created on shapes when we consider the light source and the impact this has on making a 2D drawing appear 3D.</p> <p>Understand how to create tone using different medias such as watercolour, tonal pencils, and coloured pencils.</p> <p>Use mark-making to develop texture, movement and to emphasise meaning in their work.</p> <p>Exploring artists whose work informs and inspires creativity in art.</p> <p>Develop prior knowledge of colour theory and feel confident when identifying different colour groups.</p> <p>Improve their observational drawing skills, working from first and second- hand source material for more accurate outcomes.</p> <p>Understand what Symbolism is, how artists use this and ways they can use symbolism to</p> |

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|                                 |  |   |   |   |  | 4) Refinement and progression - Working into their print with different media  | communicate deeper messages in their own work.<br><br>Students will create a meaningful collagraph print that shows understanding of environmental issues, pattern, and simplified shape, applying block printing techniques and demonstrating a clear creative process through research, planning, making, and reflection.<br><br>Students will use photography to communicate a personal message, demonstrating purposeful composition and creative intent. |
| <b>Prior Knowledge Required</b> | KS2 – Pupils entering KS3 will have developed basic control of pressure and blending techniques using graphite pencils and coloured pencils. Some will demonstrate a developing knowledge of 2D and 3D shapes and a foundational understanding of how light and shadow create the illusion of 3D form. | KS2 – Pupils will have begun to understand observational drawing skills, providing an awareness for further development at KS3.<br><br>Observational drawing skills in pencil to be built upon. Knowledge of colour mixing possibly at a basic level but not when mixing primary colours only.            | A basic knowledge of composition where objects are drawn in their own space. Observational knowledge of line drawings to help recognise shapes.<br><br>Symbolism may have been visited by some junior schools at a superficial level – surreal eye drawing. and research into Dali.                   |   | KS2 – May have visited relief printing using potatoes, foam, string or card.   | Students may have encountered basic block printing techniques using a polyblock during KS2.  |   |
| <b>Feedback Points</b>          | Teacher feedback given for step-by-step bug in pencil tone<br>Verbal feedback  | Teacher feedback given for colour wheel<br>Verbal feedback  | Personal vanitas – peer feedback<br>Verbal feedback   | 1:1 Teacher feedback<br>Verbal feedback as students' surreal head proceeds  | Completed head composition - mark given, student and teacher marking rubric.<br>Verbal feedback  | Printing outcome, peer and teacher feedback<br>Verbal feedback   |   |
| <b>Key Questions</b>            | In what way does tone help to suggest the position of a light source?<br><br>Where should the darkest and lightest tones be placed, and why?<br><br>How can artists create the illusion of depth and form in a drawing?<br><br>Why is it important to use a range of tones rather than just one?       | How do you create the colour ..... (Orange, Green, Purple)?<br><br>What are the proportions you would use if you wanted to create a yellowy orange?<br><br>What is the best way to hold a pencil when applying pencil tone or colour?<br><br>How would the artwork change if different colours were used? | Why do artists today use ideas from famous artworks from history?<br><br>How can an artwork carry a hidden meaning or messages?<br><br>How does the placement of objects guide the viewer's eye?<br><br>What do you need to remember to do to create an explosive composition using personal objects? | What is the focal point of the composition, and how is it created?<br><br>How do line thickness and variation contribute to depth, emphasis, or movement in an artwork?<br><br>What differences can you see in the way artists use visual elements in their work? | In what ways does mark-making help create a feeling of action or movement?<br><br>How does your completed composition reflect your original concept or intentions?<br><br>What techniques could you use to improve your composition, such as layering, filling gaps, or using neater pencil strokes? | Which environmental issue did you choose, and what inspired your choice?<br><br>What are the principal considerations when designing your collagraph print?<br><br>What health and safety rules should you follow when doing manual printing, and why are they important?<br><br>How can different media help you refine and improve your printed artwork? |   |
| <b>Direct Vocab Instruction</b> | Elements (Visual)<br>Tone<br>Observation   | Markmaking<br>Technique   | Blending<br><br>Symbolism<br>Surrealism   | Composition<br>Line<br>Movement   | Interpretation<br>Illustrate<br>Refinement   | Inspiration<br>Design<br>Simplify  |   |

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| <b>Standardised Homework</b> |  | Tonal scale object photography<br>Biro Mark making<br>Christmas optional homework: Practicing colour combinations on a preprinted insect | My personal vanitas<br>Visual inspiration line drawing sheet<br>Frida Kahlo research sheet | Kerby Rosanes – Doodle on a post-it note<br>Instagram caption and #<br>Practicing colour blending skills | World in a teacup (imagination)<br>Interpreting Laetitia Ky's work<br>Collage – Surreal Fish | Research – collagraph printing moodboard<br>Design a repeat simple pattern inspired by environmental issues.<br>Reciprocal homework – Hester Cox or Sue Brown |  |
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| Year 8         | Term 1   |   | Term 2   |  | Term 3   |  | End points   |
|----------------|--|---|--|--|--|--|--|
|                | Half Term 1 [3 lessons]  | Half Term 2 [4 lessons]   | Half Term 3 [3 lessons]  | Half Term 4 [3 lessons]  | Half Term 5 [3 lessons]  | Half Term 6 [4 lessons]  |  |
| <b>Topic</b>   | <b>Structure</b>   |   | <b>Architecture - Our Town</b>   |  | <b>Urban Art</b>   |  |  |
| <b>Skill</b>   | Paper folding techniques, 3D tile shape, fine liner, water wash, composition, layout, rearranging, merging different architectural styles and shapes, clay skills, translating manmade marks, collage, continuous line, gluing, cutting skills using scissors and the guillotine, moulding.  |   | Architecture: Our Town, photography, fine liner, water wash, composition, layout, rearranging, merging different architectural styles and shapes, clay skills, translating manmade marks, collage, continuous line, gluing, cutting skills using scissors and the guillotine, moulding.  |  | Watercolour, fine liner thick and thin lines. Designing for a specific location and context. Understanding urban art, graffiti and murals.   |  | <b>Students will be able to:</b><br>Understand the design process of an architect and the role a paper model plays in this.  |
| <b>Content</b> | Translating 2D to 3D form, refining fine motor skills, merging architectural styles:<br><br>1. Expectations, introduction to Architecture and start of Paper folding techniques<br><br>2. Paper folding techniques<br><br>3. 3D tile – students will understand their strengths in arranging, layout placement and arrangement of paper strips / squares<br><br>4. 2 <sup>nd</sup> lesson creating students own tile | 5. Origami poppy installation x 1 lesson<br><br>6. Exquisite Corpse, surreal drawing, learning to work as a group. Merging old and new architectural styles.<br><br>7. Exquisite corpse second lesson in continuous line. | Collage: Anastasia Savinova, Marshall Brown artist research. Understanding elements that give a sense of place.<br><br>8. Creating a collaged background.<br><br>9. Collaging - Cutting out and arranging architectural elements by merging old and new structures from the local area.<br><br>10. Drawing different imaginary architectural elements onto the collaged images in black and white media. | Moulding and manipulating clay.<br><br>11. Creating a clay architectural structure. Background shape from template reduced photocopy.<br><br>12. Learning how to create a sense of perspective by adding areas that protrude forward by layering the clay and moulding<br><br>13. Attention to finer detail: Using clay tools to emulate manmade textures<br><br>Let the structure dry | 14. Painting onto the clay structure and evaluation.<br><br>Designing a mural for the school environment, considering the local environment and context.<br><br>15. What is a mural? Choosing a school location and designing a mural relevant to a set of criteria.<br><br>16. Banksy and graffiti. Discussion around the ethics of street art. Finishing line drawing of mural composition | 17. Adding watercolour to design.<br><br>18. Finishing watercolour. Developing sense of depth using thick and thin lines, in response to street art style.<br><br>4 <sup>th</sup> Plinth inspired recycled sculpture, responding to an environmental issue.<br><br>1. Discussion around environmental issues. Intro to the 4 <sup>th</sup> Plinth. Designing a sculpture that would be relevant to the environmental | Manipulate paper to create 3D forms and models.<br><br>Design for a specific location and context.<br><br>Understand urban art, graffiti and murals.<br><br>Take inspiration from their local area as a basis for their ideas and outcomes.<br><br>Develop knowledge of how sculptures interact in public spaces and the global or wider issues these can carry.<br><br>Utilise the properties of different recyclable materials and |

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|                                 |   |  |  |   |   | discussions and the 4 <sup>th</sup> Plinth.<br><br>2. Creating personal sculpture. Experimenting with sculptural techniques using recycled materials – heat gun with plastic, weaving/ironing carrier bags, wire manipulation.                  | manipulate these to create a sculpture.<br><br>Photography |
| <b>Prior Knowledge Required</b> | 3D shapes, fine motor skills, working with others, line drawing skills, use of a fineliner, observational work using images.  | Knowledge of surrealism and composition from year 7. Collage and clay possibly explored in KS2.  | Mark-making and texture from year 7. Painting skills, fine motor ability for miniscule details.  | Symbolism, line drawing, use of fine liner and creating thick/thin lines, watercolour knowledge from year 7   | Understanding of environmental issues, the world is currently facing. Assembling skills when building 3D work.  | Assembling skills when building 3D work. Self-evaluation. Developing a 3D piece from a 2D design.   |  |
| <b>Feedback Points</b>          | 3D tile – Peer feedback<br>Verbal feedback  | Architectural collage – Teacher feedback<br>Architectural seascape design – Assessment 1<br>Verbal feedback  | Peer feedback during making process.<br>Self-evaluation of clay tile<br>Verbal feedback  | Mural design – Assessment 2 - mark given, student and teacher marking rubric.<br>Verbal feedback  | Peer feedback on sculpture design.<br>Verbal feedback.  | Assessment 2 (use mural marks)<br>Self-evaluation of sculpture.   |  |
| <b>Key Questions</b>            | What is architecture?<br><br>How are models used as part of the architectural design process? Why is this important?<br><br>How does architecture take inspiration from the world around us?<br><br>How can we combine the past, present and future architecture in the local area? | How is collage used by architects as part of their creative process?<br><br>How can artworks capture the atmosphere of a place?<br><br>What is visual language?<br><br>How can a collaborative drawing be developed into an individual 3D clay design? | How do you create a sense of perspective and depth?<br><br>How do we use clay tools to emulate man-made textures?<br><br>What are the 5 S's when working with clay?<br><br>How does combining individual clay tiles together change their meaning? | What is a mural?<br><br>Where does the word mural come from?<br><br>Are murals art or vandalism?<br><br>How does context affect the success of a mural? | What is the 4 <sup>th</sup> Plinth and where can it be found?<br><br>What is the value of the 4 <sup>th</sup> plinth rotating its installations?<br><br>How do artists use public spaces to convey messages in their artwork?<br><br>What are the benefits and limitations of outdoor artworks? | How do recycled and outdoor sculptures raise the profile of the environmental issues we are currently facing?<br><br>What are the H&S tips for using a heat gun safely?<br><br>How do we use experiments to inform the development of our work? |  |
| <b>Direct Vocab Instruction</b> | Architecture<br>Manipulate<br>Structure   | Collage<br>Merging<br>Elements   | Perspective<br>Protrude  | Context<br>Commission<br>Urban  | Installation<br>Sculpture<br>Environmental  | Site-specific<br>Sustainability<br>Kinetic  |  |

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| <b>Standardised Homework</b> | <ul style="list-style-type: none"> <li>Zaha Hadid video with questions</li> <li>Origami task</li> <li>Paper installation visual research</li> </ul> | <ul style="list-style-type: none"> <li>Photographing buildings in local area or google images of local area</li> <li>Questioning visuals - Style and date of building</li> <li>Continuous line drawing added to an image</li> <li>Facades – match the statement to the visual</li> </ul> | <ul style="list-style-type: none"> <li>Architectural Tetris</li> <li>Manmade texture biro grid using mark making</li> <li>Joshua Smith video with questions</li> <li>Local urban texture rubbings</li> </ul> | <ul style="list-style-type: none"> <li>Analysis Anastacia Savinova’s visual elements</li> <li>Inferring meaning behind Banksy’s murals</li> <li>Thinking like a Fullbrook Artist sheet exploring opinions about art vs vandalism.</li> </ul> | <ul style="list-style-type: none"> <li>Photographing or finding on google images - murals in the local area.</li> <li>Video about the 4<sup>th</sup> Plinth with research sheet.</li> <li><b>Researching into relevant symbolism and colour meaning for the sculpture design.</b></li> </ul> | <ul style="list-style-type: none"> <li>Gathering and bringing in recyclable items ready for sculpture experimentation.</li> <li>Anthony Howe kinetic sculptures – reciprocal.</li> </ul> |
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| Year 9         | Term 1   |  | Term 2  |  | Term 3  |   | End Point  |  |
|----------------|--|--|---|--|---|---|--|--|
|                | Half Term 1<br>[3 lessons]   | Half Term 2<br>[4 lessons]   | Half Term 3<br>[3 lessons]  | Half Term 4<br>[3 lessons]   | Half Term 5<br>[3 lessons]  | Half Term 6<br>[4 lessons]  |  |  |
| <b>Topic</b>   | <b>Portraiture and Identity</b>  |  |   |  |   |   |  |  |
| <b>Skill</b>   | Proportions of the face. Learning different methods used to achieve correct proportions. Gridding up method. Chuck Close – portrait squares. Marc Quinn – Blood head   | Focusing on facial features. Drawing an eye and sections of the face– observational and tonal skills. Composition, shape, mark making and tone.  | Skull white on black sugar paper. Charcoal and chalk, high contrast tonal areas, highlights, details, and mark making. Disguise photoshoot, monoprinting, developing monoprints using acrylic paint, chalk and charcoal, collage, watercolour. Collage – ink, chalk pastel, watercolours, fine liner, geometric shape   |  | Students will develop skills in simplifying forms, using bold outlines, and creating geometric portraits inspired by contemporary artists, building observation, composition, and personal interpretation skills.   |   | Students will develop skills in combining materials, inspired by famous old masters' artworks, experimenting with mixed media, and refining ideas to create a personal and meaningful artwork. Collage, drawing onto an artwork, Black out poetry. | <b>Students will be able to:</b><br><br>To develop knowledge on different methods to be able to draw a realistic proportioned portrait.<br><br>To learn about different artists and how they link to our heritage and history.<br><br>Exploring mixed media techniques to represent students’ identity.<br><br>To manipulate and distort a portrait linked to an artist’s work.<br><br>To experiment with different medias.<br><br>Students will develop an understanding of the skull’s formation and structure, exploring its shape, proportions, and the use of space. They will also practice tone, shading, and mark-making techniques in charcoal and chalk to |
| <b>Content</b> | <ol style="list-style-type: none"> <li>Introduction to portraiture. Picasso self-portrait starter. Learning the proportions of the face and how to draw a portrait from observation using different colours for structure and features.</li> <li>Proportions of the face. Change pencil colour to show features step-by – step</li> <li>Students learn how to grid up their work following an introduction to Chuck Close and his method of creating portraits.</li> </ol> | <ol style="list-style-type: none"> <li>Gridded up portrait (second lesson) and peer feedback</li> <li>Wonky grid – playfully exploring the use of an elongated grid method.</li> <li>Students begin by drawing the eye from memory to establish misconceptions and as a starting point. Step-by-step tonal drawing of an eye.</li> </ol> | <ol style="list-style-type: none"> <li>Continue drawing of an eye, including refinements. Peer/self-feedback.</li> <li>Assessment lesson – Observational drawing of facial features and wonky grid in pencil tone.</li> <li>Learning to use chalk in experimental ways. Chalk outline, charcoal and chalk skull drawing on black sugar paper.</li> <li>Second lesson drawing the skull, drawing with charcoal, chalk and white acrylic</li> </ol> | <ol style="list-style-type: none"> <li>Layered Acetate, acrylic portraits using photograph taken in last lesson. Thin then thick lines on acetate.</li> <li>Acrylic painting using primary colours with black and white</li> <li>Background taking a line for a walk in watercolour</li> </ol> | <ol style="list-style-type: none"> <li>Josh Bryan geometric style portrait contour portrait – A5 Practice piece</li> <li>Josh Bryan A4 geometric portrait piece</li> <li>Using two colours to add intentional colour mixing in light and shadowed sections of their portrait</li> </ol> | <ol style="list-style-type: none"> <li>Art History reinvented. To take the remains of the three famous artworks and doodle them into the 21<sup>st</sup> century.</li> <li>Create a surreal collage portrait</li> <li>Second lesson collaged portrait</li> <li>Extra project - Black out Poetry. Students use a figure from the past to create a narrative by blocking out words on a book page, creating a wholly new work from what remains.</li> </ol> |  |  |

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|                                 |   |  |   |  |  | 21. Second lesson blackout poetry – visual narrative. Take a photograph of students in disguise  | create a three-dimensional outcome.<br><br>Experimentation with objects or manipulations to disguise a portrait.<br><br>Photography |
| <b>Prior Knowledge Required</b> | Students will have visited step-by-step demonstrations on specific techniques in year 7 and 8 in pencil and coloured pencil | Students will have worked with colour in Year 7 (Coloured pencil mixing and blending in their surreal head and the bug in watercolour, using blending techniques and Year 8 (Mural in bold colour using colour mixing) | Students have worked in fine pencil outline, in Year 7 and 8, however experiencing charcoal, chalk and acrylic will be additional skills learned. | Colour was visited in Year 7 in depth and Year 8, as a recap. Acrylics have not been used before, only watercolour have been step-by - step demonstrated in both year 7 and 8. | Colour was visited in Year 7 in depth and Year 8, as a recap. Watercolours have been step-by - step demonstrated in both year 7 and 8. | Collage has been introduced as a homework task with a demonstration in Year 7. In Year 8 students have created an artwork using collage.<br><br>Black out poetry will be a new technique, however using fine liners students have prior knowledge from Year 7 and 8. Students will have experienced thick and thin lines in Year 7 and 8, now adding additional skills into one piece creates an understanding of possibilities. |   |
| <b>Feedback Points</b>          | Verbal feedback - visualiser<br>Peer feedback   | Verbal feedback<br>Peer feedback - visualiser  | Teacher - Assessment feedback for reporting<br>Verbal feedback<br>Peer feedback   | Verbal feedback<br>Peer feedback   | Verbal feedback - visualiser<br>Peer feedback  | Verbal feedback - visualiser<br>Peer feedback  |   |

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| <b>Key Questions</b>            | Why do you think Marc Quinn would create a portrait using his own blood?<br><br>How many pints of blood do you think he needed?<br><br>What makes it a self-portrait?   | What do you think has been used to create distortion in these images?<br><br>Why might an artist make a piece with unrealistic proportions?<br><br>Why might an artist use grid lines to support them achieving the correct proportions? | What is the purpose of using a rubber or eraser in your charcoal drawing?<br><br>What are some advantages of using charcoal for drawing?<br><br>Can you explain how the techniques for using charcoal and chalk are similar or different? | What effect does hiding parts of the face have on the image?<br><br>Why did you choose the colours used in your painted portrait?<br><br>What impact do the bold black outlines have on the artwork? | What are the specific characteristics of Opie's work?<br><br>How can choosing a set of colours which are opposite, and contrasting be used to represent two very different traits or qualities you possess?<br><br>What is a pro and a con of using acrylic paint? | What would be your challenges when doodling an old master painting into the 21st century?<br><br>There are many adaptations of this famous artwork. How have these 3 examples changed the symbolic meaning?<br><br>Doodling refers to unconscious or unfocused drawings made while otherwise preoccupied. Why might the technique be used in Art Therapy sessions? |
| <b>Direct Vocab Instruction</b> | Portraiture<br>Proportion<br>Grid   | Distortion<br>Observation<br>Contrast  | Structure<br>Narrative<br>Pixel   | Layered<br>Pattern<br>Design   | Contour<br>Collage<br>Visual   | Zentangle<br>Manipulation  |
| <b>Standardised Homework</b>    | 1) Portraiture title homework<br>2) Researching a famous portrait photograph and printing it out twice A5 size for lesson<br>3) Photograph grids found in everyday life | 4) Take one moment exhibition – Photograph eyes shut in black and white<br>5) Grid eye drawing in pencil tone<br>6) Photograph manipulated or scrunched and presented  | 7) Instagram # and profile<br>8) Features homework in biro<br>9) 16) Post-it note self – portrait<br>10) Pixel Self Portrait  | 11) Julian Opie virtual gallery with questions<br>12) Role of a portrait<br>13) Reciprocal homework – The role of a portrait.  | 14) Choosing colour combinations and written additions to a photograph<br>15) Doodle the famous artwork into the 21 <sup>st</sup> century.<br>16) Extended Pixel portrait  | 17) Bring in a magazine to use in lesson - collage. Warning: It will be cut up.<br>18) Mindful Doodles<br>19) Reciprocal homework – Chuck Close,   |

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| <b>Year 10</b> | <b>Term 1</b>   |  | <b>Term 2</b>   |  | <b>Term 3</b>   |  |  |
|                | <b>Half Term 1</b><br>7 weeks – 12 lessons  | <b>Half Term 2</b><br>7 weeks – 14 lessons | <b>Half Term 3</b><br>5 weeks – 10 lessons            | <b>Half Term 4</b><br>6 weeks – 12 lessons | <b>Half Term 5</b><br>6 weeks – 12 lessons            | <b>Half Term 6</b><br>7 weeks – 13 weeks                                     |  |
| <b>Topic</b>   | <b>Natural Forms</b><br>GCSE coursework portfolio 60%<br>Media techniques and processes, planning and designing skills, developing art specific language, learning how to create a visual and written journey using signposting |  | <b>Natural Forms</b><br>GCSE coursework portfolio 60% |  | <b>Natural Forms</b><br>GCSE coursework portfolio 60% | <b>Natural Forms / Photographic Project</b><br>GCSE coursework portfolio 60% |  |

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| <p><b>Skill</b></p> | <p>Researching and connecting. Students will develop their visual and media skills started in KS3, with the view to maturing their visual language. Students will explore individual media that is personal to their idea and mixed media techniques and processes through their first project:</p> <ul style="list-style-type: none"> <li>• Fine liner</li> <li>• Acetate</li> <li>• Perspex</li> <li>• Wood</li> <li>• Collage</li> <li>• Printing</li> <li>• Clay</li> <li>• Wire</li> <li>• Cardboard</li> <li>• Photography</li> <li>• Photoshop application</li> <li>• Pencils (tonal and coloured)</li> <li>• Acrylic paints</li> <li>• Watercolour</li> <li>• Inks</li> <li>• Magazine collage materials</li> </ul> <p>Students will also develop their analytical written skills to ensure that they have the visual language and critical understanding required for the portfolio of work.</p> | <p>Coursework - non-exam assessment will measure how students have achieved the following assessment objectives throughout the course.</p> <p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• A01- develop and explore their ideas through investigations informed by selecting and critically analysing sources, for example Artists' work, different cultures, Museum and Gallery visits, planning pages</li> <li>• A02 - refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>• A03 - record their ideas and observations, visually and through written annotation, using appropriate art specific vocabulary, as their work progresses. Use drawing, photographic skills to record visually</li> <li>• A04 – Present a meaningful response, realise personal intentions through sustained experimentation through to a subsidiary outcome.</li> </ul> | <p>Coursework - non-exam assessment will measure how students have achieved the following assessment objectives throughout the course.</p> <p>Students continue to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• A01- develop and explore their ideas through investigations informed by selecting and critically analysing sources, for example Artists' work, different cultures, Museum and Gallery visits, planning pages</li> <li>• A02 - refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>• A03 - record their ideas and observations, visually and through written annotation, using appropriate art specific vocabulary, as their work progresses. Use drawing, photographic skills to record visually</li> <li>• A04 – Present a meaningful response, realise personal intentions through sustained experimentation through to a subsidiary outcome.</li> </ul> | <p>Coursework - non-exam assessment will measure how students have achieved the following assessment objectives throughout the course.</p> <p>Students continue to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• A01- develop and explore their ideas through investigations informed by selecting and critically analysing sources, for example Artists' work, different cultures, Museum and Gallery visits, planning pages</li> <li>• A02 - refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>• A03 - record their ideas and observations, visually and through written annotation, using appropriate art specific vocabulary, as their work progresses. Use drawing, photographic skills to record visually</li> <li>• A04 – Present a meaningful response, realise personal intentions through sustained experimentation through to a subsidiary outcome.</li> </ul> | <p>Coursework - non-exam assessment will measure how students have achieved the following assessment objectives throughout the course.</p> <p>Students continue to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• A01- develop and explore their ideas through investigations informed by selecting and critically analysing sources, for example Artists' work, different cultures, Museum and Gallery visits, planning pages</li> <li>• A02 - refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>• A03 - record their ideas and observations, visually and through written annotation, using appropriate art specific vocabulary, as their work progresses. Use drawing, photographic skills to record visually</li> <li>• A04 – Present a meaningful response, realise personal intentions through sustained experimentation through to a subsidiary outcome.</li> </ul> <p>The Photography Project starts through the summer holidays with a purposeful photoshoot.</p> |  |
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| <p><b>Content</b></p> | <p>Natural Forms -<br/>Beginning of coursework – 60%<br/>Skill building initially within Project title</p> <ol style="list-style-type: none"> <li>1) Mini sketchbook for Wisley – discuss trip requirements. Title page</li> <li>2) Trip to Wisley – coursework enhancement - photoshoot and sketches</li> <li>3) It is said that we look but do not see. Learning to draw through touch using different medias, techniques and paper types. Presenting Wisley photographs.</li> <li>4) Observational drawing, learning to look closely at organic shape using different medias, techniques and paper types. Continuous Line</li> <li>5) Understanding and creating a piece using negative space can be used within an artwork - Negative space</li> <li>6) Learning about layout and composition then using it to present a mixed media board</li> <li>7) Artist Research – using influence from an artist’s work to inform their own</li> </ol> <p>Discuss expectations for Assessment 1</p> | <ol style="list-style-type: none"> <li>13) Planning and experimenting / developing ideas</li> <li>14) Planning and experimenting / developing ideas</li> <li>15) Planning and experimenting / developing ideas</li> <li>16) Experimentation and preparation for a subsidiary piece</li> <li>17) Assessment conditions (1) 5 hours – creating an inspired piece</li> <li>18) Assessment conditions (2) – creating an inspired piece</li> <li>19) Assessment (3) - 3-hour block</li> <li>20) Refinement and actioning personal and teacher feedback</li> <li>21) Refinement and actioning feedback</li> <li>22) Refinement and actioning feedback</li> <li>23) Monoprinting from own Wisley photographs</li> <li>24) Monoprinting – watercolours from photocopies of monoprint</li> <li>25) Monoprinting acrylics from photocopies of monoprint</li> </ol> | <ol style="list-style-type: none"> <li>27) Monoprinting Charcoal and Chalk – white wash from photocopies of monoprint</li> <li>28) Prep for Assessment 2 starts</li> <li>29) Inspiration board for plaster relief or clay sculpture.</li> <li>30) Artist research linking to what students wish to do.</li> <li>31) Initial designs annotated</li> <li>32) Experimentation in the media students have chosen.</li> <li>33) Students branch out into their own journeys from here.</li> </ol> | <ol style="list-style-type: none"> <li>34) Students branch out into their own journeys from here.</li> </ol> | <ol style="list-style-type: none"> <li>35) Students branch out into their own journeys from here.</li> </ol> | <ol style="list-style-type: none"> <li>36) Students branch out into their own journeys from here.</li> <li>37) Photographic Project – Introduction to project titles of which students choose one title.</li> <li>38) Students take a Photoshoot over the summer.</li> </ol> |  |
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|                                 |   |   | in lessons and homework time.   | lessons and homework time.  |   |   |  |
| <b>Key Questions</b>            | What strengths do you recognise within your work? Techniques, skills, media? How could you develop your work further? How does your research relate to this piece? Does your work tell a story?   | What strengths do you recognise within your work? Techniques, skills, media? Which media complement each other and reflect your journey? How could you develop your work further? How does your research relate to this piece? Does your work tell a story? | What strengths do you recognise within your work? Techniques, skills, media? Which media complement each other and reflect your journey? How could you develop your work further? How does your research relate to this piece? Does your work tell a story? | What strengths do you recognise within your work? Techniques, skills, media? Which media complement each other and reflect your journey? How could you develop your work further? How does your research relate to this piece? Does your work tell a story? | What strengths do you recognise within your work? Techniques, skills, media? Which media complement each other and reflect your journey? How could you develop your work further? How does your research relate to this piece? Does your work tell a story? | What strengths do you recognise within your work? Techniques, skills, media? Which media complement each other and reflect your journey? How could you develop your work further? How does your research relate to this piece? Does your work tell a story? |  |
| <b>Direct Vocab Instruction</b> | Negative Space, Inspiration, Annotation, Analysis, Media, Techniques, Develop, Research, Explore, Strengths, Reflection, Manipulation, Journey, Images, Review, Modify, Ideas, Annotated, Analysis, Planning, Connection, Presentation, Refinement, Contact sheet, Experiment, Respond, Intention, Processes, Investigate, Focus, Visual, Highlight, Illustrate, Accentuate, Composition, Refine, Demonstrate, Critical understanding, Similarities, Differences, Piece |   |   |   |   |   |  |
| <b>Standardised Homework</b>    | The individual targets set, will incorporate activities to be completed as homework.  |   | The individual targets set, will incorporate activities to be completed as homework.  |   | The individual targets set, will incorporate activities to be completed as homework.  |   |  |

| Year 11      | Term 1   |                            | Term 2   |                            | Term 3      |             |
|--------------|--|----------------------------|--|----------------------------|-------------|-------------|
|              | Half Term 1<br>[? lessons]   | Half Term 2<br>[? lessons] | Half Term 3<br>[? lessons]   | Half Term 4<br>[? lessons] | Half Term 5 | Half Term 6 |
| <b>Topic</b> | Photography project  |                            | Externally set assignment  |                            |             |             |
| <b>Skill</b> | <p>Students will be able to recognise their strengths and be confident in most skills.</p> <p>Students will continue to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>develop and explore their ideas through investigations informed by selecting and critically analysing sources</li> <li>refine their ideas as work progresses by experimenting with media, materials, techniques and processes</li> <li>record their personal ideas, observations, insights, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>realise personal intentions through sustained and purposeful experimentation</li> </ul> <p>Students will continue to demonstrate the ability to work creatively with numerous processes and techniques to inspire the development of their ideas.</p> |                            | <p>Students will be able to recognise their strengths and be confident in their ability.</p> <p>Students will continue to demonstrate the ability to:</p> <p>Students will be assessed on the four objectives:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Focused examination skills will have been practiced in a Mock.</p> |                            |             |             |

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| <b>Content</b>                  | <p>Students will continue to develop their visual and media skills started in KS3 and Year 10, continuing to mature their visual language. Students will explore individual media and mixed media techniques and processes within the Photography project to produce a personal outcome, showing their strengths and experimenting with some of the media below:</p> <ul style="list-style-type: none"> <li>• Fine liner</li> <li>• Acetate</li> <li>• Perspex</li> <li>• Wood</li> <li>• Collage</li> <li>• Printing</li> <li>• Clay</li> <li>• Wire</li> <li>• Cardboard</li> <li>• Photography</li> <li>• Photoshop application</li> <li>• Pencils (tonal and coloured)</li> <li>• Acrylic paints</li> <li>• Watercolour</li> <li>• Inks</li> <li>• Photocopies</li> <li>• Photograph prints</li> <li>• Magazine collage materials</li> </ul> <p>Students will also develop their written analytical skills to ensure that they have the visual language and critical understanding required for the portfolio of work.</p> | <p>Students will be issued with a question paper from the exam board in January. The exam paper will consist of seven themes. Students will choose one theme to create a personal journey. Students will work into a sketchbook inspired by their chosen question and artists, a culture and or crafts person, showing their research, planning, development of ideas and experiments, which will end in a supervised 10-hour practical exam over 2 days.</p> |  |  |
| <b>Prior Knowledge Required</b> | <p>Students will have developed their visual and media skills in Year 10, started in KS3, with the view showing their matured visual and written skills in Year 11.</p>  | <p>Students will have developed their visual and media skills in Year 10, started in KS3, with the view showing their matured visual and written skills in Year 11.</p>   |  |  |
| <b>Feedback Points</b>          | <p>Students will receive 1:1 individual written and spoken feedback and targets, these targets will be the focus for tasks both in lessons and homework time.</p>  | <p>Students will receive 1:1 individual written and spoken feedback and targets, these targets will be the focus for tasks both in lessons and homework time.</p>   |  |  |
| <b>Key Questions</b>            | <p>What strengths do you recognise within your work? Techniques, skills, media?<br/>         Which media complement each other and reflect your journey?<br/>         How could you develop your work further?<br/>         How does your research relate to this piece?<br/>         Does your work tell a story?<br/>         Who has inspired your journey and your work?<br/>         Have you shown refinements highlighted in your feedback?</p>   | <p>What strengths do you recognise within your work? Techniques, skills, media?<br/>         Which media complement each other and reflect your journey?<br/>         How could you develop your work further?<br/>         How does your research relate to this piece?<br/>         Does your work tell a story?<br/>         Who has inspired your journey and your work?<br/>         Have you shown refinements highlighted in your feedback?</p>        |  |  |
| <b>Direct Vocab Instruction</b> | <p>Inspiration, Annotation, Analysis, Media, Techniques, Develop, Research, Explore, Strengths, Reflection, Manipulation, Journey, Images, Review, Modify, Ideas, Annotated, Analysis, Planning, Connection, Presentation, Refinement, Contact sheet, Experiment, Respond, Intention, Processes, Investigate, Focus, Visual, Highlight, Illustrate, Accentuate, Composition, Refine, Demonstrate, Critical understanding, Similarities, Differences, Piece</p>   |   |  |  |
| <b>Standardised Homework</b>    | <p>The individual targets set, will incorporate activities to be completed as homework.</p>  | <p>The individual targets set, will incorporate activities to be completed as homework.</p>   |  |  |

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| Year 12 Art    | Term 1   |             | Term 2   |             | Term 3   |             |
|----------------|--|-------------|--|-------------|--|-------------|
|                | Half Term 1  | Half Term 2 | Half Term 3  | Half Term 4 | Half Term 5  | Half Term 6 |
| <b>Topic</b>   | Technique and skill building   |             | Externally set assignment (and Mock exam 10 hours)   |             | (Yr 13) Coursework Portfolio (60% of A Level)  |             |
| <b>Skill</b>   | <p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> <li>• awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form</li> <li>• ability to respond to works of an artist, culture, craftsperson, designer or art movement</li> <li>• understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collographic printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media.</li> </ul> <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> |             | <p>Students will then complete 10 hours supervised time. In the 10 hours students will produce a piece informed by their preparatory work. Preparatory work and the work produced during the 10 hours of supervised time will be assessed against the four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.</p> <p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> <li>• awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form</li> <li>• ability to respond to works of an artist, culture, craftsperson, designer or art movement</li> <li>• understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collographic printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media.</li> </ul> <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> |             | <p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> <li>• awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form</li> <li>• ability to respond to works of an artist, culture, craftsperson, designer or art movement</li> <li>• understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collographic printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media.</li> </ul> <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> |             |
| <b>Content</b> | <p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.</p>   |             | <p>Students will choose an area of study that they feel they would like to research and investigate – Personal Investigation. Students will use their personal investigation as a springboard to start their practical project showing a creative journey. This portfolio will take the form of a presented sketchbook, subsidiary support developments and outcome(s).</p>  |             | <p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.</p>   |             |

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|                                 | Students will be issued with a question paper from the exam board which will consist of a choice of questions to be used as starting points. Students are required to select one. Preparatory work will be presented in a sketchbook or loose if larger than A3. | Students work will be inspired by relevant artists from their Personal investigation and subsequent research, connecting with artists, art movements, crafts people and or designers.<br>Students will then complete 10 hours supervised time. In the 10 hours students will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 10 hours of supervised time will be assessed, against the four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response. |   |
| <b>Prior Knowledge Required</b> | A development of skills from KS3 and GCSE Art form a foundation to Year 12   | A development of skills from KS3 and GCSE Art form a foundation to Year 12  | A development of skills from KS3 and GCSE Art form a foundation to Year 12  |
| <b>Feedback Points</b>          | Students receive 1:1 tutorials and feedback  | Students receive 1:1 tutorials and feedback   | Students receive 1:1 tutorials and feedback   |
| <b>Key Questions</b>            | What strengths do you recognise within your work? Techniques, skills, media?<br>How could you develop your work further?<br>How does your research relate to this piece?<br>Does your work tell a story?   | What strengths do you recognise within your work? Techniques, skills, media?<br>How could you develop your work further?<br>How does your research relate to this piece?<br>Does your work tell a story?  | What strengths do you recognise within your work? Techniques, skills, media?<br>How could you develop your work further?<br>How does your research relate to this piece?<br>Does your work tell a story?                      |
| <b>Direct Vocab Instruction</b> | Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths.                                    | Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths.   | Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths. |
| <b>Standardised Homework</b>    | Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.  | Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.   | Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.   |

| Year 13 Fine Art | Term 1  |             | Term 2  |             | Term 3      |             |
|------------------|---|-------------|---|-------------|-------------|-------------|
|                  | Half Term 1   | Half Term 2 | Half Term 3   | Half Term 4 | Half Term 5 | Half Term 6 |
| <b>Topic</b>     | (Yr 13) Coursework Portfolio (60% of A Level)   |             | Externally set assignment (Exam 15 hours) (40% of A Level)  |             |             |             |
| <b>Skill</b>     | Students will continue with the portfolio started in Yr 12. They will continue to demonstrate skills in areas that are relevant from the following: <ul style="list-style-type: none"> <li>• awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form</li> <li>• ability to respond to works of an artist, culture, craftsman, designer or art movement</li> </ul> |             | Feb 1 <sup>st</sup> - Students will be issued with a question paper from the exam board which will consist of a choice of questions to be used as starting points. Students are required to select one. Preparatory work will be presented in a sketchbook and loose if larger than A3. Students will then complete 15 hours supervised time. In the 15 hours students will produce a piece informed by their preparatory work. Preparatory work and the work produced during the 15 hours of supervised time will be assessed against the four assessment objectives. Students will be assessed on their |             |             |             |

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|                                 | <ul style="list-style-type: none"> <li>• understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collagraph printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media.</li> </ul> <p>Students will be assessed on the four objectives in the context of the content and skills presented:<br/> AO1: Develop ideas through investigations, demonstrating critical understanding of sources.<br/> AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes<br/> AO3: Record ideas, observations and insights relevant to intentions as work progresses<br/> AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> | <p>ability to work independently, working within the specified time constraints, and developing a personal and meaningful response. Students will be required to demonstrate skills in areas that are relevant from the following:</p> <ul style="list-style-type: none"> <li>• awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form</li> <li>• ability to respond to works of an artist, culture, craftsman, designer or art movement</li> <li>• understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collagraph printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media.</li> </ul> <p>Students will be assessed on the four objectives in the context of the content and skills presented:<br/> AO1: Develop ideas through investigations, demonstrating critical understanding of sources.<br/> AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes<br/> AO3: Record ideas, observations and insights relevant to intentions as work progresses<br/> AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> |  |  |
| <b>Content</b>                  | Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.  | Students will be issued with a question paper from the exam board which will consist of a choice of questions to be used as starting points. Students are required to select one.<br>Preparatory work will be presented in a sketchbook, or depending on scale will be presented as a body of work.<br>Students will then complete 15 hours supervised time. In the 15 hours students will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 15 hours of supervised time will be assessed, against the four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.  |  |  |
| <b>Prior Knowledge Required</b> | A development of skills from KS3, GCSE Art and Year 12 form a foundation to Year 13.   | A development of skills from KS3, GCSE Art and Year 12 form a foundation to Year 13.   |  |  |
| <b>Feedback Points</b>          | Students receive 1:1 tutorials and feedback  | Students receive 1:1 tutorials and feedback  |  |  |
| <b>Key Questions</b>            | What strengths do you recognise within your work? Techniques, skills, media?<br>How could you develop your work further?<br>How does your research relate to this piece?<br>Does your work tell a story?   | What strengths do you recognise within your work? Techniques, skills, media?<br>How could you develop your work further?<br>How does your research relate to this piece?<br>Does your work tell a story?   |  |  |
| <b>Direct Vocab Instruction</b> | Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths.  | Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths.  |  |  |

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| <b>Standardised Homework</b> | Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time. | Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time. |  |  |
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| Year 12 Photography | Term 1   |             | Term 2  |             | Term 3   |             |
|---------------------|--|-------------|---|-------------|--|-------------|
|                     | Half Term 1  | Half Term 2 | Half Term 3   | Half Term 4 | Half Term 5  | Half Term 6 |
| <b>Topic</b>        | Technique and skill building   |             | Externally set assignment (and Mock exam 10 hours)  |             | (Yr 13) Coursework Portfolio (60% of A Level)  |             |
| <b>Skill</b>        | <p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> <li>• awareness of the elements of art and photography, such as shape, line, scale, colour, texture, pattern, contrast, form and viewpoint</li> <li>• ability to respond to works of an artist, photographer, culture, craftsman, designer or art / photography movements and timescales</li> <li>• understanding of a variety of photographic skills such as composition, shutter speed, lighting, arrangement, sculptural construction techniques and any new media.</li> </ul> <p>Students will be issued with a question paper from the exam board which will consist of a choice of questions to be used as starting points. Students are required to select one. Preparatory work will be presented in a sketchbook or loose if larger than A3.</p> <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> |             | <p>Students will complete a 10 hours supervised time. In the 10 hours students will produce a piece informed by their preparatory work. Preparatory work and the work produced during the 10 hours of supervised time will be assessed against the four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.</p> <p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> <li>• awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form</li> <li>• ability to respond to works of an artist, culture, craftsman, designer or art movement</li> <li>• understanding of a variety of photographic skills in the darkroom and use of digital packages, arrangement and lighting, sculptural construction techniques such as cardboard, wire, paper and any new media.</li> </ul> <p>Students will be assessed on the four objectives in the context of the content and skills presented:</p> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> |             | <p>Students will be required to demonstrate skills in areas from the following:</p> <ul style="list-style-type: none"> <li>• Students will be assessed on the four objectives in the context of the content and skills presented:</li> </ul> <p>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> |             |
| <b>Content</b>      | <p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.</p>   |             | <p>Students will choose an area of study that they feel they would like to research and investigate – Personal Investigation. Students will use their personal investigation as a springboard to start their practical project showing a creative journey. This portfolio will take the form of a presented sketchbook, subsidiary support developments and outcome(s).</p> <p>Students work will be inspired by relevant artists from their Personal investigation and subsequent research, connecting with artists, art movements, crafts people and or designers.</p> <p>Students will then complete 15 hours supervised time. In the 10 hours students will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 10 hours of supervised time will be assessed, against the four assessment objectives. Students will be assessed on their</p>   |             | <p>Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes.</p>   |             |

|                                 |   |   |   |
|---------------------------------|---|---|---|
|                                 |   | ability to work independently, working within the specified time constraints, and developing a personal and meaningful response.  |   |
| <b>Prior Knowledge Required</b> | A development of skills from KS3 and GCSE Art form a foundation to Year 12  | A development of skills from KS3 and GCSE Art form a foundation to Year 12  | A development of skills from KS3 and GCSE Art form a foundation to Year 12  |
| <b>Feedback Points</b>          | Students receive 1:1 tutorials and feedback   | Students receive 1:1 tutorials and feedback   | Students receive 1:1 tutorials and feedback   |
| <b>Key Questions</b>            | What strengths do you recognise within your work? Techniques, skills, media?<br>How could you develop your work further?<br>How does your research relate to this piece?<br>Does your work tell a story?                      | What strengths do you recognise within your work? Techniques, skills, media?<br>How could you develop your work further?<br>How does your research relate to this piece?<br>Does your work tell a story?                      | What strengths do you recognise within your work? Techniques, skills, media?<br>How could you develop your work further?<br>How does your research relate to this piece?<br>Does your work tell a story?                      |
| <b>Direct Vocab Instruction</b> | Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths. | Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths. | Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths. |
| <b>Standardised Homework</b>    | Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.   | Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.   | Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.   |

| Year 13 Photography | Term 1   |             | Term 2  |             | Term 3      |             |
|---------------------|--|-------------|---|-------------|-------------|-------------|
|                     | Half Term 1  | Half Term 2 | Half Term 3   | Half Term 4 | Half Term 5 | Half Term 6 |
| <b>Topic</b>        | (Yr 13) Coursework Portfolio (60% of A Level)  |             | Externally set assignment (Exam 15 hours) (40% of A Level)  |             |             |             |
| <b>Skill</b>        | <p>Students will continue with the portfolio started in Yr 12. They will continue to demonstrate skills in areas that are relevant from the following:</p> <ul style="list-style-type: none"> <li>• awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, form, and viewpoint.</li> <li>• ability to respond to works of an artist, culture, craftsman, designer or art movement</li> <li>• understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collagraph printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media.</li> </ul> <p>Students will be assessed on the four objectives in the context of the content and skills presented:<br/>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.<br/>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> |             | <p>Students will be required to demonstrate skills in areas that are relevant from the following:</p> <ul style="list-style-type: none"> <li>• awareness of the elements of art, such as shape, line, scale, colour, texture, pattern, contrast, tone and form</li> <li>• ability to respond to works of an artist, culture, craftsman, designer or art movement</li> <li>• understanding of a variety of art skills and scales such as drawing, sketching, painting, mixed media, printing techniques such as monoprinting, lino printing, collagraph printing. Arrangement and lighting photography skills, sculptural construction techniques such as cardboard, clay, wire, paper and any new media.</li> </ul> <p>Students will be assessed on the four objectives in the context of the content and skills presented:<br/>AO1: Develop ideas through investigations, demonstrating critical understanding of sources.<br/>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes<br/>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> |             |             |             |

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|                                 | AO3: Record ideas, observations and insights relevant to intentions as work progresses<br>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.   | AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.   |  |  |
| <b>Content</b>                  | Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. The investigation process is integral to the students' personal journey which runs in conjunction with their practical portfolio, informing their personal practical outcomes. | Students will be issued with a question paper from the exam board which will consist of a choice of eight questions to be used as starting points. Students are required to select one.<br>Preparatory work will be presented in a sketchbook, or depending on scale will be presented as a body of work.<br>Students will then complete 15 hours supervised time. In the 15 hours students will produce a finished informed by their preparatory work. Preparatory work and the work produced during the 15 hours of supervised time will be assessed, against the four assessment objectives. Students will be assessed on their ability to work independently, working within the specified time constraints, and developing a personal and meaningful response. |  |  |
| <b>Prior Knowledge Required</b> | A development of skills from KS3, GCSE Art and Year 12 form a foundation to Year 13.  | A development of skills from KS3, GCSE Art and Year 12 form a foundation to Year 13.  |  |  |
| <b>Feedback Points</b>          | Students receive 1:1 tutorials and feedback   | Students receive 1:1 tutorials and feedback   |  |  |
| <b>Key Questions</b>            | What strengths do you recognise within your work? Techniques, skills, media?<br>How could you develop your work further?<br>How does your research relate to this piece?<br>Does your work tell a story?  | What strengths do you recognise within your work? Techniques, skills, media?<br>How could you develop your work further?<br>How does your research relate to this piece?<br>Does your work tell a story?  |  |  |
| <b>Direct Vocab Instruction</b> | Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths.   | Develop, investigate, explore, present, demonstrate, critical understanding, refine, experiment, media, materials, techniques, processes, record, observe, insights, respond, intention, visual language, analyse, strengths.   |  |  |
| <b>Standardised Homework</b>    | Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.   | Weekly individual targets are set on an individual basis and are the focus for both lesson and study periods as well as independent time.   |  |  |