

**CURRICULUM MAP**

<b>Subject</b>	<b>Art and Design</b>
<b>Head of Department</b>	<b>Mr Adegbenle</b>

**SCHOOL INTENT****Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum which is accessible to all, as well as supports and challenges all students. Through all we do, we prepare students for opportunities, responsibilities and experiences later in life for them to be aware of their responsibilities and feel confident to participate and contribute to society. We aim to inspire, enable and facilitate lifelong learners that build on their individual strengths and capabilities and achieve their ambitions. We seek to support our students in becoming healthy, happy, successful modern people young adults, who are knowledgeable, kind, aware, confident, capable and skilful members of society.

**The school aims to:**

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point; all students can access the curriculum offer, with planning and teaching that support, stretch and challenge all learners across a full range of abilities, and making any reasonable adjustments required where particular needs are identified;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to promote a deeper understanding of the world outside the classroom and equip them for their next steps in education, careers and in life;
- ensure that our curriculum offer support different educational and career pathways, including EBACC and vocational;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allows students to formulate informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- enrich the curriculum and provide opportunities for students to build cultural capital, enhance a wide range of skills and knowledge beyond requirements of the national curriculum, and personalise and apply learning in other contexts;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers and encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

**DEPARTMENT INTENT**

The Art department's main philosophies are to develop visual skills through direct observation. Our aim is to provide students with a challenging, exciting and broad Art, Design and Craft experience where they develop skills and knowledge across a range of disciplines. Students are encouraged to develop independent and original ideas, and this is reflected in the range of outcomes they produce. Painting, sculpture, print and mixed materials/media are offered across all key stages. The department opens an open door policy; the art rooms are always open and students are encouraged and welcomed into the space outside of lesson time. We have a range of clubs and activities after school that are well attended by students in KS3 and KS4. Each year we open the Art rooms on Saturdays to support our students working on long term projects. We also look for opportunities to enter our students work in local and national competitions.

We aim to offer a positive, lively and creative environment. All Key Stages work in sketchbooks and students are encouraged to present their work creatively; to record observations, research, experimentation, development of ideas, reviews and evaluations. We recognise the vital role of art and design in allowing curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills. The Art curriculum introduces students to a wide range of art and artists, including those from different periods and cultures.

High priority is given to opportunities for discussion, reflection, self/peer critique to develop an awareness of self and an appreciation that making mistakes is part of the Art making journey. The impact of the Art curriculum equips learners to be risk takers, evaluators and reflective and engaged learners. Students will develop higher level thinking skills and skills for the workplace such as sustained focus, problem-solving, creativity and resilience. Students are encouraged to see learning in Art and Design as an ongoing process and not a one-off event.

**KEY STAGE 3 RATIONALE/ INTENT****KEY CONCEPTS**

- Improvement of observation skills.
- Confidence gained in recording from first and second hand sources.
- Independent and collaborative work.



- Independent research and development of ideas.
- Development of critical language and understanding.
- Development of experimental techniques and new methods of working.
- Developing a self-awareness of how to learn and how to improve.
- Develop an awareness of cultural, social and historical influences and contexts through research and analysis of artists, designers and craftspeople
- Develop Health & Safety practices

#### **EXPECTATIONS & OUTCOMES**

- Use of sketchbook to record ideas, feelings and responses.
- Analysis of own and others work.
- Experimentation of materials, media, techniques and methods (2D).
- Evaluating own and others work.
- Developing a range of compositional ideas, exploring alternatives
- Review and modify ideas appropriate to intentions.

#### **KEY STAGE 4 RATIONALE/ INTENT**

- Developing independent learning using the AOs as well as way of building resilience needed for post 16 education.
- Exploring media, materials techniques and processes
- Working to deadlines.
- Presentation techniques.
- Risk taking / experimentation.
- Reviews / Evaluation.
- Independent / team work.
- Developing a self-awareness of how to learn and how to improve.
- Develop an awareness of cultural, social and historical influences and contexts through research and analysis of artists, designers and craftspeople
- Develop Health & Safety practices











SPECIALIST VOCABULARY	LINE SHAPE FORM 3D OUTLINE TONE COLOUR FORMAL ELEMENTS DEPTH CONTRAST EXPERIMENT RISK TAKING SHADING PROPORTION REALISTIC MARK-MAKINGS PRIMARY SECONDARY TERTIARY	ICT DAVID HOCKNEY LINE SHAPE FORM 3D OUTLINE TONE COLOUR FORMAL ELEMENTS EVALUATE	THE NATURAL ENVIRONMENT LIVING NON LIVING FOREGROUND MIDDLEGROUND BACKGROUND PERSPECTIVE 3D	LAYERED COLLAGE OBSERVATION MARK-MAKING TONE SHAPE PATTERN DETAIL MONOPRINTING EXPERIMENTAL RISK TAKING CONTROL ORGANIC BRUSHSTROKE EVALUATE	TONE SUBTRACTIVE CHARCOAL CONTRAST SHAPE FORM HIGHLIGHTS TEXTURES REALISTIC BLENDING SCUMBLING FEATHERING COLLAGE NARRATIVE STORY TELLING FANTASY WET INTO WET WET INTO DRY STIPPLING SCUMBBLING	RELIEF DEPTH CLAY SCORE & SLIP CROSS HATCH DESIGN PLAN REFINE MARK MAKINGS TEXTURES PINCH POT WATERCOLOUR PAINTING TECHNIQUES EVALUATE
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>
	Unit 1: Food 2D	Unit 1: Food 3D clay	Unit 2: 3D Set Design	Unit 2: 3D Set Design Continue	Unit 3: Cultural lino	Unit 3: Cultural lino
<b>KNOWLEDGE AND KEY SKILLS</b>	<ul style="list-style-type: none"> <li>-To develop observation drawing skills</li> <li>- Consolidate Colour Knowledge and develop Colour Theory</li> <li>-Critical analysis of artwork from different times and culture</li> <li>-Use of marks to describe surface quality.</li> <li>-Importance of annotations and the use of sketchbooks to record ideas, feelings and responses.</li> <li>AFL- How to give feedback. Reviewing own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop clay modelling techniques</li> <li>- Build confidence working with clay</li> <li>-Health &amp; Safety working practices when using air dried clay</li> <li>-Develop painting skills using acrylics to paint clay piece.</li> </ul>	<ul style="list-style-type: none"> <li>-How text can be used as a stimulus</li> <li>-Surrealist concepts- Art in containers</li> <li>-Exploring the links between Art and a Career in Theatre Design</li> <li>-3D Construction techniques/ paper folding</li> </ul>	<ul style="list-style-type: none"> <li>-Developing ideas and intentions when creating artwork.</li> <li>-Develop ability to collaborate and work in pairs on 3D sets.</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring the links between art and culture. -Focusing on symbolism and reading artworks</li> <li>-Independent research skills</li> <li>- Using research to inform artwork.</li> <li>-Drawing and design skills: Line, tone, marks, patterns, shape, form</li> </ul>	<ul style="list-style-type: none"> <li>- Adapting and refining lino ideas using own research.</li> <li>- Planning out final lino design</li> <li>-Balance of light, dark, mark makings, positive and negative.</li> <li>-How to apply ink to a surface and how to make a successful print</li> <li>-How to prepare surfaces</li> <li>- Health &amp; Safety working practices when cutting and printing lino.</li> </ul>
<b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b>	<ul style="list-style-type: none"> <li>-Developing use of light to dark tones to achieve a realistic 3D drawing.</li> <li>-Developing use of key art words/terms when analysing a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>Developing dexterity through handling of clay</li> <li>Classroom Q&amp;A sessions to get students into the habit of giving and receiving feedback on own and other's work.</li> </ul>	<ul style="list-style-type: none"> <li>Developing 3D making skills</li> <li>Classroom Q&amp;A sessions to get students into the habit of giving and receiving feedback on own and other's work.</li> </ul>	<ul style="list-style-type: none"> <li>Developing creative use of sources</li> <li>Classroom Q&amp;A sessions to get students into the habit of giving and receiving feedback on own and other's work.</li> </ul>	<ul style="list-style-type: none"> <li>Developing printing making skills</li> </ul>	<ul style="list-style-type: none"> <li>Developing printing making skills</li> </ul>
<b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	Explicit reference to careers and Food Photography	Explicit reference to careers and Ceramics	<ul style="list-style-type: none"> <li>-Exploring the links between Art and a Career in Theatre Design</li> <li>- Build a link with Wimbledon School of Art Theater design course/student presentations.</li> <li>- Follow up Art technician contact in Set Design Industry</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring the links between Art and a Career in Theatre Design</li> <li>- Build a link with Wimbledon School of Art Theater design course/student presentations.</li> <li>- Follow up Art technician contact in Set Design Industry</li> </ul>	Explicit reference to careers and Print making	Explicit reference to careers and Print making
<b>ASSESSMENTS</b> Summative and Formative as applicable	A01: Independent Food artist critical study (PowerPoint)	A02: Clay Food outcome  A03: Year 8 Drawing Assessment  Unit 1: Summative end of unit feedback.	A04: 3D Set Design	Unit 2: Summative end of unit feedback	A03: Research related to own chosen culture supported by images and text	A04: Lino outcomes  Unit 3: Summative end of unit feedback









<b>FEEDBACK SUPPORTS LEARNING</b>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
<b>SPECIALIST VOCABULARY</b>	LINE SHAPE FORM 3D OUTLINE TONE COLOUR FORMAL ELEMENTS DEPTH CONTRAST EXPERIMENT RISK TAKING SHADING PROPORTION REALISTIC MARK-MAKINGS PRIMARY SECONDARY TERTIARY COMPLIMENTARY	RELIEF DEPTH CLAY SCORE & SLIP CROSS HATCH DESIGN PLAN REFINE MARK MAKINGS TEXTURES PINCH POT WATERCOLOUR PAINTING TECHNIQUES EVALUATE	NARRATIVE BRAINSTORM COLLABORATION SET DESIGN SET DESIGNER 3D PROJECT BRIEF MODELS/ MAQUETTES PLANNING 3D CONSTRUCTION TECHNIQUES PAPER FOLDING TECHNIQUES	NARRATIVE COLLABORATION RESILIENCE SET DESIGN SET DESIGNER 3D PROJECT BRIEF 3D CONSTRUCTION TECHNIQUES PAPER FOLDING EVALUATE	LINE SHAPE FORM 3D OUTLINE TONE CULTURE RESEARCH DESIGN INITIAL IDEAS FINAL PLAN LINO BALANCE CONTRAST MARK MAKING NEGATIVE/POSITIVE SPACES	LINE SHAPE FORM 3D OUTLINE TONE CULTURE RESEARCH DESIGN INITIAL IDEAS FINAL PLAN BALANCE CONTRAST MARK MAKING LINO LINO CUTTER PRINTING PRINTMAKER CONTRAST CONSISTENCY EVALUATE
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					



## YEAR 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>
	Unit 1: Portraiture 2D	Unit 1: Portraiture 3D Clay outcome	Unit 2: Identity & Messages	Unit 3: My Surroundings (Structures) Photography unit	Unit 3: My Surroundings (Structures) Printing unit	Unit 3: My Surroundings (Commissioned project for school)
<b>KNOWLEDGE AND KEY SKILLS</b>	<ul style="list-style-type: none"> <li>-Developing Portraiture skills.</li> <li>-Develop proficiency in drawing and painting from first and second hand sources</li> <li>- Develop ability to draw using at least 5 light to dark tones</li> <li>-To critically analyse in-depth the work of artists using specialist vocabulary</li> <li>- Reflecting on and evaluating their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop and improve practical 3D making skills when using clay</li> <li>- Interpreting 2D detail as a 3D relief piece base of own facial features.</li> <li>-Develop Health &amp; Safety working practises when using clay</li> <li>-Develop painting skills using acrylics to paint clay piece.</li> </ul>	<ul style="list-style-type: none"> <li>-Utilize own independent artist research to develop personal response.</li> <li>Adapting and refining ideas using own research.</li> <li>-Expressing and communicating ideas and feelings.</li> <li>- Planning out 2D final piece</li> <li>Working in the manner required for GCSE Art.</li> <li>-Symbolism and symbolic use of objects</li> </ul>	<ul style="list-style-type: none"> <li>-Developing Photography skills</li> <li>-Rules of Thirds</li> <li>-Symmetry, Leading Line, Framing, Negative Space</li> <li>-Working in the manner required for GCSE Art</li> </ul>	<ul style="list-style-type: none"> <li>-Developing skills across a range of printing techniques: Cardboard relief, Styrofoam printing and Collagraph.</li> <li>- Reflecting on and evaluating their own and others' work.</li> <li>Working in the manner required for GCSE Art</li> </ul>	<ul style="list-style-type: none"> <li>-Developing ideas and intentions when creating artwork.</li> <li>-Develop ability to collaborate and work as a team on a project.</li> </ul>
<b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b>	<ul style="list-style-type: none"> <li>Developing use of light to dark tones to achieve a realistic 3D drawing.</li> <li>-Developing use of key art words/terms when analysing a piece of art.</li> </ul>	<ul style="list-style-type: none"> <li>Developing dexterity through handling of clay</li> <li>Classroom Q&amp;A sessions to get students into the habit of giving and receiving feedback on own and other's work.</li> </ul>	<ul style="list-style-type: none"> <li>Developing creative use of sources</li> <li>Classroom Q&amp;A sessions to get students into the habit of giving and receiving feedback on own and other's work.</li> </ul>	<ul style="list-style-type: none"> <li>Developing ways of drawing using the camera as a tool</li> </ul>	<ul style="list-style-type: none"> <li>Developing printing making skills</li> </ul>	
<b>LINKS TO THE WORLD</b> <small>i.e. links to careers; equality; gender, class, ethnicity etc.; different subjects</small>		H&S working practices	Research skills	Introduction to contemporary photographs working in the creative industry.	Exploring Structures and various forms of Architecture	Working in the manner of a commissioned artist to a strict brief



ASSESSMENTS Summative and Formative as applicable	A01: Artist analysis  A03: Year 9 Drawing Assessment	A02 Planning 3D outcome  A04 : 3D Clay relief base based on own facial features  Unit 1: Summative end of unit feedback.	Unit 2: Summative end of unit feedback.	Unit 3: Summative end of unit feedback.	Unit 4: Summative end of unit feedback.	
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. 
SPECIALIST VOCABULARY	OBSERVATION FIRST HAND RECORD SHAPE OUTLINE PROPORTION MEASUREMENT SCALE ACCURACY TONE 3D REALISTIC	PORTRAIT PROPORTION FACIAL FEATURES 3D FORM SCULPTURE HEALTH & SAFETY	IDENTITY MESSAGES SYMBOLISM SYMBOL RESPRESENTATION CULTURE	RULE OF THIRDS DIAGONAL LINE COMPOSITION FOCAL POINT ANGLE OF VIEW PERSPECTIVE ARIAL LEAD IN LINES BALANCE SYMMETRY ASYMMETRICAL CROPPING CONTRAST	STRUCTURES RELIEF PRINTING POSITIVE NEGATIVE EXPERIMENT RISK TAKING INTAGLIO TRACE INCISED MARK MAKINGS TONES PRESSURE	COMMISSION BRIEF STIMULS COLLABORATION DESIGN PLAN REFINE
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					











## YEAR 10





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>UNIT OF WORK: Unit 1: My Surrounding workshop</b>	<b>UNIT OF WORK: Unit 1: My Surroundings workshop continued</b>	<b>UNIT OF WORK: Component 1: Independent own focus (60% coursework)</b>	<b>UNIT OF WORK: Component 1: Independent own focus (60% coursework)</b>	<b>UNIT OF WORK: Component 1: Independent own focus (60% coursework)</b>	<b>UNIT OF WORK: Component 1: Independent own focus (60% coursework)</b>
<b>KEY SKILLS</b>	<ul style="list-style-type: none"> <li>-To develop observation drawing skills</li> <li>- Consolidate Colour Knowledge and develop Colour Theory</li> <li>- Develop experimental ways of applying paint: impasto/ colour mixing</li> <li>-GCSE standard Critical analysis of artwork from different times and culture</li> <li>-Developing Photography skills</li> <li>-Importance of annotations and the use of sketchbooks to record ideas, feelings and responses.</li> <li>-Reflecting on and evaluating own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>-Developing skills across a range of printing techniques (3 colour Lino) Etching, range of monoprinting experimental techniques</li> <li>Importance of annotations and the use of sketchbooks to record ideas, feelings and responses.</li> <li>-Reflecting on and evaluating own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>-Apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>-Refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>-Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>-use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes, technologies, use drawing skills for different needs and purposes, appropriate to context</li> <li>-realise personal intentions through sustained application of the creative process</li> </ul>	<ul style="list-style-type: none"> <li>-Develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>-Apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>-Refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>-Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>-use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes, technologies, use drawing skills for different needs and purposes, appropriate to context</li> <li>-realise personal intentions through sustained application of the creative process</li> </ul>	<ul style="list-style-type: none"> <li>-Develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>-Apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>-Refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>-Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>-use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes, technologies, use drawing skills for different needs and purposes, appropriate to context</li> <li>-realise personal intentions through sustained application of the creative process</li> </ul>	<ul style="list-style-type: none"> <li>-Develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>-Apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>-Refine their ideas as work progresses through experimenting with media, materials, techniques and processes</li> <li>-Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>-use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes, technologies, use drawing skills for different needs and purposes, appropriate to context</li> <li>-realise personal intentions through sustained application of the creative process</li> </ul>
<b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b>	<p>Drawing upon KS3 ability to analyse a piece of artwork</p> <p>Drawing upon KS3 knowledge of colour theory</p> <p>Classroom Q&amp;A sessions to get students into the habit of giving and receiving feedback on own and other's work.</p>	<p>Drawing upon KS3 printing skills-inking up and achieving a successful print.</p> <p>Classroom Q&amp;A sessions to get students into the habit of giving and receiving feedback on own and other's work.</p>	<p>Working to a set theme</p> <p>Drawing on KS3 ability to work independently to research, plan, refine and produce a realised body of work.</p> <p>Classroom Q&amp;A sessions to get students into the habit of giving and receiving feedback on own and other's work.</p>	<p>Working to a set theme</p> <p>Drawing on KS3 ability to work independently to research, plan, refine and produce a realised body of work.</p> <p>Classroom Q&amp;A sessions to get students into the habit of giving and receiving feedback on own and other's work.</p>	<p>Working to a set theme</p> <p>Drawing on KS3 ability to work independently to research, plan, refine and produce a realised body of work.</p> <p>Classroom Q&amp;A sessions to get students into the habit of giving and receiving feedback on own and other's work.</p>	<p>Working to a set theme</p> <p>Drawing on KS3 ability to work independently to research, plan, refine and produce a realised body of work.</p> <p>Classroom Q&amp;A sessions to get students into the habit of giving and receiving feedback on own and other's work.</p>
<b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender; class ethnicity etc.	Explicit reference to careers and Photography related jobs	Explicit reference to careers and Printmaking related jobs  DSH Old school contact Zaffira Reid- printmaker- Zara blouse.	Post 16- Wimbledon School of Art, Kingston Workshops  Encouraged to develop and produce work independently in the manner of a professional artist.	Post 16- Wimbledon School of Art, Kingston Workshops Open Art Studio  Encouraged to develop and produce work independently in the manner of a professional artist.	Post 16- Wimbledon School of Art, Kingston Workshops Open Art Studio WCA Degree show  Encouraged to develop and produce work independently in the manner of a professional artist.	Post 16- Wimbledon School of Art, Kingston Workshops Open Art Studio WCA Degree Show  Encouraged to develop and produce work independently in the manner of a professional artist.



<b>ASSESSMENTS</b> Summative and Formative as applicable	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills  Formative teacher assessment of workshop unit	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills  Formative teacher assessment of Unit 2 using AOs and AQA Matrix	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills  Summative teacher assessment of Unit 2 using AOs and AQA Matrix
<b>FEEDBACK</b> K SUPPORT S I FARNIM	Opportunity for students to reflect on learning, respond to feedback, improve work, etc.  	Opportunity for students to reflect on learning, respond to feedback, improve work, etc.  	Opportunity for students to reflect on learning, respond to feedback, improve work, etc.  	Opportunity for students to reflect on learning, respond to feedback, improve work, etc.  	Opportunity for students to reflect on learning, respond to feedback, improve work, etc.  	Opportunity for students to reflect on learning, respond to feedback, improve work, etc.  
<b>SPECIALIST VOCABULARY</b>	LINE TONE FORM SHAPE COLOUR MOOD STYLE PATTERN COMPOSITION HUE CONTRAST BALANCE DRY MEDIA MIX-MEDIA COLLAGE CRITICAL STUDY EXPERIMENTATION RISK TAKING	LINE TONE FORM SHAPE COLOUR MOOD STYLE PATTERN COMPOSITION MARK MAKING BALANCE CONTRAST POSITIVE/NEGATIVE SPACES MONOPRINTING ETCHING 3 COLOUR LINO	LINE TONE FORM SHAPE COLOUR MOOD STYLE PATTERN COMPOSITION HUE CONTRAST BALANCE DRY MEDIA MIX-MEDIA COLLAGE CRITICAL STUDY EXPERIMENTATION RISK TAKING REFINE	LINE TONE FORM SHAPE COLOUR MOOD STYLE PATTERN COMPOSITION HUE CONTRAST BALANCE DRY MEDIA MIX-MEDIA COLLAGE CRITICAL STUDY EXPERIMENTATION RISK TAKING REFINE	LINE TONE FORM SHAPE COLOUR MOOD STYLE PATTERN COMPOSITION HUE CONTRAST BALANCE DRY MEDIA MIX-MEDIA COLLAGE CRITICAL STUDY EXPERIMENTATION RISK TAKING REFINE	LINE TONE FORM SHAPE COLOUR MOOD STYLE PATTERN COMPOSITION HUE CONTRAST BALANCE DRY MEDIA MIX-MEDIA COLLAGE CRITICAL STUDY EXPERIMENTATION RISK TAKING REFINE
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					

YEAR 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>UNIT OF WORK:</b> Component 1: Independent own focus EXTENDED (60% coursework)	<b>UNIT OF WORK:</b> Component 1: Independent own focus EXTENDED (60% coursework)	<b>UNIT OF WORK:</b> Component 2: Exam (40%) A project that is set by the exam board and is set at the start of the Spring term of Year 11.	<b>UNIT OF WORK:</b> Component 2: Exam (40%)	<b>UNIT OF WORK:</b>	<b>UNIT OF WORK:</b>
<b>KNOWLEDGE AND KEY SKILLS</b>	-Extending their ideas through investigations informed by selecting and critically analysing sources -Refining their ideas as work progresses through experimenting with media, materials, techniques and processes - Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses -Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes, technologies, use drawing skills for different needs and purposes, appropriate to context -Realise personal intentions through sustained application of the creative process	-Extending their ideas through investigations informed by selecting and critically analysing sources -Refining their ideas as work progresses through experimenting with media, materials, techniques and processes - Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses -Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes, technologies, use drawing skills for different needs and purposes, appropriate to context -Realise personal intentions through sustained application of the creative process	-Develop ideas through investigations demonstrating critical understanding of sources. -Refine work by exploring ideas, selecting and experimenting with appropriate media, materials and techniques and processes. -Record ideas, observations and insights relevant to intentions as work progresses. -Present a personal and meaningful; response that realises intentions and demonstrates understanding of visual language.	Develop ideas through investigations demonstrating critical understanding of sources. -Refine work by exploring ideas, selecting and experimenting with appropriate media, materials and techniques and processes. -Record ideas, observations and insights relevant to intentions as work progresses. -Present a personal and meaningful; response that realises intentions and demonstrates understanding of visual language.		
<b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b>	Encouraged to develop and produce work independently in the manner of a professional artist.  Art Critique-presenting own work in a degree manner	Encouraged to develop and produce work independently in the manner of a professional artist.  Art Critique-presenting own work in a degree manner	Encouraged to develop and produce work independently in the manner of a professional artist. Classroom Q&A sessions to get students into the habit of giving and receiving feedback on own and other's work	Encouraged to develop and produce work independently in the manner of a professional artist. Classroom Q&A sessions to get students into the habit of giving and receiving feedback on own and other's work		
<b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender; class; ethnicity, etc.;	Develop presentations skills. Students to present their ongoing body of work in whole group critique.	Develop presentations skills. Students to present their ongoing body of work in whole group critique.	Saturday sessions to prepare student presentations/portfolios for A-Level courses. -Post 16- Encouraged to attend Art degree end of year summer shows	Saturday sessions to prepare student presentations/portfolios for A-Level courses. -Post 16 Encouraged to attend Art degree end of Year summer show		



<b>ASSESSMENTS</b> Summative and Formative as applicable	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills  Summative teacher assessment of Unit 2 using AO's and AQA Matrix	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills  Ongoing Formative teacher assessment of Unit 3	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills  Ongoing Formative teacher assessment of Unit 3	Art Marking & Moderation of: Units 1 & Unit 2 (60 coursework) & Unit 3 (40% exam)	
<b>FEEDBACK SUPPORTS LEARNING</b>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</b> 		
<b>SPECIALIST VOCABULARY</b>	LINE TONE FORM SHAPE COLOUR MOOD STYLE PATTERN COMPOSITION HUE CONTRAST BALANCE DRY MEDIA MIX-MEDIA COLLAGE CRITICAL STUDY EXPERIMENTATION RISK TAKING REFINE	LINE TONE FORM SHAPE COLOUR MOOD STYLE PATTERN COMPOSITION HUE CONTRAST BALANCE DRY MEDIA MIX-MEDIA COLLAGE CRITICAL STUDY EXPERIMENTATION RISK TAKING REFINE	LINE TONE FORM SHAPE COLOUR MOOD STYLE PATTERN COMPOSITION HUE CONTRAST BALANCE DRY MEDIA MIX-MEDIA COLLAGE CRITICAL STUDY EXPERIMENTATION RISK TAKING REFINE	LINE TONE FORM SHAPE COLOUR MOOD STYLE PATTERN COMPOSITION HUE CONTRAST BALANCE DRY MEDIA MIX-MEDIA COLLAGE CRITICAL STUDY EXPERIMENTATION RISK TAKING REFINE		
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>					