

**CURRICULUM MAP**

Subject	Art and Design
Head of Department	Mr Adegbenle

SCHOOL CURRICULUM 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, resilient 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 where particular needs are identified to reduce barriers to learning and enable all pupils to achieve highly, including for disadvantaged students, students with SEND, and those facing barriers to learning and wellbeing;
- 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, communication and literacy and numeracy skills, and ensure that all students are supported to access and succeed within the curriculum.

DEPARTMENT CURRICULUM INTENT

The Art department's ten main philosophies are clear and precise.

1. Deliver a curriculum that is well sequenced and balanced, with skill building and process at the heart of it rather than one-off outcomes.
2. Guarantee consistency in the quality of planning, teaching and assessing at all key stages.
3. *Removing barriers for all* by providing all of our students with sketchbooks and make basic art equipment and materials available during lessons.
4. Prioritise opportunities for observational drawing and working from primary sources.
5. Build our students' drawing and painting skills in a variety of media and across a range of disciplines.
6. Create a positive, lively and creative studio environment where students feel comfortable and confident to experiment. Art is for everyone!
7. *Deliver all lessons with a fully inclusive approach.* Spark curiosity to encourage critical research, analysis and understanding of art created by artists from diverse backgrounds.
8. Learn about and explore important contemporary and historical figures and art movements.
9. Encourage discussion, reflection, self/peer critique.
10. Develop higher level thinking and skills for the professional workplace such as problem solving, sustained focus, creativity and resilience.
11. *Adding something about reading, communication, numeracy and literacy (where possible)*



KEY STAGE 3 OUTCOMES

Build confidence in key stage 3 students to:

- Improve observational skills through drawing tasks in every project.
- Become comfortable in recording from first and second hand sources by copying artwork in the style of an artist and drawing from photographs.
- Work independently and collaboratively.
- Research, analyse and evaluate the work of artists.
- Develop their use of critical language and understanding of key words.
- Develop experimental techniques and new methods of working with a variety of media
- 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
- View an art career as a viable option.

KEY STAGE 4 OUTCOMES

Build on and further skills learnt during key stage 3 to:

- Discover opportunities to draw from observation in relation to every artist or art movement explored.
- Recreate the work of artists in a wide variety of media including, drawing (pencils, pastels, pens, print), painting (acrylic, watercolour, oil, ink) 3D (clay, recycled objects, wire).
- Create responses (own version of artists' work) from primary photographs.
- Critique and visually analyse the work of artists in depth.
- Compare and contrast the work of artists to each other and their own.
- Develop independent learning using the Assessment Objectives as well as way of building resilience needed for post 16 education.
- Gain knowledge of career paths in the art sector.
- Become confident with experimenting and risk taking in a wide variety of media, materials techniques and processes.
- Use of sketchbook as visual diaries to record ideas, feelings, responses
- Build the ability to develop an idea from initial concepts to an outcome via mind maps, mood boards, annotations, experimentation, composition sketches and evaluations.
- Explore alternatives, review and modify ideas appropriate to intentions.
- Developing a self-awareness of how to learn and how to improve.
- Setting themselves targets based on teacher/ peer feedback.
- Working to strict deadlines.
- Working independently and building resilience in completing tasks including mock and final exam.
- Develop Health & Safety practices.

YEAR 7						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:
	Unit 1: Still Life Oil Pastels	Unit 1: Still Life	Unit 2: Landscapes	Unit 2: Landscapes	Unit 3: Self Portrait	Unit 3: Self Portrait
KNOWLEDGE AND KEY SKILLS	- Developing drawing skills, 2D shapes and 3D forms - Understanding light source, tonal shading and creating contrast - Creating perspective in a still life - Developing ability to draw from direct observation (objects) - Researching an artist - Develop ability to analyse in depth the work of a contemporary artist	- Develop colour theory knowledge / pastels blending technique. Mixing ratios. - Investigating an artist style through experimental tasks and copying an artwork - Creating and photographing a still life composition - Developing ideas and intentions when creating artwork AFL- How to give feedback. Reviewing own and others' work. - Reviewing, modifying, refining, evaluating.	- Developing drawing skills, 1-point perspective - Experimenting with watercolour techniques - Understanding layering, tonal shading and creating contrast - Understanding Landscape terms – foreground, middle, background - Creating perspective in a landscape - Developing ability to draw from direct observation (landscape) - Researching an artist - Developing ability to analyse in depth the work of an artist - Developing the ability to compare and contrast the work of two artists	- Looking and drawing from observation. - Experimentation of techniques - and materials; multi media / layering - Developing ideas inspired by research. - Taking primary photographs - Developing ideas and intentions when creating artwork - AFL- How to give verbal and written feedback. Reviewing own and others' work. - Review, modify, refine, evaluate.	- Developing drawing skills: Facial Features - Drawing a full portrait / line drawing / proportions - Drawing a half portrait - Adding tone to create depth - Understanding light source, tonal shading and creating contrast - Developing ability to draw from direct observation (self-portrait in mirror) - Independently researching a contemporary artist. - Recreating the work of an artist. - Developing ability to analyse in depth the work of a contemporary artist	- Drawing and design skills - <i>Numeracy skills</i>. Understanding gridding and scaling up. - Developing skills with form. - Taking primary photographs of classmates AFL- How to give feedback. Reviewing own and others' work. - Reviewing, modifying, refining, evaluating.
CURRICULUM SEQUENCING AND HOW WE BUILD ON SKILLS AND KNOWLEDGE	The project gives all students a solid grounding of some formal elements focusing on line, tone, shape, form, colour. Students learn new skills such as blending, layering and creating perspective.	Students will build upon skills learnt during Autumn 1 about still life and Andrew Salgado to work towards a sustained A3 size oil pastel outcome demonstrating understanding and application of learning.	Developing use of the Formal Elements through 2D experimental and risk taking techniques in watercolour methods and processes.	Students will build upon skills learnt during Spring 1 about Landscapes and JMW Turner and Van Gogh to work towards a sustained A3 size watercolour outcome demonstrating understanding and application of learning.	Developing use of the Formal Elements through 2D drawing with a graphite pencil focusing on line, tone, shape, form. Students learn new skills such as understanding proportions, gridding / scaling up.	Students will build upon skills learnt during Autumn 1 about shading techniques and Summer 1 about portraiture and Palesa Monareng and Picasso to work towards a sustained A3 size graphite pencil outcome demonstrating understanding and application of learning.
WIDER APPLICATION AND FUTURE PATHWAYS	- Introduction to working as a fine artist. - Exploring and discussing career paths in art.	- Working in the manner of a commissioned artist. - Understanding how an artist develops a style to attract potential customers.	- Introduction to working as a Landscape artist (fine artist). - Exploring and discussing career paths in art with a focus on Landscape painting.	- Apply an understanding of relevant practices in Fine Art.	- Exploring and discussing career paths in art as portrait artist and illustrator. - Developing ways to convey a positive self-identity and pride in self.	- Exploring and discussing career paths in art. - Developing and understanding ways to convey ethnicity, culture and heritage through art.



ASSESSMENTS Summative and Formative as applicable	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills A03: Drawing tasks Written tasks A01: Andrew Salgado artist study & research	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills A04: A3 Colour oil pastel drawing of an original still life composition Unit 1: Summative end of unit feedback	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills A01: JMW Turner and Van Gogh artist study & research A02: Watercolour techniques	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills A04: A3 Watercolour landscape outcome Unit 2: Summative end of unit feedback	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills A03: Drawing tasks Written tasks A01: Palesa Monareng artist study & research	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills A04: A3 Graphite pencil tonal self-Portrait Unit 3: Summative end of unit feedback
	Opportunity for students to reflect on learning, respond to feedback (mostly vocal), improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback (mostly vocal), improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback (mostly vocal), improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback (mostly vocal), improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback (mostly vocal), improve work, etc. 	Opportunity for students to reflect on learning, respond to feedback (mostly vocal), improve work, etc. 
INCLUSION AND ACCESSIBILITY	- All pupils access the curriculum through well planned lessons and projects - Tasks consider all ability levels and are inclusive of student needs including SEND, EAL. - Disadvantage pupils are provided with books and materials, access to IT in art club/ intervention.	- Adaptive teaching is integral to teaching in the Art department. Tasks and projects are contently reviewed and improved (adapted). - Making art lessons fun and challenging so that all students enjoy the subject and remain ambitious in wanting to achieve	- All pupils access the curriculum through well planned lessons and projects - Tasks consider all ability levels and are inclusive of student needs including SEND, EAL. - Disadvantage pupils are provided with books and materials, access to IT in art club/ intervention.	- Adaptive teaching is integral to teaching in the Art department. Tasks and projects are contently reviewed and improved (adapted). - Making art lessons fun and challenging so that all students enjoy the subject and remain ambitious in wanting to achieve	- All pupils access the curriculum through well planned lessons and projects - Tasks consider all ability levels and are inclusive of student needs including SEND, EAL. - Disadvantage pupils are provided with books and materials, access to IT in art club/ intervention.	- Adaptive teaching is integral to teaching in the Art department. Tasks and projects are contently reviewed and improved (adapted). - Making art lessons fun and challenging so that all students enjoy the subject and remain ambitious in wanting to achieve
SPECIALIST VOCABULARY	STILL LIFE LINE SHAPE FORM TONE CONTRAST COLOUR FORMAL ELEMENTS DEPTH CONTRAST EXPERIMENT RISK TAKING SHADING PROPORTION REALISTIC	ANALYSE ANDREW SALGADO ABSTRACT OBSERVATION LINE OUTLINE SHAPE FORM OUTLINE TONE COLOUR FORMAL ELEMENTS EVALUATE	LANDSCAPE CITYSCAPE THE NATURAL ENVIRONMENT FOREGROUND MIDGLEGROUND BACKGROUND PERSPECTIVE ONE POINT PERSPECTIVE WATERCOLOUR TEXTURES REALISTIC WET INTO WET WET INTO DRY DRY BRUSH STIPPLING	ANALYSE COMPARE AND CONTRAST JMW. TURNER / VAN GOGH RULE OF THIRDS DIAGONAL LINE COMPOSITION FOCAL POINT ANGLE OF VIEW LAYERED OBSERVATION MARK-MAKING TONE DETAIL RISK TAKING CONTROL BRUSHSTROKE EVALUATE	SELF PORTRAIT FACIAL FEATURES SYMMETRY TONE CONTRAST SHAPE FORM OBSERVATION	PORTRAIT PALESA MONARENG IDENTITY PROPORTION FORM BACKGROUND GRIDDING EVALUATE
QUALITY FIRST TEACHING	✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions					



YEAR 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:
	Unit 1: Nature Warrior Shield	Unit 1: Nature Warrior Shield	Unit 2: Emotions and Expressions	Unit 2: Emotions and Expressions	Unit 3: Gargoyle Pots	Unit 3: Gargoyle Pots
KNOWLEDGE AND KEY SKILLS	-To develop drawing skills - Use of marks to describe surface quality - Use lines and marks to create texture - Investigating and researching artists -Drawing and design skills: Line, tone, marks, patterns, shape, form AFL- How to give feedback. Reviewing own and others' work.	- <i>Using symmetry to create a shield design.</i> - Using resources and templates to develop original designs. - Adapting and refining design ideas from scratch using own drawings. - Planning out final design. - Reviewing, modifying, refining, evaluating.	- Critical analysis of artwork from different times and culture - Exploring the links between art and culture. - Focusing on expressionism and reading messages and emotions in artworks - Independent research skills - Using research to inform artwork and ideas AFL- How to give feedback. Reviewing own and others' work.	- Using research to inform developing ideas - Developing proficiency in drawing and painting from first and second hand sources - Developing ideas and intentions when creating compositions - Developing ability to improve work based on feedback - Reviewing, modifying, refining, evaluating.	- Developing illustrative skills - Using secondary images as a stimulus for design ideas - Exploring abstract art - Exploring the purpose of gargoyles AFL- How to give feedback. Reviewing own and others' work.	- Preparing clay and work surfaces - The three S's (Slip, Score, Smoothie) - Developing clay modelling techniques - Building confidence working with clay - Health & Safety working practices when using air dried clay - Developing painting skills using acrylics to paint dried clay - Varnishing a clay artwork - Reviewing, modifying, refining, evaluating.
CURRICULUM SEQUENCING AND HOW WE BUILD ON SKILLS AND KNOWLEDGE	-Developing use of light to dark tones to create texture and tone. -Developing use of key art words/terms when describing a piece of art.	- Classroom Q&A sessions to get students into the habit of giving and receiving feedback on own and other's work. - Developing printing making skills.	- Developing experimental skills in a variety of media including biro pens, ink pens, oil pastels, watercolour paint, acrylic paint and charcoal. - Classroom Q&A sessions to get students into the habit of giving and receiving feedback on own and other's work.	- Developing creative use of primary and secondary sources. - Classroom Q&A sessions to get students into the habit of giving and receiving feedback on own and other's work.	- Developing dexterity through handling of clay. - Classroom Q&A sessions to get students into the habit of giving and receiving feedback on own and other's work.	- Developing dexterity through handling of clay. - Creating an original artwork inspired by the work of professionals.
WIDER APPLICATION AND FUTURE PATHWAYS	- Explicit reference to careers including print making and botanical illustration. - Exploring the links between art and a career in the design and illustration industries.	- Explicit reference to careers including print making and botanical illustration. - Exploring the links between art and a career in the design industry.	- Exploring the links between Art and an ability to express feelings and emotions. - Using art as a therapeutic tool - Discussions around boys/men mental health.	- Exploring the links between Art and an ability to express feelings and emotions. - Using art as a therapeutic tool - Discussions around boys/men mental health.	- Explicit reference to careers in Ceramics. - Exploring Structures and various forms of Architecture	- Explicit reference to careers in Ceramics
ASSESSMENTS Summative and Formative as applicable	A01: William Morris and Maria Sibylla Merian artist study and research A03: Drawing tasks Written tasks	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills A04: A5 composition of original house badge / sigil	A01: German Expressionism research artist study A02: Experimenting with a variety of media – oil pastels, pens, acrylic paint	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills A04: A3 German expressionist inspired self portrait	A03: Drawing tasks Written tasks A01: Gargoyle studies & exploration A02: Experimenting with clay	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills A04: Air dried gargoyle sculpture / pot



		Unit 1: Summative end of unit feedback		Unit 2: Summative end of unit feedback		Unit 3: 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. ✓
INCLUSION AND ACCESSIBILITY	- All pupils access the curriculum through well planned lessons and projects - Tasks consider all ability levels and are inclusive of student needs including SEND, EAL. - Disadvantage pupils are provided with books and materials, access to IT in art club/ intervention.	- Adaptive teaching is integral to teaching in the Art department. Tasks and projects are contently reviewed and improved (adapted). - Making art lessons fun and challenging so that all students enjoy the subject and remain ambitious in wanting to achieve	- All pupils access the curriculum through well planned lessons and projects - Tasks consider all ability levels and are inclusive of student needs including SEND, EAL. - Disadvantage pupils are provided with books and materials, access to IT in art club/ intervention.	- Adaptive teaching is integral to teaching in the Art department. Tasks and projects are contently reviewed and improved (adapted). - Making art lessons fun and challenging so that all students enjoy the subject and remain ambitious in wanting to achieve	- All pupils access the curriculum through well planned lessons and projects - Tasks consider all ability levels and are inclusive of student needs including SEND, EAL. - Disadvantage pupils are provided with books and materials, access to IT in art club/ intervention.	- Adaptive teaching is integral to teaching in the Art department. Tasks and projects are contently reviewed and improved (adapted). - Making art lessons fun and challenging so that all students enjoy the subject and remain ambitious in wanting to achieve
SPECIALIST VOCABULARY	LINE SHAPE NATURE TONE COLOUR FORMAL ELEMENTS DEPTH CONTRAST EXPERIMENT RISK TAKING SHADING PROPORTION REALISTIC MARK-MAKINGS	MARIA SIBYLLA MERIAN WILLIAM MORRIS OBSERVATION SYMMETRY ASYMMETRICAL PATTERN ILLUSTRATION BRIEF DESIGN DRAFT PRINTING FINAL OUTCOME	KATHE KOLLWITZ KARL SCHMIDT - ROTLUFF EMOTIONS EXPRESSIONS MEDIA EXPERIMENT GERMAN EXPRESSIONISTS PEOPLE MENTAL HEALTH ANALYSIS	SELF PORTRAIT NARRATIVE RESILIENCE PROJECT BRIEF TECHNIQUES MULTI MEDIA RISK TAKING CONNECT EVALUATE	HISTORY ARCHITECTURE GARGOYLES ABSTRACT DISTORTION GOTHIC MONSTROUS SKETCHING SECONDARY SOURCES	RELIEF DEPTH CLAY SCORE, SLIP & SMOOTH CROSS HATCH DESIGN PLAN REFINE MARK MAKINGS TEXTURES PINCH POT EVALUATE
QUALITY FIRST TEACHING	✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions					

**YEAR 9**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:	UNIT OF WORK:
	Unit 1: Shapes, Colour and Text	Unit 1: Shapes, Colour and Text	Unit 2: Printing	Unit 2: Printing	Unit 3: Workshop Activities	Unit 4: Doodles (Mini Project)
KNOWLEDGE AND KEY SKILLS	- Utilising own independent artist research to develop personal response. - Adapting and refining ideas using own research. - Expressing and communicating ideas through annotation. - Responding to artists' artwork and style.	- Developing the ability to describe intentions. - Developing ideas and intentions when creating artwork. - Developing ability to collaborate and work as a team on a project. - Demonstrating understanding of mixing acrylic paints and applying to a surface. - Planning out a final piece / outcome. - Working in the manner required for GCSE Art - Reviewing, modifying, refining, evaluating.	- Exploring the history of block printing and artists who utilise it in their practice. - Studying artists' work in detail and experimenting with drawing styles. - Drawing from observation. - Developing proficiency in drawing from first- and second-hand sources. - Responding to an artists' artwork and style. - Planning out a final piece / outcome.	- Adapting and refining design ideas from scratch using own drawings - Planning out final design - Balance of light, dark, mark makings, positive and negative. - How to apply ink to a surface and how to make a successful print - Health & Safety working practices when using lino. - Reviewing, modifying, refining, evaluating.	- Studying and exploring a range of artists and styles - Researching the work of relevant collage, multimedia and print artists. - Annotating - Experimenting and mixing media. - Symbolism and symbolic use of objects, images, words. - Combining the styles of artists - Reviewing, modifying, refining, evaluating.	- Using line to create doodles - Using images to recreate the work of given artists - Experimenting with media - Reflecting on and evaluating their own and others' work. - Responding to an artists' artwork and style. - Taking and using primary photographs. - Using secondary images to create a mood board. - Creating an original composition. - Combining the styles of artists - Developing the ability to describe intentions - Reviewing, modifying, refining, evaluating.
CURRICULUM SEQUENCING AND HOW WE BUILD ON SKILLS AND KNOWLEDGE	- Developing creative use of sources. Classroom Q&A sessions to get students into the habit of giving and receiving feedback on own and other's work.	- Identifying opportunities to create purposeful and meaningful murals within school and to serve a community.	- Developing observational drawing skills from year 7 and 8. - Drawing natural forms (year 8) - Creating a pattern (year 8) Classroom Q&A sessions to get students into the habit of giving and receiving feedback on own and other's work.	- Using the work of artists as inspiration.	- Planning and developing ideas and compositions. - Evaluating and selecting. - Using the work of artists as inspiration. - Combining the work of various artists to create an original outcome. - Selecting, mixing and applying acrylic paints.	- Understanding the complexities that come with developing an original art composition. - Developing use of materials to create busy and complex compositions Classroom Q&A sessions to get students into the habit of giving and receiving feedback on own and other's work.
WIDER APPLICATION AND FUTURE PATHWAYS	- Introduction to working as a fine artist. - Exploring and discussing career paths in art.	- Working in the manner of a commissioned public artist to a strict brief. - Understanding how a public artist's work impacts their local community.	- Introduction to working as a print maker. - Exploring and discussing career paths in art with a focus on print. - Links to cultures and printing in clothing / fashion.	- Apply an understanding of relevant practices in the creative and cultural industries to their work	- Exploring and discussing career paths in art as portrait painter. - Developing ways to convey ideas about identity.	- Exploring and discussing career paths in art. - Developing ways to convey ethnicity, culture, religious beliefs, relationships through art.



ASSESSMENTS Summative and Formative as applicable	A01: Artist research and studies – Michael Craig Martin. A02: Experimenting with media: Colour theory, acrylic paint mixing, colour pencils.	A03: Planning and developing a composition individually and as a team A04: A3 composition that shows link to artists studied and confident use of various media to show Shapes and Colours. Unit 1: Summative end of unit feedback.	A01: Artist research and studies – Origins of block printing in Asia. Links to other cultures and styles. A02: Observational drawing Experimenting with a variety of printing techniques.	A03: Developing an original design from observational drawings and sketches. A04 : Lino print of an original design that can be printed onto paper or material. Unit 2: Summative end of unit feedback.	A03: Planning and developing a composition A04: A3 composition that shows link to artists studied and confident use of acrylic paints and paint pens to recreate the style of the artists. Unit 3: Summative end of unit feedback.	A01: Artist research and studies – Laolu Senbanjo, Mr Doodle A03: Explaining logic behind ideas, developments and choices through annotations using art vocabulary A04: A3 poster design in chosen media 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. 
INCLUSION AND ACCESSIBILITY	- All pupils access the curriculum through well planned lessons and projects - Tasks consider all ability levels and are inclusive of student needs including SEND, EAL. - Disadvantage pupils are provided with books and materials, access to IT in art club/ intervention.	- Adaptive teaching is integral to teaching in the Art department. Tasks and projects are contently reviewed and improved (adapted). - Making art lessons fun and challenging so that all students enjoy the subject and remain ambitious in wanting to achieve	- All pupils access the curriculum through well planned lessons and projects - Tasks consider all ability levels and are inclusive of student needs including SEND, EAL. - Disadvantage pupils are provided with books and materials, access to IT in art club/ intervention.	- Adaptive teaching is integral to teaching in the Art department. Tasks and projects are contently reviewed and improved (adapted). - Making art lessons fun and challenging so that all students enjoy the subject and remain ambitious in wanting to achieve	- All pupils access the curriculum through well planned lessons and projects - Tasks consider all ability levels and are inclusive of student needs including SEND, EAL. - Disadvantage pupils are provided with books and materials, access to IT in art club/ intervention.	- Adaptive teaching is integral to teaching in the Art department. Tasks and projects are contently reviewed and improved (adapted). - Making art lessons fun and challenging so that all students enjoy the subject and remain ambitious in wanting to achieve
SPECIALIST VOCABULARY	MICHAEL CRAIG MARTIN RESEARCH ANALYSIS PERSPECTIVE BALANCE SYMMETRY COLOUR THEORY PAINTING PRIMARY COLOURS SECONDARY COLOURS TERTIARY COLOURS	SCALE PROPORTION STIMULUS OBSERVATION PRIMARY PHOTOGRAPHS SECONDARY SOURCES DESIGN PLAN DEVELOP REFINE EVALUATE	DRAWING OBSERVATION PROPORTION SHAPE FORM DEPTH SCALE NATURAL FORMS PLANTS RESEARCH EXPLORE	DESIGN DEVELOP REFINE LINO ETCHING SCREEN PRINTING HEALTH & SAFETY PRINT EVALUATE	JULIAN OPIE PETER BLAKE ROY LICHTENSTEIN POP ART RESEARCH STUDY COLOUR BACKGROUND PORTRAITURE SELF COLLAGE PLAN DEVELOP REFINE EVALUATE	LAOLU SENBANJO MR DOODLE RESEARCH ANALYSIS PATTERN ILLUSTRATE COMPOSITION CONTRAST LINE RECORD EXPERIMENT REFINE MULTI MEDIA EVALUATE
QUALITY FIRST TEACHING	✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions					



YEAR 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	UNIT OF WORK: Workshops Skills Building	UNIT OF WORK: Workshops Skills Building	UNIT OF WORK: Workshops Skills Building	UNIT OF WORK: Project 1 Component 1: Me, Myself & I	UNIT OF WORK: Project 1 Component 1: Me, Myself & I	UNIT OF WORK: Project 1 Component 1: Me, Myself & I
KEY SKILLS	-To Develop understanding of the Formal Elements of Art. - To experiment with all variety of media. - Learning the colour wheel and demonstrating mixing colours accurately. - Drawing from observation - Drawing hands - Developing skills in painting using acrylics, watercolours and inks. - Properly cleaning painting equipment and safely disposing of acrylics and oils. - To connect experiments to specific artists and art Movements / styles. - Developing skills in drawing, using pencils, pastels, chalk & charcoal.	- Developing skills in photography. - To use physical collage as a technique to create interesting compositions. - Digital collaging using mobile phone apps. - Developing research skills. - Build on analytical abilities. - Creating textures and patterns using lino and etching techniques. - Learning how to present sketchbook pages. - Refining ideas and compositions after teacher feedback.	- Experimenting with media - Refining skills using favoured media - Developing a composition - Positive use of Artificial Intelligence and digital drawing apps. - Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study (expertise) through effective and safe use of: media, materials, techniques, processes, technologies, - Understanding the AQA marking grid and success criteria.	- Developing an understanding of all four Assessment Objectives. <u>ASSESSMENT OBJECTIVE 1:</u> - Selecting and exploring portrait artists. - Research images, artists and themes. - Develop their ideas through investigations informed by selecting and critically analysing sources. - Link artists to the theme. -GCSE standard Visual analysis of artwork from different times and culture. - Developing Photography skills. -Reflecting on and evaluating own and others' work.	<u>ASSESSMENT OBJECTIVE 2:</u> - To develop observational drawing skills. - Developing experimental ways of applying paint: impasto/ colour mixing. - Experimenting with different media. -Linking techniques to artists explored and themes. -Developing skills across a range of drawing and painting experimental techniques that are suitable for the artists researched.	<u>ASSESSMENT OBJECTIVE 3:</u> - Importance of annotations and the use of sketchbooks to record ideas, feelings and responses. - Refine 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 <u>ASSESSMENT OBJECTIVE 4:</u> - Realise personal intentions through sustained application of the creative process - Creating a meaningful outcome that demonstrates understanding of themes and makes connections with artists explored.
CURRICULUM SEQUENCING AND HOW WE BUILD ON SKILLS AND KNOWLEDGE	Drawing upon KS3 ability to analyse a piece of artwork Drawing upon KS3 ability to research artists Classroom Q&A sessions to get students into the habit of giving and receiving feedback on own and other's work.	Drawing upon KS3 ability to confidently experiment with media Drawing upon KS3 ability to recreate a section of an artwork Classroom Q&A sessions to get students into the habit of giving and receiving feedback on own and other's work.	Combining skills learnt during Autumn term to create an artwork that demonstrates understanding of visual language and realises intentions through a personal and meaningful response.	Drawing upon ability to confidently experiment with media Drawing upon KS3 ability to recreate a section of or a whole artwork. Classroom Q&A sessions to get students into the habit of giving and receiving feedback on own and other's work.	Using techniques learnt from artists to experiment with media in a meaningful way to build on previous research and refine skills with preferred media.	Working to a set theme Drawing upon ability to develop ideas and compositions through drafts Drawing on KS3 ability to work independently to research, plan, refine and produce a realised body of work. Classroom Q&A sessions to get students into the habit of giving and receiving feedback on own and other's work - Using gridding technique to enlarge from smaller versions of planned composition. - Writing a 'Statement of Intent' to describe, plan and explain reasoning behind ideas and choices.
WIDER APPLICATION AND FUTURE PATHWAYS	Art exhibitions trips Explicit reference to careers and Fine Art related opportunities	Art fairs Explicit reference to careers and Fine Art related opportunities	Encouraged to develop and produce work independently in the manner of a professional artist.	Open Art Studio visits Specialist Portraiture workshops Art exhibitions trips Explicit reference to careers in portraiture including painting, drawing and photography related opportunities	Art competitions opportunities Encouraged to develop and produce work independently in the manner of a professional artist.	Open Art Studio WCA Degree Show Encouraged to develop and produce work independently in the manner of a professional artist.



ASSESSMENTS 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 Project 1: REFLECTION 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 Project 2: Me, Myself and I using AOs and AQA Matrix
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. 
INCLUSION AND ACCESSIBILITY	- All pupils access the curriculum through well planned lessons and projects - Tasks consider all ability levels and are inclusive of student needs including SEND, EAL. - Disadvantage pupils are provided with books and materials, access to IT in art club/ intervention.	- Adaptive teaching is integral to teaching in the Art department. Tasks and projects are contently reviewed and improved (adapted). - Making art lessons fun and challenging so that all students enjoy the subject and remain ambitious in wanting to achieve	- All pupils access the curriculum through well planned lessons and projects - Tasks consider all ability levels and are inclusive of student needs including SEND, EAL. - Disadvantage pupils are provided with books and materials, access to IT in art club/ intervention.	- Adaptive teaching is integral to teaching in the Art department. Tasks and projects are contently reviewed and improved (adapted). - Making art lessons fun and challenging so that all students enjoy the subject and remain ambitious in wanting to achieve	- All pupils access the curriculum through well planned lessons and projects - Tasks consider all ability levels and are inclusive of student needs including SEND, EAL. - Disadvantage pupils are provided with books and materials, access to IT in art club/ intervention.	- Adaptive teaching is integral to teaching in the Art department. Tasks and projects are contently reviewed and improved (adapted). - Making art lessons fun and challenging so that all students enjoy the subject and remain ambitious in wanting to achieve.
SPECIALIST VOCABULARY	FORMAL ELEMENTS LINE TEXTURE PATTERN SHAPE FORM TONE PATETRN DRY MEDIA MIX-MEDIA COLLAGE FACIAL FEATURES PORTRAIT DIGITAL	MARK MAKING BALANCE CONTRAST POSITIVE/NEGATIVE SPACES LINO PRINTING ETCHING HUE CONTRAST BALANCE ASSESSMENT OBJECTIVES	STILL LIFE PORTRAITURE LANDSCAPES FINE ART 3D ART INSTALLATION IDEAS COMPOSITION EXPERIMENTATION RISK TAKING REFINE MINI ANALYSIS EVALUATION	VISUAL ANALYSIS LINE TONE FORM SHAPE COLOUR HUE CONTRAST MOOD STYLE PATTERN PROPORTION	IDENTITY MESSAGES SYMBOLISM MOOD EMOTIONS FEELINGS RESPRESENTATION CULTURE SELF-PORTRAIT REPRESENTATION	PORTRAITURE BACKGROUND COMPOSITION BALANCE DRY MEDIA MIX-MEDIA COLLAGE EXPERIMENTATION RISK TAKING REFINE MINI ANALYSIS EVALUATION
QUALITY FIRST TEACHING	✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions					

YEAR 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Component 1: Completion of projects from Year 10. Improvement of grades using feedback and marking schemes (60% coursework)	Component 1: Completion of projects from Year 10. Improvement of grades using feedback and marking schemes (60% coursework)	UNIT OF WORK: Component 2: A project that is set by the exam board and is set at the start of the Spring term of Year 11. (40% of final grade)	UNIT OF WORK: Component 2: Independent own focus Developing Ideas and Preparing for Exam (40% of final grade)	UNIT OF WORK:	UNIT OF WORK:
KNOWLEDGE AND KEY SKILLS	Presentation of all work neatly into sketchbooks. ASSESSMENT OBJECTIVE 1 - Artist research x 3 - Visual analysis - Compare & contrast ASSESSMENT OBJECTIVE 2 - Experimentation and refining ideas. -Annotations - Mini evaluations ASSESSMENT OBJECTIVE 3 - Developing ideas - Mind Maps - Mood Boards - 3 Ideas Page / Final ideas - Mini analysis of findings ASSESSMENT OBJECTIVE 4 - Final Outcome based on ideas developed.	Presentation of all work neatly into sketchbooks. ASSESSMENT OBJECTIVE 1 - Artist research x 3 - Visual analysis - Compare & contrast ASSESSMENT OBJECTIVE 2 - Experimentation and refining ideas. -Annotations - Mini evaluations ASSESSMENT OBJECTIVE 3 - Developing ideas - Mind Maps - Mood Boards - 3 Ideas Page / Final ideas - Mini analysis of findings ASSESSMENT OBJECTIVE 4 - Final Outcome based on ideas developed.	- 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.	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. - Realise personal intentions through sustained application of the creative process. - Present a personal and meaningful; response that realises intentions and demonstrates understanding of visual language. - Using gridding technique to enlarge from smaller versions of planned composition. - Writing a 'Statement of Intent' to describe, plan and explain reasoning behind ideas and choices.		
CURRICULUM SEQUENCING AND HOW WE BUILD ON SKILLS AND KNOWLEDGE	Encouraged to develop and produce work independently in the manner of a professional artist. Presenting own work as a visual diary in the manner of further / higher education.	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. Presenting own work as a visual diary in the manner of further / higher education.	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.		
WIDER APPLICATION AND FUTURE PATHWAYS	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.	- Art trips - Artist visits - Specialist workshops - Masterclasses	Saturday sessions to prepare student presentations/portfolios for A-Level and BTEC courses.		<u>YEAR 11 ART EXHIBITION In October</u>
ASSESSMENTS 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 Component 1 using A0'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 Component 2	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills Ongoing Formative teacher assessment of Component 2	Summative Assessment: Art Marking & Moderation of: Component 1: Project 1 and 2 (60 coursework) Component 2: Externally set theme (40% exam)	



		Internal + external self-moderation				
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. 		
INCLUSION AND ACCESSIBILITY	- All pupils access the curriculum through well planned lessons and projects - Tasks consider all ability levels and are inclusive of student needs including SEND, EAL. - Disadvantage pupils are provided with books and materials, access to IT in art club/ intervention.	- Adaptive teaching is integral to teaching in the Art department. Tasks and projects are contently reviewed and improved (adapted). - Making art lessons fun and challenging so that all students enjoy the subject and remain ambitious in wanting to achieve	- All pupils access the curriculum through well planned lessons and projects - Tasks consider all ability levels and are inclusive of student needs including SEND, EAL. - Disadvantage pupils are provided with books and materials, access to IT in art club/ intervention.	- Adaptive teaching is integral to teaching in the Art department. Tasks and projects are contently reviewed and improved (adapted). - Making art lessons fun and challenging so that all students enjoy the subject and remain ambitious in wanting to achieve		
SPECIALIST VOCABULARY	LINE TONE FORM SHAPE COLOUR MOOD STYLE PATTERN COMPOSITION HUE CONTRAST BALANCE DRY MEDIA MIX-MEDIA COLLAGE ANNOTATE CRITICAL STUDY VISUAL ANALYSIS COMPARE & CONTRAST EXPERIMENTATION DEMONSTRATE RISK TAKING	LINE TONE FORM SHAPE COLOUR MOOD STYLE PATTERN COMPOSITION HUE CONTRAST BALANCE MIX-MEDIA COLLAGE CRITICAL STUDY EXPERIMENTATION RISK TAKING REFINE CONCLUDE REFINE ADAPT EVALUATE	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		
QUALITY FIRST TEACHING	✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions					