

**Subject - ART**

**Year Group 7-11**

	<b>Half Term 1 Content</b>	<b>Half Term 2 Content</b>	<b>Half Term 3 Content</b>	<b>Half Term 4 Content</b>	<b>Half Term 5 Content</b>	<b>Half Term 6 Content</b>
Year 7 PACE Skills	<p><b>Foundation Skills – Line, Tone, shape</b> Students express their personality and interests through exploring foundation skills. line, tone &amp; form and mark making. <b>Assessment:</b> Observational drawing.</p>	<p><b>Foundation Skills – Colour Theory Colour Understanding</b> Students develop their skills of colour through researching an artist/culture and experiment with media. <b>Assessment:</b> Progress to date holistic overview</p>	<p><b>Foundation Skills – Colour Project Colour Understanding</b> Students develop their skill in colour &amp; shape by applying previous knowledge through a project based on colour where the students experiment with mixed media. Project Examples</p> <ul style="list-style-type: none"> <li>• Fauvism landscapes</li> <li>• Hockney landscapes</li> <li>• O’Keeffe gigantic flowers</li> <li>• Emotion monsters</li> <li>• Colour identity</li> <li>• Matisse paper collage</li> <li>• Hunderwasser buildings</li> </ul>	<p><b>Foundation Skills – Colour Project Colour Understanding</b> Students develop their skill in colour &amp; shape by applying previous knowledge through a project based on colour where the students experiment with mixed media. Project Examples</p> <ul style="list-style-type: none"> <li>• Fauvism landscapes</li> <li>• Hockney landscapes</li> <li>• O’Keeffe gigantic flowers</li> <li>• Emotion monsters</li> <li>• Colour identity</li> <li>• Matisse paper collage</li> <li>• Hunderwasser buildings</li> </ul>	<p><b>Foundation Skills – Pattern and symbols Project</b> Students develop their skill in Shape and pattern applying previous knowledge through a project based on a culture/artist.  Project Examples</p> <ul style="list-style-type: none"> <li>• Aboriginal boomerangs</li> <li>• Asian- fans</li> <li>• Klimt bookmarks</li> </ul>	<p><b>Foundation Skills – Pattern and symbols Project</b> Students develop their skill in Shape and pattern applying previous knowledge through a project based on a culture/artist.  Project Examples</p> <ul style="list-style-type: none"> <li>• Aboriginal boomerangs</li> <li>• Asian- fans</li> <li>• Klimt bookmarks</li> </ul>
Knowledge	Students then develop their understanding of the formal elements through Research, Techniques & Observations	Students develop their understanding of colour theory, colour wheel, colour mixing and colour groups through research,	Students develop their knowledge of colour mixing through understanding artists work and how they	Students develop their knowledge of colour mixing through understanding artists work and how they	Students develop their knowledge of symbolism in art	Students develop their knowledge of symbolism in art

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		Materials & Techniques & drawing.	use colour and practical application	use colour and practical application		
Year 8 Skills	<p><b><u>Construction Project:</u></b> Students develop skills in constructing and using 3D techniques within their art work. Including Research, designing, construction &amp; collaging</p> <p>Project examples-</p> <ul style="list-style-type: none"> <li>• African- masks</li> <li>• Venetian Masks</li> <li>• Giacometti wire figures</li> <li>• Hunderwasser Buildings</li> <li>• Sellotape hands entrapment</li> </ul>	<p><b><u>Construction Project:</u></b> Students develop skills in constructing and using 3D techniques within their art work. Including Research, designing, construction &amp; collaging</p> <p>Project examples-</p> <ul style="list-style-type: none"> <li>• African- masks</li> <li>• Venetian Masks</li> <li>• Giacometti wire figures</li> <li>• Hunderwasser Buildings</li> <li>• Sellotape hands entrapment</li> </ul>	<p><b><u>Observational Drawing Project –</u></b> Students build on their skills form Year 7 and extend their ability to create accurate observation drawings. using drawing, developing techniques, observation &amp; research.</p> <p>Project examples</p> <p>Manmade/everyday objects-</p> <ul style="list-style-type: none"> <li>• Jim Dine- tools</li> <li>• Michael Craig Martin</li> </ul> <p>Natural forms-</p> <ul style="list-style-type: none"> <li>• Insects/ bugs</li> <li>• Haeckel- shells</li> </ul>	<p><b><u>Observational Drawing Project –</u></b> Students build on their skills form Year 7 and extend their ability to create accurate observation drawings. using drawing, developing techniques, observation &amp; research.</p> <p>Project examples</p> <p>Manmade/everyday objects-</p> <ul style="list-style-type: none"> <li>• Jim Dine- tools</li> <li>• Michael Craig Martin</li> </ul> <p>Natural forms-</p> <ul style="list-style-type: none"> <li>• Insects/ bugs</li> <li>• Haeckel- shells</li> </ul>	<p><b><u>Perspective and distortion Project –</u></b> Using continuous line and pattern students experiment with how to produce creative outcomes through drawing</p> <p>Project Examples</p> <ul style="list-style-type: none"> <li>• Cubism-</li> <li>• Chuck Close- shapes/pattern</li> <li>• Jon Burgerman monsters</li> <li>• Zentangle- doodle patterns</li> </ul>	<p><b><u>Perspective and distortion Project –</u></b> Using continuous line and pattern students experiment with how to produce creative outcomes through drawing</p> <p>Project Examples</p> <ul style="list-style-type: none"> <li>• Cubism-</li> <li>• Chuck Close- shapes/pattern</li> <li>• Jon Burgerman monsters</li> <li>• Zentangle- doodle patterns</li> </ul>
Knowledge	How to design, plan and produce a 3D model	How to design, plan and produce a 3D model	How to use various tones of pencil and line to create artwork.	How to use various tones of pencil and line to create artwork.	How to creatively use pattern, geometry and symmetry.	How to creatively use pattern, geometry and symmetry.

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<p>Year 9</p>	<p><b><u>Coursework Project 1 (Component 1):</u></b>                  Students will develop their understanding of the assessment objectives whilst also developing their skill level.                  AO1 research/ investigating.                  AO3 – recording observations.</p> <p>Project examples</p> <ul style="list-style-type: none"> <li>• Insects</li> <li>• Natural forms</li> <li>• Mexican Day of the Dead</li> <li>• Italy</li> </ul>	<p><b><u>Coursework Project 1 (Component 1):</u></b>                  Students will develop their ideas through AO3 – recording observations.                  AO2 refining and developing/ experimenting</p> <p>Project examples</p> <ul style="list-style-type: none"> <li>• Insects</li> <li>• Natural forms</li> <li>• Mexican Day of the Dead</li> <li>• Italy</li> </ul>	<p><b><u>Coursework Project 1 (Component 1):</u></b>                  Students will develop their coursework project and work towards producing a final outcome.                  AO2 refining and developing/ experimenting                  AO4 – personal response/ final piece</p> <p>Project examples</p> <ul style="list-style-type: none"> <li>• Insects</li> <li>• Natural forms</li> <li>• Mexican Day of the Dead</li> <li>• Italy</li> </ul>	<p><b><u>Coursework Project 2 (Component 1):</u></b>                  Students will build on their understanding of the assessment objectives whilst continuing to developing their skills in                  AO1 research/ investigating.                  AO3 – recording observations.</p>	<p><b><u>Coursework Project 2 (Component 1):</u></b>                  Students will develop their ideas through AO3 – recording observations.                  AO2 refining and developing/ experimenting</p>	<p><b><u>Coursework Project 2 (Component 1):</u></b>                  Students will develop their coursework project and work towards producing a final outcome.                  AO2 refining and developing/ experimenting                  AO4 – personal response/ final piece</p>
<p>Year 10</p>	<p><b><u>Coursework Project 3 (Component 1):</u></b>                  Personal theme, opportunity for students to select their own theme as a starting point. Build on their knowledge of the assessment objectives whilst developing independent learning.</p>	<p><b><u>Coursework Project 3 (Component 1):</u></b>                  Students will develop their ideas through AO3 – recording observations.                  AO2 refining and developing/ experimenting</p>	<p><b><u>Coursework Project 3 (Component 1):</u></b>                  Students will develop their coursework project and work towards producing a final outcome.                  AO2 refining and developing/ experimenting</p>	<p><b><u>Coursework Project 3 (Component 1):</u></b>                  Students will develop their coursework project and work towards producing a final outcome.                  AO4 – personal response/ final piece</p>	<p><b><u>Mock Exam Coursework Project</u></b>                  Students have the opportunity to choose from previous exam themes from which they will create a coursework project which can be submitted as part of their component 1.</p>	<p><b><u>Mock Exam Coursework Project</u></b>                  Students have the opportunity to choose from previous exam themes from which they will create a coursework project which can be submitted as part of their component 1.</p>

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	AO1 research/ investigating. AO3 – recording observations.				AO1 research/ investigating. AO3 – recording observations	AO3 – recording observations AO2 refining and developing/ experimenting
Year 11	<p><b><u>Mock Exam Coursework Project</u></b> Students have the opportunity to choose from previous exam themes from which they will create a coursework project which can be submitted as part of their component 1, whilst also familiarising them with the timescale and structure of component 2 exam project.</p> <p>AO2 refining and developing/ experimenting</p>	<p><b><u>Mock Exam Coursework Project</u></b> Students have the opportunity to choose from previous exam themes from which they will create a coursework project which can be submitted as part of their component 1, whilst also familiarising them with the timescale and structure of component 2 exam project.</p> <p>AO4 – personal response/ final piece</p>	<p><b><u>Component 2: Externally Set Task:</u></b> Students will receive the exam paper and choose 1 starting point, based on teacher guidance. The first three assessment objects form the exam preparatory studies</p> <p>AO1 research/ investigating. AO3 – recording observations AO2 refining and developing/ experimenting</p>	<p><b><u>Component 2: Externally Set Task:</u></b> Students complete their AO1-AO3 preparation work before sitting the 10hour final exam.</p> <p>AO1 research/ investigating. AO3 – recording observations AO2 refining and developing/ experimenting</p> <p>AO4 – personal response/ final piece</p>	<p><b><u>Completion of component 1:</u></b> Students to complete coursework portfolio/ mount and present work.</p> <p>All work assessed and moderated.</p>	

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