

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
<u>Topic</u>	Colour Theory	Leaves/Natural forms	Texture	Patterns	Portraits	Pop Art
<u>Key Objectives</u>	Intro & understand the colour wheel. Flat & graduated tones & colours. Warm & cool colours. Using wax crayons to graduate warm & cool colours.	Observe & draw leaves. Explore 3 or 4 different materials to record shape, colour, form. Introduce simple printmaking. Textiles-creating a felt leaf. Create an amalgamated collage from all their work.	Creating texture & the illusion of texture. Paper & wool weaving. Using oil pastel to create the illusion of texture. Exploring how paper can be manipulated to create lots of different textures.	Explore the work of artists including Klimt & W. Morris. Research Klimt's history, influences & work; & make brief notes. Take sections from their work & draw accurately. Experiment with media & colour & creating a texture version (from what you learnt last term).	.Study examples from more than 5 centuries & modern selfies. Practice 'constructing' a portrait with guidelines etc. Use charcoal to create a self portrait. Take a selfie & then explore media & backgrounds to create a complex, self portrait, and a 'simple' self portrait in the style of J. Opie.	Studying some examples. Q & A the term 'Pop Art'? Discuss the styles. Refer to Lichtenstein's 'Wham' & create a 1 word painting in his style (link to J Opie's portraits last half term) Observational drawing of 6 different objects. Use these drawings to create a piece of work in the style of M.. Craig-Martin .
<u>Assessment Opportunities (F&S)</u>	Self - grid & written comments, Peer-written comments Teacher - verbal, weekly written feedback & end of project written assessment.	Self - grid & written comments, Show & tell. Peer- written comments Teacher - Verbal, Weekly written feedback & end of project written assessment.	Self - grid & written comments, Peer-written comments Teacher - Verbal, Weekly written feedback & end of project written assessment.	Self - grid & written comments, Peer-written comments Teacher - Verbal, Weekly written feedback & end of project written assessment.	Self - grid & written comments, Peer-written comments Teacher - Verbal, Weekly written feedback & end of project written assessment.	Self - grid & written comments, Peer-written comments Teacher - Verbal, Weekly written feedback & end of project written assessment.
<u>CEIAG</u>	Print manufacturing & colour separation.	Environmental Art (Carrier bag design).	Textile designer & ceramic designer.	Surface pattern designer r.	Portrait artist & portrait photographer.	Comics, graphic story book design, book illustration.
<u>Cultural Capital</u>						
<u>Cross-Curricular Links</u>	Maths - circles English - reading, speaking & listening.	Science - life cycle. English - vocabulary, speaking & listening.	Maths - measuring Engineering - folding English - speaking & listening.	Maths - mirroring & repeating. English - speaking & listening.	Maths - symmetry English - speaking & listening, vocabulary.	English - speaking & listening, onomatopoeia.

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Topic	Mexican Day of the Dead	Drawing	About Me	Twisting, turning, wriggling, squirming	Aboriginal Art	Aboriginal Art 3D
Key Objectives	The Mexican Day of the Dead; its traditions motifs etc Observe & draw simplified skulls, add decoration using related motifs. Create skulls using different materials - oil pastel, collage, paint etc. Use felt to create a 3D soft sculpture 'skull'.	To explore drawing & shading techniques. Directional light, 3D forms, perspective, 1 & 2 point perspective. Using construction lines. To draw 3 or 4 pieces of art equipment, (using construction techniques), apply colour & shade to look 3D	To explore media & techniques to create backgrounds. To create a wall hanging - create 3 separate pieces of collage which represent you.	To practice different ways of constructing & drawing twists, springs & coils. To create a twisting paper sculpture. To use your constructing & drawing skills to create an original piece of work for Twisting turning wriggling & squirming.	To explore the themes & symbols associated with Aboriginal art. To create a design using symbols & earth colours. To explore patterns & silhouettes when creating a modern Aboriginal design.	To draw lizards from secondary sources. To create 3 or 4 different patterns/designs for decoration on your lizard.. To create a 3D lizard using papier mache. To enlarge & apply your pattern design on your 3D lizard.
Assessment Opportunities (F&S)	Self - grid & written comments, Peer-written comments Teacher - verbal, weekly written feedback & end of project written assessment.	Self - grid & written comments, Peer-written comments Teacher - verbal, weekly written feedback & end of project written assessment.	Self - grid & written comments, Peer-written comments Teacher - verbal, weekly written feedback & end of project written assessment.	Self - grid & written comments, Peer-written comments Teacher - verbal, weekly written feedback & end of project written assessment.	Self - grid & written comments, Peer-written comments Teacher - verbal, weekly written feedback & end of project written assessment.	Self - grid & written comments, Peer-written comments Teacher - verbal, weekly written feedback & end of project written assessment.
CEIAG	Graphic designer	Architect	Crafts people - Jewellery.	CAD & technical drawing.	Greetings cards & gift wrap	Signage, symbols, maps
Cultural Capital						
Cross-Curricular Links	Biology - skulls. English - reading, speaking & listening	Maths - measuring, 3D shapes English - speaking & listening	English - speaking & listening	Maths - measuring English - speaking & listening	Geography - Australia English - speaking & listening	Science - reptiles English - speaking & listening.

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<u>Topic</u>	Colour Theory & lettering	Abstract Art	African Art & Masks	Sweet Wrappers	Kandinsky	Printmaking
<u>Key Objectives</u>	Colour Theory, wheel. To create a lettering collage. Observe & record an area. Mix & apply cool /warm tones. Apply paint so that the colours graduate.	To create an abstract cube. To observe & record the designs of Mondrian, Kandinsky & Moore. To create a net for the cube. To apply your abstract designs to your net. Construct.	Re-cap portraits (yr8). Stylised/exaggerated features. Media exploration. Creating a 3D mask in card & papier mache.	Observational recording. Enlarge & accurate draw- A4 size. Apply 3 different media. To use a resist technique. Draw your design in wax (batik). Apply fabric paint.	Creating a GCSE style project. You will start with researching Kandinsky's work. Drawing from his work. Creating your designs. Applying different media..	To create a set of prints from your Kandinsky designs. To prepare a tile & create white prints on black paper. To create one & two colour over prints. To create 3 colour prints.
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<u>CEIAG</u>	Typographer	Packaging or furniture design.	Theatre & costume design.	Illustration	Sculptor / ceramic designer	Fine artist / printmaker
<u>Cultural Capital</u>						
<u>Cross-Curricular Links</u>	Maths - measuring English - speaking & listening	Maths -measuring, creating a net. English - speaking & listening	English - speaking & listening	English - speaking & listening, reading. Maths - measuring	English - speaking & listening Maths - measuring	English - speaking & listening Maths - measuring

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<u>Topic</u>	Coursework Project 1	Coursework Project 1	Coursework Project 2	Coursework Project 2	Coursework, Projects 1 & 2	Coursework Projects 1 & 2
<u>Key Objectives</u>	Choose your theme. Observation & recording. Research & annotation.	Development & exploration. Annotation.	Choose your theme. Observation & recording. Research & annotation.	Development & exploration. Annotation.	Media & technique exploration. Photography	Media & technique exploration. Photography
<u>Assessment Opportunities (F&S)</u>	Teacher: verbal feedback (lesson) Written feedback (weekly). Half term assessment.	Student self & peer assessment. Teacher: verbal feedback (lesson) Written feedback (weekly). Half term assessment.	Teacher: verbal feedback (lesson) Written feedback (weekly). Half term assessment.	Student self & peer assessment. Teacher: verbal feedback (lesson) Written feedback (weekly). Half term assessment.	Teacher: verbal feedback (lesson) Written feedback (weekly). Half term assessment.	Student self & peer assessment. Teacher: verbal feedback (lesson) Written feedback (weekly). Half term assessment.
<u>CEIAG</u>	Fine Art vs design	Art historian, museum & gallery careers.	Surface pattern & illustration	Animation	Photographer	Product designer Educational designer (books, toys, games, etc)
<u>Cultural Capital</u>						
<u>Cross-Curricular Links</u>	English - speaking & listening	English - speaking & listening	English - speaking & listening	English - speaking & listening	English - speaking & listening	English - speaking & listening

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<u>Topic</u>	Coursework Projects 1 & 2	Coursework Projects 1 & 2	Exam Prep	Exam Prep & Exam	Refine & modify coursework	NA
<u>Key Objectives</u>	Continue with exploration & development. Multi-media Annotation.	Continue with exploration & development. Multi-media Annotation.	Choose a question Exam prep, observation & recording. Research & annotation.	Exam prep. Development & exploration. Annotation. Exam	Complete coursework Annotation	
<u>Assessment Opportunities (F&S)</u>	Teacher: verbal feedback (lesson) Written feedback (weekly). Half term assessment.	Student self & peer assessment. Teacher: verbal feedback (lesson) Written feedback (weekly). Half term assessment.	Teacher: verbal feedback (lesson) Written feedback	Teacher: verbal feedback (lesson) Written feedback	Teacher to mark/assess both coursework & exam. Centre marking sent to AQA	AQA moderator visit to assess our marking.
<u>CEIAG</u>	Fashion	Buyers	Studying Art post 16	Teaching Art - nursery, primary, secondary level.		
<u>Cultural Capital</u>						
<u>Cross-Curricular Links</u>	English - speaking & listening	English - speaking & listening	English - speaking & listening	English - speaking & listening		