

Year 7 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	Character (SMSC & Values)	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Through the door tasks ❖ Analysis of material ❖ Discussion 	<ul style="list-style-type: none"> ● Climate change looked at with Environment project. ● Discussions and plenaries work on social skills. 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Gallery visit ● KS3 Art Club ● KS3 Art catch up 	<ul style="list-style-type: none"> ●
Formal Assessments			Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ Formal assessment grades are taken from the end of each project. 			<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Completing incomplete classwork at the ends of projects. ● Researching images for classwork. ● Creative colour wheel
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum <i>(including KS2)</i>
Colour Theory <i>9 lessons</i>	Knowledge: <ul style="list-style-type: none"> ★ Types of colour. ★ Mixing colours. ★ Types of paint. Skills: <ul style="list-style-type: none"> ★ Using water colours. ★ Presentation. ★ Colour mixing. 	Sequencing: <ul style="list-style-type: none"> → How to mix basic colour (Primary, secondary and tertiary). → Working from found reference images. GCSE: <ul style="list-style-type: none"> → Use of paint - AO2 → Presentation of work - AO4 → Keywords - AO1 Wider curriculum: <ul style="list-style-type: none"> → D&T - Colour Theory 		<ul style="list-style-type: none"> ● To use a range of techniques and media, including painting. ● To increase their proficiency in the handling of different materials.

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Drawing with Tone <i>8 lessons</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> ★ Mark making. ★ What is tone. ★ Using the gridding technique. ★ What is proportion. <p>Skills:</p> <ul style="list-style-type: none"> ★ Drawing ★ Tone ★ Gridding up ★ Using a range of tonal pencils 	<p>Sequencing:</p> <ul style="list-style-type: none"> → Gridding up an image. → Drawing with up to 5 tones. <p>GCSE:</p> <ul style="list-style-type: none"> → Recording from observation - AO3 → Presentation - AO4 → Use of pencils - AO2 <p>Wider curriculum:</p> <ul style="list-style-type: none"> → Maths - Scaling up and proportion. 	<ul style="list-style-type: none"> ● To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. ● To increase their proficiency in the handling of different materials.
Clay <i>6 lessons</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> ★ The properties of clay ★ Understanding sculpture ★ Texture <p>Skills:</p> <ul style="list-style-type: none"> ★ How to use mark making to create texture ★ Stick and slip 	<p>Sequencing:</p> <ul style="list-style-type: none"> → Designing before making. → Stick and slip method. → Properties of clay. <p>GCSE:</p> <ul style="list-style-type: none"> → Experimenting with clay - A02 → Working from natural forms - A03 → Knowledge of clay - A01 <p>Wider curriculum:</p> <ul style="list-style-type: none"> → Geography - Theme of natural and/or manmade. 	<ul style="list-style-type: none"> ● To use a range of techniques and media, including painting. ● About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
Environment <i>10 lessons</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> ★ How to make your work have context. <p>Skills:</p> <ul style="list-style-type: none"> ★ Drawing from images. ★ Using materials not usually used for art. ★ Tone. ★ Texture. ★ Detail.. 	<p>Sequencing:</p> <ul style="list-style-type: none"> → To use a range of techniques and media, including painting → To increase their proficiency in the handling of different materials → To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work <p>GCSE:</p>	<ul style="list-style-type: none"> ● To use a range of techniques and media, including painting. ● To increase their proficiency in the handling of different materials. ● To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

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		<ul style="list-style-type: none"> → Contextual links - A01 → Experimenting with different materials - A02 → Drawing from realistic images - A03 → Presentation - A04 <p>Wider curriculum:</p> <ul style="list-style-type: none"> → Geography - Environments. → D&T - Sustainability. 	
Mixed Media <i>6 lessons</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> ★ Evaluating ★ Understanding the properties of materials <p>Skills:</p> <ul style="list-style-type: none"> ★ Using a range of materials ★ Thinking outside the box ★ Rendering 	<p>Sequencing:</p> <ul style="list-style-type: none"> → Introduction to various new materials that are used throughout KS3 and KS4. → Working with found reference images. <p>GCSE:</p> <ul style="list-style-type: none"> → Using a range of materials - A02 → Recording from observation - A03 → Presentation - A04 <p>Wider curriculum:</p> <ul style="list-style-type: none"> → Science - Range of experiments and materials → D&T - Properties of materials 	<ul style="list-style-type: none"> ● To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their idea ● To use a range of techniques and media, including painting ● To increase their proficiency in the handling of different materials

Year 8 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Through the door tasks ❖ Analysis of material ❖ Analysis of artists ❖ Discussion 	<ul style="list-style-type: none"> ● Mental health looked at with Vincent van Gogh and Raising awareness project. 	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ● Gallery visit ● KS3 Art Club ● KS3 Art catch up 	<ul style="list-style-type: none"> ● Raising awareness project looks at many different issues including BLM and LGBTQ+. ● Wide range of artists looked at.

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❖ Plenaries	<ul style="list-style-type: none"> Climate change looked at with Raising awareness project. Discussions and plenaries work on social skills. 			
Formal Assessments (Title/Date)			Blended Learning	Home Learning
❖ Formal assessment grades are taken from the end of each project.			<ul style="list-style-type: none"> Artist research and analysis. 	<ul style="list-style-type: none"> Completing incomplete classwork at the ends of projects. Researching images for classwork. Impressionist Art research project.
Unit of Work	Knowledge and <i>Skills</i>	Curriculum Links and Sequencing		National Curriculum (<i>including KS2</i>)
Vincent Van Gogh <i>8 lessons</i>	Knowledge: <ul style="list-style-type: none"> ★ Impressionists. ★ Vincent Van Gogh's life. ★ How mark making is used to make texture. Skills: <ul style="list-style-type: none"> ★ Use of oil pastels. ★ Applying texture. ★ Mark making. 	Sequencing: <ul style="list-style-type: none"> → Artist research and analysis, to learn how to write about art. → Recreating an artist's work. GCSE: <ul style="list-style-type: none"> → Researching an artist - AO1 → Use of a new material - AO2 → Recording from an image - AO3 → Presentation - AO4 Wider curriculum: <ul style="list-style-type: none"> → English - Artist analysis. → History - History of an artist. 		<ul style="list-style-type: none"> To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their idea To use a range of techniques and media, including painting About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
Chalk faces <i>6 lessons</i>	Knowledge: <ul style="list-style-type: none"> ★ Proportions of a face. ★ Properties of chalk. 	Sequencing: <ul style="list-style-type: none"> → Proportions of the face. 		<ul style="list-style-type: none"> To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their idea

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	<ul style="list-style-type: none"> ★ Using form to make images look realistic. <p>Skills:</p> <ul style="list-style-type: none"> ★ Use of chalk pastels. ★ Working on a larger scale. ★ Blending. ★ Form. 	<p>→ Creating tones with colour and using this to create form.</p> <p>GCSE:</p> <p>→ Using a new material - AO2</p> <p>→ Understanding proportion - A03/4</p> <p>Wider curriculum:</p> <p>→ N/A</p>	<ul style="list-style-type: none"> ● To use a range of techniques and media, including painting
Insects <i>8 lessons</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> ★ Properties of different materials. ★ Tone. ★ Detail. ★ Proportion. <p>Skills:</p> <ul style="list-style-type: none"> ★ Using a wide range of materials with skill. ★ Presentation of multiple pieces of work as a whole. 	<p>Sequencing:</p> <p>→ Creating tone and shape with materials previously used materials.</p> <p>→ Working from an image without a grid.</p> <p>GCSE:</p> <p>→ Experimentation with a wide range of media - AO2</p> <p>→ Recording from observation - AO3</p> <p>→ Presentation - AO4</p> <p>Wider curriculum:</p> <p>→ Biology - Insects and classification.</p>	<ul style="list-style-type: none"> ● To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their idea. ● To use a range of techniques and media, including painting. ● To increase their proficiency in the handling of different materials. ● To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.
Anna Collette Hunt and Clay <i>6 lessons</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> ★ Pottery and how it is made. ★ Researching an artist. ★ Presentation skills. ★ Working with clay i.e. stick and slip <p>Skills:</p> <ul style="list-style-type: none"> ★ Using clay. ★ Designing for a final piece. 	<p>Sequencing:</p> <p>→ Artist research and analysis, learning how to write about art.</p> <p>→ Using an artist as inspiration to create your own artwork.</p> <p>GCSE:</p> <p>→ Researching an artist - AO1</p> <p>→ Using Clay - AO2</p> <p>→ Presentation - AO4</p> <p>Wider curriculum:</p> <p>→ English - Artist analysis.</p>	<ul style="list-style-type: none"> ● To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. ● About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

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<p>Raising Awareness - Exploring theme and Artist <i>8 lessons</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ★ Contemporary issues and topics. ★ Contemporary artists. <p>Skills:</p> <ul style="list-style-type: none"> ★ Experimentation with materials. ★ Generating ideas relating to a theme. 	<p>Sequencing:</p> <ul style="list-style-type: none"> → Artist research and analysis, learning how to write about art. → Using an artist as inspiration to create your own artwork. <p>GCSE:</p> <ul style="list-style-type: none"> → Researching an artist - AO1 → Using chosen media - AO2 → Presentation - AO4 <p>Wider curriculum:</p> <ul style="list-style-type: none"> → English - Artist analysis. → PSHE - Due to the subjects being explored. 	<ul style="list-style-type: none"> ● To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. ● About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.
<p>Raising Awareness - Final piece <i>9 lessons</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> ★ How art works in relation to the context of the real world. ★ How art is used to raise awareness. <p>Skills:</p> <ul style="list-style-type: none"> ★ Understanding how to plan, design and present a final piece ★ Analysing own work ★ Use of chosen media ★ Overall presentation 	<p>Sequencing:</p> <ul style="list-style-type: none"> → Creatively thinking outside the box for an idea → Using artists to influence their own work → Presentation of a final piece → Artist research and analysis, learning how to write about art. → Using an artist as inspiration to create your own artwork. → Building on sculpture knowledge with a new material. <p>GCSE:</p> <ul style="list-style-type: none"> → Use of chosen media - AO2 → Recording - AO3 → Presentation - AO4 <p>Wider curriculum:</p> <ul style="list-style-type: none"> → PSHE - due to the subjects being explored 	<ul style="list-style-type: none"> ● To use a range of techniques and media, including painting. ● To increase their proficiency in the handling of different materials. ● To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.

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Word Rich - Oracy, Vocabulary, Reading, Writing		SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Through the door tasks ❖ Analysis of material ❖ Analysis of artists ❖ Discussion ❖ Plenaries 		<ul style="list-style-type: none"> • Discussions and plenaries work on social skills. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Gallery visit • KS3 Art Club • KS3 Art catch up 	<ul style="list-style-type: none"> • Homelessness project looks at Lee Jeffries photography work and includes discussions about Homelessness. • Wide range of artists looked at.
Formal Assessments (Title/Date)				Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ Formal assessment grades are taken from the end of each project. 				<ul style="list-style-type: none"> • Artist research and analysis. 	<ul style="list-style-type: none"> • Completing incomplete classwork at the ends of projects. • Researching images for classwork.
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum <i>(including KS2)</i>	
Under the Sea <i>12 lessons</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> ★ Difference between primary and secondary observations. ★ Planning for a final piece. <p>Skills:</p> <ul style="list-style-type: none"> ★ Experimentation with materials. ★ Tone. ★ Texture. ★ Detail. ★ Colour mixing and application. ★ Drawing. 	<p>Sequencing:</p> <ul style="list-style-type: none"> → Working from observation to create a drawing. → Working at a larger scale. → Experimentation with material. → GCSE presentation. → Planning and experimentation for a final piece. <p>GCSE:</p> <ul style="list-style-type: none"> → Experimentation of materials - AO2 → Recording from primary observation - AO3 → Presentation - AO4 <p>Wider curriculum:</p> <ul style="list-style-type: none"> → Biology - Creatures under the sea. 		<ul style="list-style-type: none"> • To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their idea • To use a range of techniques and media, including painting • To increase their proficiency in the handling of different materials • To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. 	

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Homeless drawing <i>5 lessons</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> ★ Understanding the context of Art. ★ Photography as Art. ★ Tone and form being used to create realistic drawings. ★ Ratio and scaling. <p>Skills:</p> <ul style="list-style-type: none"> ★ Using the grid to scale work up. ★ Tone. ★ Drawing. ★ Detail. 	<p>Sequencing:</p> <ul style="list-style-type: none"> → Extended large scale drawing. → Use of numerous tones. → Working at a larger scale. <p>GCSE:</p> <ul style="list-style-type: none"> → Context behind a drawing - AO1 → Use of pencil - AO2 → Recording from observation - AO3 → Presentation of working larger - AO4 <p>Wider curriculum:</p> <ul style="list-style-type: none"> → PSHE - Homelessness 	<ul style="list-style-type: none"> ● To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their idea. ● To increase their proficiency in the handling of different materials.
Sweets <i>15 lessons</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> ★ Drawing from primary and secondary sources. ★ Different materials properties. <p>Skills:</p> <ul style="list-style-type: none"> ★ Experimentation with materials. ★ Observational skills. ★ 2D and 3D skills. 	<p>Sequencing:</p> <ul style="list-style-type: none"> → Refining use of materials. → Observational skills. <p>GCSE:</p> <ul style="list-style-type: none"> → Researching an artist - AO1 → Experimentation of materials - AO2 → Recording from primary observation - AO3 → Presentation - AO4 <p>Wider curriculum:</p> <ul style="list-style-type: none"> → Food - Use of food. → Graphics - Looking at wrappers. 	<ul style="list-style-type: none"> ● To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their idea ● To use a range of techniques and media, including painting ● To increase their proficiency in the handling of different materials
Experimentation Drawing <i>6 lessons</i>	<p>Knowledge:</p> <ul style="list-style-type: none"> ★ Understanding drawing ★ Understanding tone ★ Experimenting with a range of drawing materials ★ Researching an artist in detail <p>Skills:</p> <ul style="list-style-type: none"> ★ Using pencils 	<p>Sequencing:</p> <ul style="list-style-type: none"> → KS3 Students have learnt how to use the gridding technique along with tones, texture and form. → Students have been learning presentation techniques for displaying work throughout KS3. <p>GCSE:</p> <ul style="list-style-type: none"> → Researching an artist - AO1 	<ul style="list-style-type: none"> ● Use of a range of techniques. ● Understanding tone. ● Understanding line. ● Understanding texture

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	<ul style="list-style-type: none"> ★ Using charcoal ★ Using chalk ★ Using colouring pencil ★ Presentation ★ Gridding techniques 	<ul style="list-style-type: none"> → Experimentation of materials - AO2 → Recording - A03 → Presentation of boards - AO4 <p>Wider Curriculum:</p> <ul style="list-style-type: none"> → English - Artist research → Design Technology - Rendering 	
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Year 10 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Key words taken from Ks3 embedded ❖ Use of key vocabulary from assessment objectives ❖ Artist research 	<ul style="list-style-type: none"> ● Courage and Ambition- there is a lot of work to do so planning time and aspiring in their projects. ● Respect, Compassion and Dignity- Towards other students and staff. Mainly during critiques. 	<ul style="list-style-type: none"> ● Visiting artists ● Skills for workload- managing work load, prioritising, multitasking 	<ul style="list-style-type: none"> ● Artist Research ● Competitions in galleries ● Trips to museum and Harry Potter ● Art club/catch up 	<ul style="list-style-type: none"> ● Dependant on their own theme choice. They are encouraged to explore anything including culture etc. ● Range of artists ● Being an inclusive school means students are happy to attend art catch ups without hesitation
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ Each board completed with be an assume that sheet ❖ Drawing x2 ❖ Painting x2 ❖ Mixed Media ❖ Print making x2 ❖ Sculpture 			<ul style="list-style-type: none"> ● Use of google classroom for all projects and contact through emails when needing help. 	<ul style="list-style-type: none"> ● 2 week rotation for coursework home learning

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<ul style="list-style-type: none"> ❖ Textiles x2 (optional) ❖ Animals- one to one feedback throughout and then final assessment 			
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>
Experimentation in Drawing (5 Weeks)	<p>Knowledge</p> <ul style="list-style-type: none"> ★ Understanding drawing ★ Understanding tone ★ Experimenting with a range of drawing materials ★ Researching an artist in detail <p>Skills</p> <ul style="list-style-type: none"> ★ Using pencils ★ Using charcoal ★ Using chalk ★ Using colouring pencil ★ Presentation ★ Gridding techniques 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → AO1- Researching an artist → AO2- Experimentation of materials → A03- Recording → AO4- Presentation of boards. <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → English - Artist research → Design Technology - Rendering <p>Sequencing Links:</p> <ul style="list-style-type: none"> → KS3 Students have learnt how to use the gridding technique along with tones, texture and form. → Students have been learning presentation techniques for displaying work throughout KS3. 	<ul style="list-style-type: none"> • Use of a range of techniques. • Understanding tone. • Understanding line. • Understanding texture
Experimentation in Painting (5 Weeks)	<p>Knowledge</p> <ul style="list-style-type: none"> ★ Understanding painting ★ Experimentation of a wide range of materials ★ Researching an artist ★ Understanding colour mixing ★ Understanding texture with paint <p>Skills</p> <ul style="list-style-type: none"> ★ Using acrylics ★ Using water colours ★ using marbling inks ★ using brushos ★ Presentation 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → AO1- Researching an artist → AO2- Experimentation of materials → A03- Recording → AO4- Presentation of boards. <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → English - Artist research → Science - Properties of paint <p>Sequencing Links:</p> <ul style="list-style-type: none"> → KS3 students have learnt how to use different types of paint. They also learnt about colour and mixing paint. Year 11 - This is a part of their first coursework to 	<ul style="list-style-type: none"> • Use of a range of techniques • Understanding colour • Understanding texture • Understanding tone

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		<p>show experimentation (AO2) and recording (AO3). The artist board will count towards AO1 and the overall presentation will count towards AO4.</p> <p>→ Students have been learning presentation techniques for displaying work throughout KS3.</p>	
<p>Experimentation n Mixed Media (3 Weeks)</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ★ Understanding texture ★ Exploring the properties of materials ★ Using paint with different materials <p><u>Skills</u></p> <ul style="list-style-type: none"> ★ Experimenting with new materials which are not normally classed as art materials. 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → AO1- Researching an artist → AO2- Experimentation of materials → AO3- Recording → AO4- Presentation of boards. <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Food - Types and properties of fruit → D&T - Properties of materials <p>Sequencing Links:</p> <ul style="list-style-type: none"> → English - Artist research → Science - Properties of paint 	<p>Using a range of media</p> <p>Use of colour</p> <p>Use of texture</p>
<p>Experimentation n Printmaking (5 Weeks)</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ★ Understanding a range of printmaking techniques ★ Exploring a wide range of materials ★ Understanding the artist olivia lomenech Gill ★ Properties of different printing inks ★ Researching an artist <p><u>Skills</u></p> <ul style="list-style-type: none"> ★ Experimenting with printmaking ★ Use of different printing inks 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → AO1- Researching an artist → AO2- Experimentation of materials → AO3- Recording → AO4- Presentation of boards. <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → English - Artist links to Fantastic beasts and Harry Potter → D&T - Use and properties of materials <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Students have been learning presentation techniques for displaying work throughout KS3. 	<p>Use of line</p> <p>Use of texture</p>

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<p>Experimentation n Sculpture (6 Weeks)</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ★ Understanding sculpture ★ Understanding the properties of different sculpture materials ★ Researching into two sculpture artists <p><u>Skills</u></p> <ul style="list-style-type: none"> ★ Using other sculpture materials ★ Using wire ★ Using clay 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → AO1- Researching an artist → AO2- Experimentation of materials → AO3- Recording → AO4- Presentation of boards. <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → D&T - Use of a range of 3D materials <p>Sequencing Links:</p> <ul style="list-style-type: none"> → KS3 students have learnt about sculpture when using clay. → Students have been learning presentation techniques for displaying work throughout KS3. 	<ul style="list-style-type: none"> ● Use of 3D materials ● Exploring form ● Exploring shape
<p>Experimentation n Textiles (Optional 3 Weeks)</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ★ Researching a textiles artist ★ Knowledge of different art textiles techniques <p><u>Skills</u></p> <ul style="list-style-type: none"> ★ Exploring a range of art textile techniques ★ Use of textures 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → AO1- Researching an artist → AO2- Experimentation of materials → AO3- Recording → AO4- Presentation of boards. <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → D&T - Using textiles within art <p>Sequencing Links:</p> <ul style="list-style-type: none"> → KS3 students have all had a yearly rotation within textiles. → Students worked with textiles in Art during year 8 to create landscapes. → Students have been learning presentation techniques for displaying work throughout KS3. 	<ul style="list-style-type: none"> ● Use of texture ● Use of line
<p>Final Piece (3 Weeks)</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ★ Researching a textiles artist 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → AO1- Researching an artist 	

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	<ul style="list-style-type: none"> ★ Knowledge of different art textiles techniques <p>Skills</p> <ul style="list-style-type: none"> ★ Exploring a range of art textile techniques ★ Use of textures 	<ul style="list-style-type: none"> → AO2- Experimentation of materials → AO3- Recording → AO4- Presentation of boards. <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → D&T - Using textiles within art <p>Sequencing Links:</p> <ul style="list-style-type: none"> → KS3 students have all had a yearly rotation within textiles. → Students worked with textiles in Art during year 8 to create landscapes. → Students have been learning presentation techniques for displaying work throughout KS3. 	
<p>Animals Coursework (20 Weeks)</p> <p>Board 1- initial research (2 weeks)</p> <p>Board 2&3- Artist research (4 weeks)</p> <p>Board 4- Photoshoot (Home Learning)</p> <p>Board 5- Ideas Development (2 weeks)</p>	<p>Knowledge</p> <ul style="list-style-type: none"> ★ Understanding the layout of their coursework ★ Researching in artists ★ Evaluating their own work <p>Skills</p> <ul style="list-style-type: none"> ★ Presentation of coursework ★ Researching artists ★ Creating final piece ideas ★ Refining their work 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → AO1- Researching an artist → AO2- Experimentation of materials → AO3- Recording → AO4- Presentation of boards. <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Biology - Animals → English - Artist analysis <p>Sequencing Links:</p> <ul style="list-style-type: none"> → KS3 students have learnt how to use different types of paint. They also learnt about colour and mixing paint. Year 11 - This is a part of their first coursework to show experimentation (AO2) and recording (AO3). The artist board will count towards AO1 and the overall presentation will count towards AO4. → Students have been learning presentation techniques for displaying work throughout KS3. 	<ul style="list-style-type: none"> ● Use of all areas needing to be explored at KS3 as well as meeting all requirements of Edexcel and AQA GCSE

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Board 6- Observations (2 weeks) Board 7- Media Refinement (2 weeks) Board 8- Composition Refinement (2 Weeks) Final Piece (Final weeks and summer)			
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Year 11 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Key words taken from Ks3 embedded ❖ Use of key vocabulary from assessment objectives ❖ Artist research 	<ul style="list-style-type: none"> ● Courage and Ambition- there is a lot of work to do so planning time and aspiring in their projects. ● Respect, Compassion and Dignity- Towards other students and staff. Mainly during critiques. 	<ul style="list-style-type: none"> ● Visiting artists ● Skills for workload- managing work load, prioritising, multitasking 	<ul style="list-style-type: none"> ● Artist Research ● Competitions in galleries ● Trips to museum and Harry Potter ● Art club/catch up 	<ul style="list-style-type: none"> ● Dependant on their own theme choice. They are encouraged to explore anything including culture etc. ● Range of artists ● Being an inclusive school means students are happy to attend art catch ups without hesitation
Formal Assessments (Title/Date)			Blended Learning	Home Learning

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<ul style="list-style-type: none"> ❖ Coursework marks for unit “Animals” ❖ One to one assessment throughout. ❖ A01,AO2,AO3,AO4 		<ul style="list-style-type: none"> • Google classroom and access to emails through out the whole course 	<ul style="list-style-type: none"> • 2 week rotation for coursework home learning
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>
Coursework Unit September- January	<u>Knowledge</u> <ul style="list-style-type: none"> ★ Understanding the process of GCSE coursework and the exam component <u>Skills</u> <ul style="list-style-type: none"> ★ Working through a GCSE component 	GCSE Link: <ul style="list-style-type: none"> → Contextual links AO1 → Experimentation AO2 → Recording from observation AO3 → Presentation of all work AO4 Wider Curriculum Links: <ul style="list-style-type: none"> → English - Artist analysis Sequencing Links: <ul style="list-style-type: none"> → A01 - Contextual links - Developed through artist research and recreations in KS3. → A02 - Experimentation - Introduced and practised with a range of materials throughout KS3. → A03 - Recording - Developed all through KS3 with use of grid, tone and observational drawings from primary and secondary sources. → A04 - Presentation - Developed through use of double pages in lower KS3 and A3 presentation of work in year 9. 	N/A
Exam Unit January- May	<u>Knowledge</u> <ul style="list-style-type: none"> ★ Understanding the process of GCSE coursework and the exam component <u>Skills</u> <ul style="list-style-type: none"> ★ Working through a GCSE component 	GCSE Link: <ul style="list-style-type: none"> → Contextual links AO1 → Experimentation AO2 → Recording from observation AO3 → Presentation of all work AO4 Wider Curriculum Links:	

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		<p>→ English - Artist analysis</p> <p>Sequencing Links:</p> <p>→ A01 - Contextual links - Developed through artist research and recreations in KS3.</p> <p>→ A02 - Experimentation - Introduced and practised with a range of materials throughout KS3.</p> <p>→ A03 - Recording - Developed all through KS3 with use of grid, tone and observational drawings from primary and secondary sources.</p> <p>→ A04 - Presentation - Developed through use of double pages in lower KS3 and A3 presentation of work in year 9.</p>	
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Year 12 - Scheme of Learning (BTEC)

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Artist Research ❖ Key vocabulary from specific briefs ❖ Unit 1 and 2 exam written pieces 	<ul style="list-style-type: none"> ● Gallery Visits ● Artist Research ● Depends on students own research 	<ul style="list-style-type: none"> ● Includes real life working briefs for different industries 	<ul style="list-style-type: none"> ● Gallery visits ● Depends on what the students choose to research 	<ul style="list-style-type: none"> ● Depends on students chosen research
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ BTEC assessment rules- per unit and a 2 week resubmission period 			<ul style="list-style-type: none"> ● Everything on google classroom and access to emails. 	<ul style="list-style-type: none"> ● Home learning includes study periods and completing coursework tasks

Unit of Work	Knowledge and <i>Skills</i>	Curriculum Links and Sequencing	National Curriculum (<i>including KS2</i>)
Unit 1 Visual recording and communication	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ★ This exam unit is all about evaluating their work. They will build the knowledge from artists to create their own set of work. From this they will then build the knowledge of analysing and evaluating. <p><u>Skills</u></p> <ul style="list-style-type: none"> ★ For this unit the students will build up their skills throughout a coursework unit before the exam. They will also build the skills of evaluation ready for the exam. 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → We lay this unit out very similar to the GCSE coursework to start before developing ready for the exam. <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → English → D&T → History → Science <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Experimentation and artist research is carried out throughout 7-11 	N/A
Optional Unit	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ★ For this unit the students will pick out a range of units with different specialisms <p>Understanding their chosen specialty unit</p> <p>Exploring a range of techniques in their chosen unit</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ★ Specific skills for their chosen unit ★ Displaying work and creating a final piece They will also build the skills of evaluation ready for the exam. 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → We lay this unit out very similar to the GCSE coursework. <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → D&T → History → Science → Depending on students choice of unit it could include: → Textiles → Photography → Graphics → 3D <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Experimentation and artist research is carried out throughout 7-11 	

Year 13 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> ❖ Artist Research ❖ Key vocabulary from specific briefs ❖ Unit 1 and 2 exam written pieces 	<ul style="list-style-type: none"> • Gallery Visits • Artist Research • Depends on students own research 	<ul style="list-style-type: none"> • Includes real life working briefs for different industries 	<ul style="list-style-type: none"> • Gallery visits • Depends on what the students choose to research 	<ul style="list-style-type: none"> • Depends on students chosen research
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> ❖ BTEC assessment rules- per unit and a 2 week resubmission period 			<ul style="list-style-type: none"> • Everything on google classroom and access to emails. 	<ul style="list-style-type: none"> • Home learning includes study periods and completing coursework tasks
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum <i>(including KS2)</i>
Unit 3 Creative Process	<p>Knowledge</p> <ul style="list-style-type: none"> ★ Students will have looked at this unit at the end of last year so will have some understanding of the unit. ★ This unit focuses on the creative process so students will be focusing on the knowledge of the theme. As well as gaining knowledge from artists relating to the theme. <p>Skills</p> <ul style="list-style-type: none"> ★ Students will build up skills through experimentation of media and the analysis of the work. The unit focuses on the process so they will gain many different media skills 	<p>GCSE Link:</p> <ul style="list-style-type: none"> → This is laid out very similar to GCSE to show the creative process hitting all of the assessment objectives <p>Wider Curriculum Links:</p> <ul style="list-style-type: none"> → Depending on the students own chosen theme this could relate to any subject. <p>Sequencing Links:</p> <ul style="list-style-type: none"> → Experimentation of media throughout 7-11 		N/A

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Unit 2	<p><u>Knowledge</u></p> <p>★ This unit is about researching artists and designers ready for a written exam. They will have to research them separately as well as compare them.</p> <p><u>Skills</u></p> <p>★ Researching designers</p>	<p>GCSE Link:</p> <p>→ AO1- Contextual links</p> <p>Wider Curriculum Links:</p> <p>→ History</p> <p>→ D&T</p> <p>→ English</p> <p>→ Science</p> <p>Sequencing Links:</p> <p>→ Students research different artists throughout 7-11</p>	N/A