



## Scheme of Learning: Art & Design

Year: Seven

Unit: Illuminated Letters

<p><b>Sequence 1:</b> <b>Lesson Objective:</b> To understand how to model 3D designs</p>	<p><b>Sequence 2:</b> <b>Lesson Objective:</b> To understand how to create a variety of a different initial ideas (surface decoration)</p>	<p><b>Sequence 3:</b> <b>Lesson Objective:</b> to understand how to measure, mark, score &amp; fold with precision</p>	<p><b>Sequence 4:</b> <b>Lesson Objective:</b> To understand and create a 3D outcome</p>
<p>Pupils will be required to demonstrate that knowledge &amp; skills within</p> <ul style="list-style-type: none"> <li>• Paper modelling</li> </ul> <p>Using a variety of skills to create</p> <ul style="list-style-type: none"> <li>✓ Accurate shape</li> <li>✓ Measure</li> <li>✓ identification and materials</li> </ul> <p>A portfolio of evidence will be built upon two allows pupils to exhibit their skills</p>	<ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Colour</li> </ul> <p>Using a range of Continuous</p> <p>A portfolio of evidence will be built upon to allows pupils to exhibit their skills across the range of initial designs</p>	<ul style="list-style-type: none"> <li>• 3D Paper models</li> </ul> <p>Developing a range precision marking out skills</p> <ul style="list-style-type: none"> <li>✓ Measure</li> <li>✓ Mark</li> <li>✓ score</li> <li>✓ fold</li> </ul> <p>3D model -with an outcome based on each pupils creating a</p>	<ul style="list-style-type: none"> <li>• Measure</li> <li>• Material manipulation</li> <li>• Pattern</li> <li>• Colour</li> </ul> <p>Experimenting with texture and pattern creating a range of</p> <ul style="list-style-type: none"> <li>✓ Surface areas</li> <li>✓ Appropriate materials</li> <li>✓ surface decoration</li> <li>✓ Variety of material</li> </ul> <p>An outcome of their own 3D letter</p>
<p><b>Interleaving:</b></p>	<p><b>Deeper Learning:</b></p>	<p><b>Formative Assessment:</b></p>	
<ul style="list-style-type: none"> <li>○ How letter are used in every day life -Elements taken for Granted</li> <li>○ how do we create high quality Sculptures</li> <li>○ why is shape important when we are drawing on its specific outcomes</li> <li>○ primary and secondary colours and colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>○ understanding how shape and line creates high quality modelling &amp; Sculpture</li> <li>○ the development of colour knowledge to impact best outcome</li> <li>○ the use of measuring to ensure accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>○ homework tasks to deepen learning</li> <li>○ keywords used</li> <li>○ Peer assessment</li> <li>○ Summative assessment</li> </ul>	



## Scheme of Learning: Art & Design

Year: Eight

### Unit: 3D Letters Sculpture (Recovery)

<b>Sequence 1:</b> <b>Lesson Objective:</b> To develop understanding how to model 3D designs	<b>Sequence 2:</b> <b>Lesson Objective:</b> To understand how to create a variety of a different initial ideas (surface decoration)	<b>Sequence 3:</b> <b>Lesson Objective:</b> to understand how to measure, mark, score & fold with precision	<b>Sequence 4:</b> <b>Lesson Objective:</b> To understand and create a 3D outcome
Pupils will be required to demonstrate that knowledge & skills within <ul style="list-style-type: none"> <li>• Paper modelling</li> </ul> Using a variety of skills to create <ul style="list-style-type: none"> <li>✓ Accurate shape</li> <li>✓ Measure</li> <li>✓ identification and materials</li> </ul> A portfolio of evidence will be built upon two allows pupils to exhibit their skills	<ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Colour</li> </ul> Using a range of Continuous A portfolio of evidence will be built upon to allows pupils to exhibit their skills across the range of initial designs	<ul style="list-style-type: none"> <li>• 3D Paper models</li> </ul> Developing a range precision marking out skills <ul style="list-style-type: none"> <li>✓ Measure</li> <li>✓ Mark</li> <li>✓ score</li> <li>✓ fold</li> </ul> 3D model -with an outcome based on each pupils creating a	<ul style="list-style-type: none"> <li>• Measure</li> <li>• Material manipulation</li> <li>• Pattern</li> <li>• Colour</li> </ul> Experimenting with texture and pattern creating a range of <ul style="list-style-type: none"> <li>✓ Surface areas</li> <li>✓ Appropriate materials</li> <li>✓ surface decoration</li> <li>✓ Variety of material</li> </ul> An outcome of their own 3D letter
<b>Interleaving:</b>	<b>Deeper Learning:</b>		<b>Formative Assessment:</b>
<ul style="list-style-type: none"> <li>○ How letter are used in every day life -Elements taken for Granted</li> <li>○ how do we create high quality Sculptures</li> <li>○ why is shape important when we are drawing on its specific outcomes</li> <li>○ primary and secondary colours and colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>○ understanding how shape and line creates high quality modelling &amp; Sculpture</li> <li>○ the development of colour knowledge to impact best outcome</li> <li>○ the use of measuring to ensure accuracy.</li> </ul>		<ul style="list-style-type: none"> <li>○ homework tasks to deepen learning</li> <li>○ keywords used</li> <li>○ Peer assessment</li> <li>○ Summative assessment</li> </ul>



## Scheme of Learning: Art & Design

Year: 9 Unit: Graffiti Art & Its place in society

<b>Sequence 1:</b> To know how to investigate the artist develop within graffiti art	<b>Sequence 2:</b> To know how to develop independent studies incorporating font & Imagery	<b>Sequence 3:</b> To manipulate made materials and amalgamate materials	<b>Sequence 4:</b> To know how to create a final response
<ul style="list-style-type: none"> <li>• Pupils understand how to investigate the variety of graffiti artwork</li> <li>• identify one chosen artist</li> <li>• They will create an artist profile incorporating all the skills needed to create good artist research studies</li> <li>• Literacy skills will be developed by allowing pupils make a personal response to the artist work</li> <li>• Initial observation drawings will be created (based on artist work )</li> </ul>	<ul style="list-style-type: none"> <li>• exploring a range of tags</li> <li>• Creating replica tags</li> <li>• Pupils will be introduced to subject specific keywording</li> <li>• Development of own tag</li> <li>• Cultural understanding of tags</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will use a variety of materials to create a model study</li> <li>• Their tag ideas will be incorporated</li> <li>• Identification of materials needed</li> <li>• Purposeful materials used for material sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be required to create a personal response to the graffiti artwork</li> <li>• To include the amalgamation of their own tag ideas and creating a surroundings</li> <li>• Line to be explored to assist with 'font' &amp; Colour to present</li> </ul>
<p style="text-align: center;"><b>Interleaving:</b></p>	<p style="text-align: center;"><b>Deeper Learning:</b></p>	<p style="text-align: center;"><b>Formative Assessment:</b></p>	
<ul style="list-style-type: none"> <li>✓ Society &amp; Acceptance</li> <li>✓ Artist Research</li> <li>✓ Creating initial designs</li> <li>✓ Observation and drawings</li> <li>✓ Keywords</li> </ul>	<ul style="list-style-type: none"> <li>✓ Diversity of Art</li> <li>✓ Graphical art/Bill Boards(Graphics Artist)</li> <li>✓ Acceptance in society</li> <li>✓ Art/deformation</li> </ul>	<p>The pupils will end with a portfolio of artist research studies- development work accompanied by a final response.</p> <ul style="list-style-type: none"> <li>✓ Self / Peer assessment</li> <li>✓ Mini Quizzes</li>   <li>✓ Artist research/final study assessment</li> </ul>	



## Scheme of Learning: Art & Design

Year: Ten

### Unit: introduction to textile skills

<p><b>Sequence 1:</b> <b>Lesson Objective:</b> To understand the properties of felt &amp; produce a final outcome by developing the skill</p>	<p><b>Sequence 2:</b> <b>Lesson Objective:</b> To know and understand how to use a sewing machine</p>	<p><b>Sequence 3:</b> <b>Lesson Objective:</b> To understands properties of materials &amp; amalgamate material</p>	<p><b>Sequence 4:</b> <b>Lesson Objective:</b> To use the develop &amp;amalgamate skills to create a final outcome</p>
<p>Pupils will be required to demonstrate that knowledge &amp; skills within</p> <ul style="list-style-type: none"> <li>• Paper modelling</li> </ul> <p>Using a variety of skills to create</p> <ul style="list-style-type: none"> <li>✓ Accurate shape</li> <li>✓ Measure</li> <li>✓ identification and materials</li> </ul> <p>A portfolio of evidence will be built upon two allows pupils to exhibit their skills</p>	<ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Colour</li> </ul> <p>Using a range of Continuous</p> <p>A portfolio of evidence will be built upon to allows pupils to exhibit their skills across the range of initial designs</p>	<ul style="list-style-type: none"> <li>• 3D Paper models</li> </ul> <p>Developing a range precision marking out skills</p> <ul style="list-style-type: none"> <li>✓ Measure</li> <li>✓ Mark</li> <li>✓ score</li> <li>✓ fold</li> </ul> <p>3D model -with an outcome based on each pupils creating a</p>	<ul style="list-style-type: none"> <li>• Measure</li> <li>• Material manipulation</li> <li>• Pattern</li> <li>Colour</li> </ul> <p>Experimenting with texture and pattern creating a range of</p> <ul style="list-style-type: none"> <li>✓ Surface areas</li> <li>✓ Appropriate materials</li> <li>✓ surface decoration</li> <li>✓ Variety of material</li> </ul> <p>An outcome of their own 3D letter</p>
<p><b>Interleaving:</b></p>	<p><b>Deeper Learning:</b></p>		<p><b>Formative Assessment:</b></p>
<ul style="list-style-type: none"> <li>✓ Material manipulation</li> <li>✓ worp and weft properties</li> <li>✓ Amalgamation of materials</li> <li>✓ Appliqué</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use of Materials</li> <li>✓ The use of a range of embellishment to enhance</li> <li>✓ the development of colour knowledge to impact best outcome</li> <li>✓ Production plans</li> </ul>		<ul style="list-style-type: none"> <li>○ Production plans</li> <li>○ presentation of final outcome use of assessment objectives</li> <li>○ homework tasks to deepen learning</li> <li>○ keywords used</li> <li>○ Peer assessment</li> <li>○ Summative assessment</li> </ul>