

	Year 7	Year 8	Year 9	Year 10	Year 11
<p><b>Interleaving Key Subject Concepts:</b></p>	<p><b>Autumn Term:</b> <b>Formal Elements</b> Introduction to formal element in Art. Students prior knowledge is assessed through starter activities /class discussion and the use of baseline assessment (practical and theoretical baseline test) to test their skills in Art and knowledge of the formal elements. <b>Key Themes:</b> Pupils will be required to demonstrate that knowledge &amp; skills within</p> <ul style="list-style-type: none"> <li>Line</li> <li>Tone</li> <li>Shape</li> <li>Texture</li> <li>Colour</li> <li>Pattern</li> </ul> <p>A variation of task will be created using a large range of skills for example:- pencil/pen /biro pencil crayon/ low level relief /printing A range of skills that are new to pupils and developmental will also be explored</p>	<p><b>Autumn Term:</b> <b>RC - Pattern</b> The Scheme of learning has been developed to help the pupils embed a number of the formal elements which we're not as well established due to the COVID lockdown. <b>Key Themes:</b> To master the skill of some of the formal elements the pupils will be required to create observation of work based on a number of pattern artists these will incorporate and embed the skills of line shape and pattern</p> <p>A variation of task will be created using a large range of skills for example:- pencil/pen /biro pencil crayon/ low level relief /printing</p> <p>A range of skills that are new to pupils and developmental will also be explored</p>	<p><b>Autumn Term:</b> <i>10-week carousel</i> <b>Graffiti Art</b> <b>Key Themes:</b></p> <ul style="list-style-type: none"> <li>Introduction to cultural diversity</li> <li>Art or Defamation</li> <li>Develop independent research skills based on Graffiti Artist</li> <li>Develop skills within a range of fonts</li> <li>Creating a range of initial Graffiti Designs</li> <li>Adapt and refine their ideas to produce a final 3D piece.</li> <li>Reflect and evaluate their own and others work</li> </ul>	<p><b>Autumn Term:</b> Architecture <b>Key Themes:</b> Pupils will be introduced to a variety of skills they will understand how to create a good portfolio of primary sources</p> <ul style="list-style-type: none"> <li>Photography of images (Primary Source)</li> <li>Observation drawing (Pencil/Pen/Biro/Pencil Crayon)</li> <li>Printmaking</li> <li>Low level relief</li> <li>Amalgamating images</li> <li>Use of photo pea</li> <li>Composition</li> </ul> <p>Developing ideas for investigations demonstrating critical understanding of sources</p> <p>recording ideas observations and insights that are relevant to their intentions as their work progress</p>	<p><b>Autumn Term:</b> Creating an informed response <b>Key Themes:</b></p> <ul style="list-style-type: none"> <li>Students must apply the knowledge understanding and skills in the selected area study therefore they will be required Develop ideas and observations in one of their chosen architectural or natural forms projects</li> <li>Refine their work by exploring ideas selecting and experimenting with appropriate media materials techniques and process</li> <li>Present a personal and meaningful response that relies intentions and demonstrates understanding of visual language</li> </ul>
	<p><b>Assessment:</b> Low stakes keywording testing Weekly Homework tasks Cumulative test Baseline of previous knowledge</p>	<p><b>Assessment:</b> Baseline of gaps from yr 7 to allow cumulative to evidence progress Low stakes keywording testing Weekly Homework tasks Cumulative test</p>	<p><b>Assessment:</b> Year 7/8 Baseline Low stakes keywording testing Mini assessments Weekly Homework tasks Cumulative test</p>	<p><b>Assessment:</b> Homework tasks given to assists in mastery of skills Self &amp; Peer Assessment Each AO assessed as part &amp; cumulative. Past paper (scenario)</p>	<p><b>Assessment:</b> Homework tasks given to assists in mastery of skills Each AO assessed as part &amp; cumulative. Self &amp; Peer Assessment</p>
	<p>Spring Term: Remote Bugs and Insects <b>Key Themes:</b></p> <ul style="list-style-type: none"> <li>Linear Drawing</li> <li>Proportional drawing</li> <li>Symmetry/Line</li> <li>Colour &amp; Pattern</li> <li>Use of range of materials coffee drawing &amp; material manipulation</li> </ul>	<p>Spring Term: Remote Still Life &amp; Composition <b>Key Themes:</b></p> <ul style="list-style-type: none"> <li>Composition</li> <li>Perspective</li> <li>Colour</li> <li>Material manipulation</li> <li>Abstract art</li> </ul>	<p>Spring Term: Remote Portrait <b>Key Themes:</b></p> <ul style="list-style-type: none"> <li>Development of observation drawing skills</li> <li>Structure of the face</li> <li>Facial features in detail</li> <li>Proportions</li> <li>Shade &amp; Tone</li> <li>Drawing reality</li> </ul>	<p>Spring Term: Remote Natural Forms <b>Key Themes:</b></p> <ul style="list-style-type: none"> <li>Creating images of primary sources</li> <li>Creating observational drawings based on the primary source</li> <li>Observation drawing (Pencil/Pen/Biro/Pencil Crayon)</li> <li>Pen and ink studies</li> <li>Coffee studies and identifying relative artist to the work they are producing</li> </ul>	<p>Spring Term: Remote Natural Forms Mini Project AQA Exam board <b>RC – Initial starting points were developed by the individual pupil to support achievement assessment objects &amp; evidencing the pupils ability based on equipment</b> <b>Key Themes:</b></p> <ul style="list-style-type: none"> <li>Creating images of primary sources</li> <li>Creating observational drawings based on the primary source</li> <li>Observation drawing (Pencil/Pen/Biro/Pencil Crayon)</li> <li>Pen and ink studies</li> <li>Coffee studies and identifying relative artist to the work they are producing</li> </ul>
	<p><b>Assessment:</b> At the end of the live lesson's pupils were required to show on the camera/attach to GC/ email Verbal feedback given instantly.</p> <p>Low stakes keywording testing Weekly Homework tasks Cumulative test Baseline of previous knowledge</p>	<p><b>Assessment:</b> At the end of the live lesson's pupils were required to show on the camera/attach to GC/ email Verbal feedback given instantly.</p> <p>Low stakes keywording testing Weekly Homework tasks Cumulative test Baseline of previous knowledge</p>	<p><b>Assessment:</b> At the end of the live lesson's pupils were required to show on the camera/attach to GC/ email Verbal feedback given instantly.</p> <p>Pupils were asked to embed their skills weekly as we approached the ability to draw a full and detailed portrait</p>	<p><b>Assessment:</b> Independent research tasks specific to pupils identified artists At the end of the live lesson's pupils were required to show on the camera/attach to GC/ email Verbal feedback given instantly.</p>	<p><b>Assessment:</b> Independent research tasks specific to pupils identified artists At the end of the live lesson's pupils were required to show on the camera/attach to GC/ email Verbal feedback given instantly.</p>
	<p><b>Summer Term:</b> <b>Illuminated Letters</b> <b>Key Themes:</b></p> <ul style="list-style-type: none"> <li>Develop skills when exploring a variety of media.</li> <li>Develop an understanding of illuminated letters and manuscripts.</li> </ul>	<p><b>Summer Term:</b> <b>RC 3D Letter Models</b> (RC – Pupils had no opportunity in year 7 due to isolation Guided skills which pupils need to create 3-d modelling is delivered) <b>Adapted concept of illuminated letters.</b></p>		<p><b>Summer Term:</b> Introduction to Textiles <b>Key Themes:</b></p> <ul style="list-style-type: none"> <li>Pupils will be introduced Adapt and refine their ideas to produce a final textiles piece.</li> </ul>	<p>Summer Term: Portfolio Conclusion <b>Key Themes:</b> pupils have the opportunity to identify which portfolio they would work back into</p> <ul style="list-style-type: none"> <li>Refining work by exploring ideas selecting experimenting with</li> </ul>



	<ul style="list-style-type: none"> <li>• Develop independent research skills</li> <li>• Develop a range of ideas and formulate independent work.</li> <li>• Adapt and refine ideas to produce a final 2D piece.</li> <li>• Adapt and refine their ideas to produce a final 3D piece.</li> <li>• Reflect and evaluate their own and others work.</li> </ul>	<p><b>Pupils can access the content quicker as the have previously been exposed to art.</b></p> <p>Key Themes:</p> <ul style="list-style-type: none"> <li>• Develop skills when exploring a variety of media.</li> <li>• Develop an understanding of illuminated letters and manuscripts.</li> <li>• Develop independent research skills</li> <li>• Develop a range of ideas and formulate independent work.</li> <li>• Adapt and refine ideas to produce a final 2D piece.</li> <li>• Adapt and refine their ideas to produce a final 3D piece.</li> <li>• Reflect and evaluate their own and others work.</li> </ul>		<p>Reflect and evaluate their own and others work.</p>	<p>appropriate media material techniques and process is</p> <ul style="list-style-type: none"> <li>• presenting a personal and meaningful response that realises their intentions and demonstrates understanding of visual language</li> </ul>
	<p><b>Assessment:</b> End of Year assessment Low stakes keywording testing Weekly Homework tasks Cumulative test Baseline of previous knowledge</p>	<p><b>Assessment:</b> End of Year assessment Low stakes keywording testing Weekly Homework tasks Cumulative test</p>		<p><b>Assessment:</b> GCSE AQA Assessment Framework will be used to give the pupils End of Year Assessment (PPE)</p>	<p><b>Assessment:</b> GCSE AQA Assessment Framework will be used to give the pupils AO assessment framework TAGS</p>