

Art Curriculum Outline 2024-2025

This outline provides a long-term overview of the knowledge and skills developed in this subject. More detailed short- and medium-term schemes of work, not published here, are available by contacting the Art Department.

	Term 1 & Term 2	Term 3	Term 4	Term 5
Year 13	<p>Unit Title: Component 1: Personal Investigation (Realising Intentions)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Appreciation of approaches to manipulating media and process to realise intentions (drawing, painting, printing, 3D, performance, video). Appreciation of testing and prototyping processes. Appreciation of presenting work in a context to communicate idea and the intended audience. Appreciation of the importance of presentation of work. <p>Skills:</p> <ul style="list-style-type: none"> Testing (Acquiring the relevant technical skills and become confident taking risks and learning from the experience to develop a range of outcomes, know how to improve the idea through the testing process) Manipulating (Develop an awareness of the purpose and intention of the selected material or process and how it helps communicate their personal response) Context (Apply knowledge and understanding of the selected art references in historical, contemporary, societal and cultural context both to their work and ideas, and the intended audience) Presenting (How to present ideas in a coherent, meaningful and personal way in exam conditions. How to realise intentions using a variety of materials and processes in exam conditions) 	<p>Unit Title: Component 2: Externally Set Assignment (ideation)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Appreciation of how to establish a personal and meaningful starting point. Appreciation of how to explore and expand the starting point. Appreciation of how to use drawing as an investigative process. Appreciation of how to use drawing as an investigative process. Appreciation of what a source is. Appreciation of how to identify appropriate primary and secondary sources and artists. Appreciation of how to make personal responses to sources. Appreciation (Student to explore the artists connected to the selected question). <p>Skills</p> <ul style="list-style-type: none"> Personal starting point (Know how to interpret the question and think around 	<p>Unit Title: Component 2: Externally Set Assignment (refining ideas)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Appreciation of what experimentation is. Appreciation of how to refine an idea through experimentation with materials, techniques, and processes. Appreciation of what a statement of intent is and how to create one. Appreciation of how to distil a personal and meaningful response from the investigation. Artist appreciation (Student to explore the artists connected to the selected question). <p>Skills:</p> <ul style="list-style-type: none"> Experimentation (Understanding the properties of different materials and how they can be used to help make effective choices, be open minded when experimenting and try new things, 	<p>Unit Title: Component 2: Externally Set Assignment (realising ideas)</p> <p>AQA 15 Hour Exam</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Appreciation of approaches to manipulating media and process to realise intentions (drawing, painting, printing, 3D, performance, video). Appreciation of testing and prototyping processes. Appreciation of presenting work in a context to communicate idea and the intended audience. Artist appreciation (Student to explore the artists connected to the selected question). <p>Skills:</p> <ul style="list-style-type: none"> Manipulating (Develop an awareness of the purpose and intention of the selected material or process

		<p>its themes to make it original, understand the importance of a statement of intent to define their ideas, utilise annotation and working sketches to record initial responses and ideas)</p> <ul style="list-style-type: none"> • Expand the starting point (Use the title page, mood board, mind map and art study to explore different lines of enquiry within the theme and provide alternatives) • Photo shoot (Understanding the aim of the shoot and the connection to the artist and idea, technical settings and lighting set up, writing confidently and technically about produced images) • Drawing as investigation (Interpretation of imagery through different processes and techniques to expand new directions and to broaden the investigation) • Identifying sources (Know which source is appropriate to investigate or expand their idea, when a primary source is needed over a secondary source, which artist is best to develop their idea and personal response) Interpretation • (Know what is going on in the image, do you need to look at other images to decipher meaning? How does this source clarify your interpretation? Does the source/image require anything else to 	<p>combining different approaches, materials and techniques,).</p> <ul style="list-style-type: none"> • Refine through Experimentation (Know how to refine the idea, composition or idea by making small changes to improve it - change position, an object or pose, combine materials and techniques to strengthen connection to artist, increase proficiency with selected material or technique, try out variations of the idea different arrangements, colours materials) • Statement of intent (Understand the essence of the investigation and what core ideas will communicate the intention, how to write and structure one.) • Meaningful response (Make connections between artists and ideas, using different techniques, materials and processes to establish personal approaches, use of experimentation to test and refine to achieve a meaningful response) 	<p>and how it helps communicate their personal response)</p> <ul style="list-style-type: none"> • Testing (Acquiring the relevant technical skills and confidently taking risks and learning from the experience to develop a range of outcomes) • Context (Apply knowledge and understanding of the selected art references in historical, contemporary, societal and cultural context both to their work and ideas, and the intended audience) • Presenting (How to present ideas in a coherent, meaningful and personal way in exam conditions. How to realise intentions using a variety of materials and processes in exam conditions)
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		<p>communicate its meaning? identify aspects of the image that are worth using and what personal response to the image is needed)</p> <ul style="list-style-type: none"> • How to use sources (Making use of digital photo editing apps to give images new meaning, taking risks with sources using manual collage techniques, interpreting existing imagery and sources in new ways, working in an in-depth way rather than in singular experiments) 			
	Term 1 & Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Unit Title: Induction Project – Structures (Establish a Starting Point & Investigation using Experimentation),</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of how to establish a personal and meaningful starting point within the main theme. What is a valid starting point? • Appreciation of how to explore and expand the starting point in a personal way. • Appreciation of what a source is and how to identify appropriate primary and secondary sources and artists. • Appreciation of how to distil a personal and meaningful response from selected artist. • Appreciation of how to plan and prepare a photo shoot. • Appreciation of how to use images and idea development through in-depth investigation of sources. • Appreciation of how to create 3d geometric structures using cane, thinking carefully how to approach construction techniques, its scale and surface. • Appreciation of how to refine a composition through experimentation. • Appreciation of how to transfer and scale up an image to another surface. • Appreciation of how mix own colour palette and apply with skill. • Artist appreciation (Student to explore the artists connected to the selected question). 	<p>Unit Title: Component 1: Personal Investigation (Establish a Starting Point)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of how to establish a personal and meaningful starting point within the main theme. What is a valid starting point? • Appreciation of how to explore and expand the starting point in a personal way. • Appreciation of how to plan and prepare a photo shoot. • Appreciation of how to distil a personal and meaningful response from selected artist. • Artist Appreciation (sourced by student) <p>Skills:</p> <ul style="list-style-type: none"> • Personal starting point (Know how to interpret the theme and think around its meaning to make it original, know where within the theme to start, understand 	<p>Unit Title: Component 1: Personal Investigation (Investigation using Sources)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of what a source is and how to identify appropriate primary and secondary sources and artists. • Appreciation of how to use images and idea development through in-depth investigation of sources. • Artist Appreciation (sourced by student) <p>Skills:</p> <ul style="list-style-type: none"> • Identifying sources (Know which source is appropriate to investigate or expand their idea, when a primary source is needed over a secondary source, which artist is best to develop their idea and personal response, what is the source telling you? What limitations are there with 	<p>Unit Title: Component 1: Personal Investigation (Investigation using Experimentation)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of what experimentation is. • Appreciation of how to refine an idea through experimentation. • Artist Appreciation (sourced by student) <p>Skills:</p> <ul style="list-style-type: none"> • Experimentation (Understanding the properties of different materials and how they can be used to help make effective choices, be open minded when experimenting and try new things, combining different approaches, materials and techniques). • Refine through Experimentation (Know how to refine the idea, composition or idea by 	<p>Unit Title: Component 1: Personal Investigation (Statement of Intent)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of what a statement of intent is and how to create one. • Appreciation of how to distil a personal and meaningful response from the investigation. • Artist Appreciation (sourced by student) <p>Skills:</p> <ul style="list-style-type: none"> • Meaningful response (Make connections between a range of artists and own ideas/concepts, use of processes such as mind map to draw out personal approaches, use of experimentation to test and take risks with personal ideas) • Statement of intent (Understand the essence of the investigation and what are the core ideas. Communicate

Skills:

- **Personal starting point**
(Know how to interpret the theme and think around its meaning to make it original, know where within the theme to start, understand the importance of a statement of intent to define developing ideas, utilise annotation and working sketches to record initial responses and ideas)
- **Expand the starting point**
(Initial idea exploration using title page, mood board, web diagram, art study, artist response, working sketches, annotations, photoshoots, and drawing to explore different lines of enquiry within the theme and provide alternatives)
- **Identifying sources**
(Know which source is appropriate to investigate or expand their idea, when a primary source is needed over a secondary source, which artist is best to develop their idea and personal response, what is the source telling you? What limitations are there with this source? Does your understanding of the source fit in with what others think of the source? Does the source provide any context or meaning?)
- **Photo shoot**
(Understanding the aim of the shoot and the connection to the artist and idea, technical settings and lighting set up, writing confidently and technically about produced images)
- **Interpretation**
(Know how to what is going on in the image, do you need to look at other images to decipher meaning? How does this source clarify your interpretation? Does the source/image require anything else to communicate its meaning? identify aspects of the image that are worth using and what personal response to the image is needed)
- **Drawing as investigation**
(Interpretation of imagery and sources through manual and digital processes and techniques to expand new directions and to broaden the investigation)
- **3d structures**
(Know methods of joining cane together – gaffer tape in thin strips layering strips to strengthen joint, hot glue gun applied in small blobs so not to drip or cause unsightly join,
- **Refine through experimentation**
(Know how to refine the idea, composition or idea by making small changes to improve it – change position, an object or pose, combine materials and techniques to strengthen connection to artist, increase proficiency with

the importance of a statement of intent to define developing ideas, utilise annotation and working sketches to record initial responses and ideas)

- **Expand the starting point**
(Initial idea exploration using title page, mood board, web diagram, art study, artist response, working sketches, annotations, photoshoots, and drawing to explore different lines of enquiry within the theme and provide alternatives)
- **Photo shoot**
(Understanding the aim of the shoot and the connection to the artist and idea, technical settings and lighting set up, writing confidently and technically about produced images)
- **Drawing as investigation**
(Interpretation of imagery and sources through manual and digital processes and techniques to expand new directions and to broaden the investigation)

this source? Does your understanding of the source fit in with what others think of the source? Does the source provide any context or meaning?)

- **Interpretation**
(Know how to what is going on in the image, do you need to look at other images to decipher meaning? How does this source clarify your interpretation? Does the source/image require anything else to communicate its meaning? identify aspects of the image that are worth using and what personal response to the image is needed)

making small changes to improve it – change position, an object or pose, combine materials and techniques to strengthen connection to artist, increase proficiency with selected material or technique, try out variations of the idea different arrangements, colours materials)

these succinctly in a sentence – the investigation purpose, the intention of study)

selected material or technique, try out variations of the idea different arrangements, colours materials)

Term 1	Term 2	Term 3	Term 4	Term 5
<p>Unit Title: Project freedom A question from current art exam</p> <p>Statement of intent and realising ideas</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of what a statement of intent is and how to create one. • Appreciation of how to distil a personal and meaningful response from the investigation. • Artist appreciation (Student to explore the artists connected to the selected question). <p>Skills</p> <ul style="list-style-type: none"> • Meaningful response (Make connections between artists and ideas, use of processes such as mind map to draw out personal approaches, use of experimentation to test and take risks with personal ideas) • Statement of intent (Understand the essence of the investigation and what core ideas will communicate the intention, how to write and structure one.) 	<p>Unit Title: Project freedom A question from current art exam</p> <p>Realising intentions</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of approaches to manipulating media and process to realise intentions (drawing, painting, printing, 3D, performance, video). • Appreciation of testing and prototyping processes. • Appreciation of presenting work in a context to communicate idea and the intended audience. <p>Skills</p> <ul style="list-style-type: none"> • Manipulating (Develop an awareness of the purpose and intention of the selected material or process and how it helps communicate their personal response) • Testing (Acquiring the relevant technical skills and become confident taking risks and learning from the experience to develop a range of outcomes) • Context (Apply knowledge and understanding of the selected art references in historical, contemporary, societal and cultural context both to their work and ideas, and the intended audience) 	<p>Unit Title: Component 2: Externally Set Assignment</p> <p>(Establish a starting point and how to use sources to develop an idea)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of how to establish a personal and meaningful starting point. • Appreciation of how to explore and expand the starting point. • Appreciation of how to plan and prepare a photo shoot. • Appreciation of how to use drawing as an investigative process. • Appreciation of what a source is. • Appreciation of how to identify appropriate primary and secondary sources and artists. • Appreciation of idea development through in-depth investigation of sources. • Appreciation of how to make personal responses to sources. • Appreciation (Student to explore the artists connected to the selected question). <p>Skills</p> <ul style="list-style-type: none"> • Personal starting point (Know how to interpret the question and think around its themes to make it original, understand the importance of a statement of intent to define their ideas, 	<p>Unit Title: Component 2: Externally Set Assignment</p> <p>(Refining ideas through experimentation and realising ideas)</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of what experimentation is. • Appreciation of how to refine an idea through experimentation with materials, techniques, and processes. • Appreciation of what a statement of intent is and how to create one. • Appreciation of how to distil a personal and meaningful response from the investigation. • Artist appreciation (Student to explore the artists connected to the selected question). <p>Skills</p> <ul style="list-style-type: none"> • Experimentation (Understanding the properties of different materials and how they can be used to help make effective choices, be open minded when experimenting and try new things, combining different approaches, materials and techniques,). • Refining (Questioning if the process or technique is serving the correct purpose, record any 	<p>Unit Title: Component 2: Externally Set Assignment (realising ideas)</p> <p>AQA 10 Hour Exam</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of approaches to manipulating media and process to realise intentions (drawing, painting, printing, 3D, performance, video). • Appreciation of testing and prototyping processes. • Appreciation of presenting work in a context to communicate idea and the intended audience. • Artist appreciation (Student to explore the artists connected to the selected question). <p>Skills:</p> <ul style="list-style-type: none"> • Manipulating (Develop an awareness of the purpose and intention of the selected material or process and how it helps communicate their personal response) • Testing (Acquiring the relevant technical skills and become confident taking risks and learning from the experience to develop a range of outcomes) • Context (Apply knowledge and understanding of the selected art references in historical, contemporary, societal and

			<p>utilise annotation and working sketches to record initial responses and ideas)</p> <ul style="list-style-type: none"> • Expand the starting point (Use the title page, mood board, mind map and art study to explore different lines of enquiry within the theme and provide alternatives) • Photo shoot (Understanding the aim of the shoot and the connection to the artist and idea, technical settings and lighting set up, writing confidently and technically about produced images) • Drawing as investigation (Interpretation of imagery through different processes and techniques to expand new directions and to broaden the investigation) • Identifying sources (Know which source is appropriate to investigate or expand their idea, when a primary source is needed over a secondary source, which artist is best to develop their idea and personal response) • How to use sources (Making use of digital photo editing apps to give images new meaning, taking risks with sources using manual collage techniques, interpreting existing imagery and sources in new ways, working in an in-depth way rather than in singular experiments) 	<p>experiments with materials and techniques, concentrate on those that worked well but reference those that did not work well, how to improve the communication of the idea or concept)</p> <ul style="list-style-type: none"> • Statement of intent (Understand the essence of the investigation and what core ideas will communicate the intention, how to write and structure one.) • Meaningful response (Make connections between artists and ideas, using different techniques, materials and processes to establish personal approaches, use of experimentation to test and refine to achieve a meaningful response) 	<p>cultural context both to their work and ideas, and the intended audience)</p> <ul style="list-style-type: none"> • Presenting (How to present ideas in a coherent, meaningful and personal way in exam conditions. How to realise intentions using a variety of materials and processes in exam conditions) 	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

<p>Unit Title: Fragmentation and Distortion</p> <p>Exploring pre manipulation techniques – Dark room skills, photograms and experimental composition</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of how the dark room operates – Lighting for exposure, what each chemical process does, which tools to use and drying times. • Appreciation of opacity and transparency – Objects that block light and cast shadow and objects that allow light through. (Prisms and cones, Mechanical forms such as gears, Domestic objects such as sieves and string, typography and cut letters, natural objects such as leaves and feathers.) • Appreciation of how to manipulate space – Layering imagery with acetate, making 3d models and planning where light and dark will be when arranging a composition. • Appreciation of experimentation, test and play – Manipulating the enlarging process such as painting with developer, exploring timing and materials. • Artist Appreciation (Laszlo Moholy-Nagy, Man ray, Floris Neususs, Gyorgy Kepes) <p>Skills:</p>	<p>Unit Title: Fragmentation and Distortion</p> <p>Exploring post manipulation techniques – Methods of digital editing and breaking up imagery. Creating digital and manual collages</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of a range of digital editing techniques – enhancing and reducing saturation intensity, crop and composition, adding text and graphic overlays, applying creative filters, making double exposure composites and duo tone. • Appreciation of editing software or app – how to use the interface and tools in apps like Photoshop, Illustrator, photo pea and various apps. • Appreciation of what glitch art is and how it can be used –Range of apps, basic functions, • Appreciation of composition – Using cutting tools, selecting areas to manipulate, combining images together. • Appreciation of collage - Manipulation of imagery using the cutting techniques and creative influence of Kensuke Koioko • Artist Appreciation (Kensuke Koioko) <p>Skills:</p> <ul style="list-style-type: none"> • Taking risks (Knowing when to take a risk, pushing the imagery and software to produce original and innovative outcomes) 	<p>Unit Title: Fragmentation and Distortion</p> <p>Exploring post manipulation techniques – Realising intentions with the production of an outcome.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of the different approaches to manipulating media, technique, and process throughout the project – which is best suited to communicate their idea. • Appreciation of testing and prototyping process. • Appreciation of the intended context of the outcome. • Artist Appreciation (Student to explore the artists connected to the selected question). <p>Skills:</p> <ul style="list-style-type: none"> • Manipulate (Develop an awareness of the purpose and intention of the selected material or process and how it helps communicate their personal response) <p>Testing (Acquiring the relevant technical skills and become confident taking risks and learning from the experience to develop the outcome)</p> <ul style="list-style-type: none"> • Context (Apply knowledge and understanding of the selected art references in historical, contemporary, societal and cultural context both to their work and ideas, and the intended audience) 	<p>Unit Title: Project freedom – A question from current art exam</p> <p>Establishing a start point.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of how to establish a personal and meaningful starting point. • Appreciation of how to explore and expand the starting point. • Appreciation of how to plan and prepare a photo shoot. • Appreciation of how to use drawing as an investigative process. • Artist Appreciation (Student to explore the artists connected to the selected question). <p>Skills:</p> <ul style="list-style-type: none"> • Personal starting point (Know how to interpret the question and think around its themes to make it original, understand the importance of a statement of intent to define their ideas, utilise annotation and working sketches to record initial responses and ideas) • Expand the starting point (Use the title page, mood board, mind map and art study to explore different lines of enquiry within the theme and provide alternatives) • Photo shoot (The aim of the shoot and the connection to the artist and idea, technical settings and lighting set up, writing 	<p>Unit Title: Project freedom - A question from current art exam</p> <p>Investigation using sources.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of what a source is. • Appreciation of how to identify appropriate primary and secondary sources and artists. • Appreciation of idea development through in-depth investigation of sources. • Appreciation of how to make personal responses to sources. • Artist Appreciation (Student to explore the artists connected to the selected question). <p>Skills:</p> <ul style="list-style-type: none"> • Identifying sources (Know which source is appropriate to investigate or expand their idea, when a primary source is needed over a secondary source, which artist is best to develop their idea and personal response) • How to use sources (Making use of digital photo editing apps to give images new meaning, taking risks with sources using manual collage techniques, interpreting existing imagery and sources in new ways, working in an in-depth way rather than in singular experiments) 	<p>Unit Title: Project freedom – A question from current art exam</p> <p>Investigation using experimentation.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of what experimentation is. • Appreciation of how to refine an idea through experimentation with materials, techniques, and processes. • Artist appreciation (Student to explore the artists connected to the selected question). <p>Skills:</p> <ul style="list-style-type: none"> • Experimentation (Understanding the properties of different materials and how they can be used to help make effective choices, be open minded when experimenting and try new things, combining different approaches, materials and techniques,). • Refining (Questioning if the process or technique is serving the correct purpose, record any experiments with materials and techniques, concentrate on those that worked well but reference those that did not work well, how to improve the communication of the idea or concept)
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	<ul style="list-style-type: none"> • Lighting (Understanding the use of the red light, moving the light swiftly and accurately when enlarging) • Timing How to produce an exposure a test strip, which timing is optimal for the effect they require, how long the paper stays in each chemical) • Chemicals (Only for enlarging, what chemical does what in the enlargement process and the stages of making) • Painting (How to mix grey scale values, how to load a brush, how to apply flat opaque value, how to create a neat edge) • Kapes Painting on to glass plate and using as a negative, types of marks to be used, placement of plate) 	<ul style="list-style-type: none"> • Using different interfaces (Committing the time to practice with each technique so as to become skilled in its use) • Collage (How to safely cut with a knife and mat, how to manipulate imagery through cutting techniques and layering, how to stick an image properly to surface) • Koike (Fragmenting an image within an image) 		<p>confidently and technically about produced images)</p> <ul style="list-style-type: none"> • Drawing as investigation (Interpretation of imagery through different processes and techniques to expand new directions and to broaden the investigation) 		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	<p>Unit Title: Fragmentation and Distortion</p> <p>Exploring Initial Ideas.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of how to investigate a broad theme • Appreciation of how to achieve a level 7-9 • Appreciation of how to begin to develop initial idea by exploration using title page, mood board, web diagram, art study, artist response, working sketches, annotations. 	<p>Unit Title: Fragmentation and Distortion</p> <p>Pre manipulation of image before photo is taken -</p> <p>Form, shading and value in pencil and pen from primary source</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of how to affect an image before the photo is taken - pre-manipulation • Appreciation of how ideas develop through 	<p>Unit Title: Fragmentation and Distortion</p> <p>Exploring pre manipulation techniques -</p> <p>Monotype printing techniques</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of what a monotype is - diff between mono type and print. • Appreciation of the printing set up - wet and dry • Appreciation of the importance of pressure in 	<p>Unit Title: Fragmentation and Distortion</p> <p>Exploring pre manipulation techniques -</p> <p>Lino and reduction printing based on designs taken from shapes from own photos</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of what a lino print is - The print production process involved. • Appreciation of the lino print set up and safety procedures - Wet and dry 	<p>Unit Title: Fragmentation and Distortion</p> <p>Exploring pre manipulation techniques -</p> <p>Sculptural geometric form, constructed and balanced arrangements.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of difference between 2 and 3d art - In the handling of materials and there use and how space is affected. 	<p>Unit Title: Fragmentation and Distortion</p> <p>Exploring pre manipulation techniques -</p> <p>Small scale ordered geometric paintings</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Appreciation of experimenting with manual and digital collage and materials - Test and play with flat layered manipulated shapes derived from photo shoot.

- Artist Appreciation (The students own choice based on their investigation direction).
- Appreciation of personal aesthetic and presenting approach in sketchbook

Skills:

- Title page (Broad investigation of theme, connect to relevant artists, developing a personal aesthetic for presentation)
- Web diagram (Investigating ways to explore the theme, developing ideas and key concerns for a personal direction)
- Mood board (Turning words into images and narrowing down the search for a personal direction)
- Art study (how the artist connects to an idea, analysing the formal elements, responding to the artist)
- How to create working sketches, annotations.
- How to present and remove negative space (1st layer fill white space with colour and 2nd layer add line over colour in skilful way)

- individualised photoshoot using reflective objects and methods to obscure and distort the face.
- Appreciation of how the transfer drawing process works
- Appreciation of how 3d form is created through tonal pencil shading, charcoal pencil shading and black pencil crayon shading.
- Appreciation of how drawn line can create tone and form (fine line pen, mono type)
- Artist Appreciation (Gerogio Morandi).

Skills:

- How to make individualised photoshoots and contact sheet (Planning the shoot, equipment, lighting, experimentation, environment, clear intention and contextual connection, analysing photos)
- Transfer drawing (correct grip, sharp pencil, heavy pressure, selecting shapes)
- Creating 3d form and tone through shading (interpreting values with pencil, charcoal pencil, high and low contrast, developing skilful use of pressure, correct grip, shading consistently and blending values)
- Creating 3d form and tone through line (Controlling space between strokes to infer a value, layering strokes, angle and

- creating value and line quality – thickness of ink, tools and line type.
- Appreciation of how line and mark-making can create value – building layers of line, differing weights of line, controlling space between lines.
- Appreciation of the quality of different surfaces and grounds to print on – tonal, prep printed lines and combinations of paper types.
- Editing mono prints by hand – Adding linear texture to surface with fine line pen, alcohol markers and posca pen.
- Artist Appreciation (Dan Tirels, Gauguin, Damien Koprowski)

Skills:

- Monotype set up (Registering paper alignment, getting a thin film of ink, rolling off excess ink, testing residue ink transfer to paper before printing)
- Monotype printing (The marks and density made by different tools, checking accuracy of drawing, working in a series, doing a residue ghost print, template overlapping to create tri tone values)
- Drawing (transfer/trace process, shading through layering, interpreting value and light, building up marks to create form

- Appreciation of how to select shapes from own imagery and compose – Balance and structure, opposites and awkward juxtaposition.
- Appreciation of the types of marks that can be made and the different blades to be used – U and V gouge blades.
- Appreciation of how to transfer the image to the lino – Tracing and carbon paper.
- Appreciation of the reduction technique - Lino that is not cut will retain the ink and will print a colour, Lino that is cut will not retain ink and will reveal the colour of the surface below it
- Artist Appreciation (Dan Tirels, Picasso).

Skills:

- Lino print set up (Use the wet roller to create thin layer of ink and the dry roller to apply pressure to produce the print, knowing the look and sound when there is too much ink, Rolling off excess ink,
- Safety (Using a bench hook, correct grip when cutting, position of hands when cutting, direction of cut)
- Selecting shapes (juxtaposition of organic and geometric shapes, tension and space between shapes)
- Cutting (U gouge for large open areas and V gouge for thin lines and fine detail)

- Appreciation of how composition develops through individualised photoshoot – Geometric shapes in the urban environment.
- Appreciation of experimenting with manual and digital collage and materials – Test and play with flat layered manipulated shapes derived from photo shoot.
- Appreciation of health and safety - using a knife to cut foam board shapes, sand paper to refine cut shapes, a mask when spraying.
- Appreciation of balance and order when arranging compositions – Tension and juxtaposition between shapes, the positive and negative space.
- Appreciation of the absence of colour – White on white
- Artist appreciation (Liam Roberts, Ben Nicholson, Sebastian Weiss)

Skills:

- Photo shoot (Using viewpoints and angles to create dynamic composition, closeness to the subject)
- Digital collage (working with layers, selection marques and filters) How to use simple and complex collage techniques
- Refine (How to identify when a shape needs refinement, how to present cut shapes neatly)
- Space

- Appreciation of balance and order when arranging compositions – Tension and juxtaposition between shapes, the positive and negative space.
- Appreciation limited colour – Exploring subtle colour combinations.
- Appreciation of hard edge abstraction – Straight edges, crisp borders
- Artist appreciation (Liam Roberts, Josef Albers, Ellsworth Kelly)

Skills:

- Space (How to create tension through juxtaposition, using layered shapes, juxtaposing and composing)
- Colour (mixing greys, unsaturated colour, limited palettes, tone, harmony and balance, analogous, complimentary and triadic schemes)
- Painting (Using masking tape to achieve crisp edges, using the correct size brush, loading the brush, achieving opaque colours)

	<p>length of stroke and thickness of stroke.)</p> <ul style="list-style-type: none"> How to present and remove negative space (1st layer fill white space with colour and 2nd layer add line over colour in skilful way) 	<ul style="list-style-type: none"> Collage template prints (Layers, transparency, tonality, expressive marks and neat placement) Hand colouring mono prints (Working with a limited colour palette, layering translucent colour, enhancing colour tone with linear marks as a second layer) How to present and remove negative space (1st layer fill white space with colour and 2nd layer add line over colour in skilful way) 	<ul style="list-style-type: none"> Image transfer (Registering the image with the lino, use of the transfer drawing technique, use of carbon paper, securing in place) Reduction print (preparation of lino, planning order of layers, printing colour from light to dark) 	<p>(How to create tension through juxtaposition)</p> <ul style="list-style-type: none"> Colour (mixing greys, unsaturated colour, limited palettes, tone, harmony and balance, analogous, complimentary and triadic schemes) 	
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Term 1 & Term 2

Term 3 & Term 4

Term 5 & Term 6

Year 8	<p>Unit Title: Our journeys – Myself End point: A self-designed blackout poem.</p> <p>An exploration of the theme of migration through text and image, with the focus on developing the skill of visualisation.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Appreciation for the context of what a migrant is and why people make journeys. Appreciation of the effects of being a migrant on an individual in a new place. Appreciation of the strong connection between word and image in the process of visualisation. Artist appreciation (Michael Rosen, Warsan Shire, black out poems, Simon Mulvaney and Cedrine Sheidig) Appreciation of black out poetry The Formal Elements (line, shape, space) Principles of Design (Balance, composition, rhythm) <p>Skills:</p> <ul style="list-style-type: none"> Visualisation (Highlighting words, interpreting into images, finding right imagery, connecting to the text) Drawing (pencil grip, pressure control, tone, thickness of line, working sketches) 	<p>Unit Title: Perspective and Man-made Environment. End point: A comic book front cover.</p> <p>The development of visual depth perception, special awareness, and turning 2d space to 3d space with a focus on comic books.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Appreciation for one & two point perspective. Artist Appreciation (Ando Hiroshige, Jacob Lawrence, Van Gogh, contemporary comic artists, Gustave Caillebotte, Sheeler, Simone Di Meo). The Formal Elements (line, shape, space). The Principles of Design (perspective, proportion, scale). Appreciation of how to develop an idea into an outcome. <p>Skills:</p> <ul style="list-style-type: none"> Perspective drawing - street scene & room/exterior vs interior (vanishing point, viewpoints, using x & y axis, creating realistic depth). Drawing skills (correct grip, use of light line, weight of line, control and skill with ruler) Developing idea (Mind map to investigate and create ideas) relevance to the theme, thorough investigation, highlighting key words, including written thoughts and ideas 	<p>Unit Title: Disrupted image. End point: A range of digital and manual collages</p> <p>The distortion of the familiar and the creation of something new from something that already exists.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Appreciation of how an image can be abstracted and distorted. Artist Appreciation (Kensuke Koike) Appreciation of how to use line to record details from observation. Appreciation of how to plan for and prepare for a photo shoot. Appreciation of manual collage, cutting and arranging skills. Appreciation of digital collage and arranging skills. Appreciation of health and safety when cutting. <p>Skills:</p> <ul style="list-style-type: none"> Visualising an original image as something else. Being able to interpret and manipulate through process and technique. Cutting (When not using knife it had guard on and on table, cut slowly and use a ruler to guide, keep fingers out of path of knife) Manual collage (Using scissors to cut carefully and neatly, employing test and play when arranging and composing, layering) Drawing from observation (Grip, time spent looking, quality of line, density of line, describing edges).
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	<ul style="list-style-type: none"> Alcohol markers (preparation of page, layering and mixing colours) Photography (framing, angle, zoom, viewpoint and cropping) Collage (sticking, overlapping, rotating, masking) Black out poetry (Discarding text, highlighting/boxing text, identifying source text, comparison words, making connections) How to present and remove negative space (1st layer fill white space with colour and 2nd layer add line over colour in skilful way) Speaking & Writing (express opinions, compare & contrast, analyse, evaluate, critique). 	<ul style="list-style-type: none"> Visualisation and mood board (collecting images to use in compositions and discussing their relevance), Transfer drawing technique (Shading grip, sharp pencil, light line, no gaps in shading, placement of image) How to present and remove negative space (1st layer fill white space with colour and 2nd layer add line over colour in skilful way) Speaking & Writing (express opinions, compare & contrast, analyse, evaluate, critique). 	<ul style="list-style-type: none"> Photography (framing, viewpoints, and cropping). Digital collage (Using an app to create work, playing with extremes of effects using a 'slider') How to present and remove negative space (1st layer fill white space with colour and 2nd layer add line over colour in skilful way) Speaking & Writing (express opinions, compare & contrast, analyse, evaluate, critique).
	Term 1 & Term 2	Term 3 & Term 4	Term 5 & Term 6
Year 7	<p>Unit Title: The Formal Elements End point: Shattered image shaded drawing referencing cubism.</p> <p>We do a baseline drawing at the start of year 7 to establish what skills they have with a pencil and recording. This is self-assessed by students using a rubric.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> The Formal Elements (line, tone, shape, form) The Principles of Design (pattern, contrast, space). What is Art? Why do we make art? What role does art/ artists play in society? and careers in art Artist Appreciation (Pen & Ink Movement – Van Gogh, Richey Beckett to the Tang Dynasty; Moises Mahique and layered line, Cubist elements of shape and form). Appreciation of how layered line can create pattern a sense of movement. Appreciation of the transfer drawing technique. <p>Skills:</p> <ul style="list-style-type: none"> Drawing (pencil grip, quality of line, mark-making, expressive and directional line, layered line, creating tone with line, controlling the space between lines, creating tone with shading in pencil, creating form with shading, observational drawing and recording with transfer drawing). Transfer drawing technique (Shading grip, sharp pencil, light line, no gaps in shading, placement of image) 	<p>Unit Title: Urban Identity End point: Arrangement of separate pieces done in different media made into one composition.</p> <p>The techniques of drawing continued and introduces collage around the theme of creating something new from something that exists. Construction and deconstruction of imagery.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> The Formal Elements (colour, texture, line). The Principles of Design (composition, space, harmony). Artist Appreciation (Nicky Foreman, Rosalie Gascoigne). Appreciation of taking creative risks with their own work and imagery to create a new piece of work. Appreciation of how to build tone and density using fine line pen. Appreciation of how silhouettes explore space. Appreciation of how collage can be used to construct a new image. Appreciation of their local environment and how they fit in it. Appreciation of colour theory and mixing with acrylic <p>Skills:</p> <ul style="list-style-type: none"> Painting (brush types, brush loading, neat edges, mixing colour secondary and tertiary colours, tints & shades, layering, texture, creating space & atmosphere). Photography (composition, viewpoints, framing and cropping). 	<p>Unit Title: Mixed Media Nature End point: A layered outcome made up of different media and techniques on the same piece.</p> <p>The techniques of drawing continued with the introduction of pattern making and compositional understanding through natural textures and printing.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> The Formal Elements (Line, shape, tone, colour, space and texture). The Principles of Design (pattern, composition, harmony) Artists Appreciation (Mark Hearld and Henri Matisse). Appreciation of how to build up texture through line, mark-making and collage Appreciation how to use natural textures to embellish work <p>Skills:</p> <ul style="list-style-type: none"> Printing (Collograph, hand rubbing, burnishing, registration techniques, combining colours and patterns). Painting (watercolour techniques such as flat wash, layering to increase saturation). Texture (Use of materials and objects pressed into wet paint and ink) Positive shape and negative space as compositional tools (placement, next to, underlapping, over lapping, layering, edges) Drawing (Making observed natural textures, mark making to create texture with different qualities of line).

- How to present and remove negative space (1st layer fill white space with colour and 2nd layer add line over colour in skilful way)
- Speaking & Writing (express opinions, compare & contrast, analyse, evaluate, critique).

- Drawing (Hatched and cross hatched line with fine line pen to create layered tone, pressure control with colouring pencil to achieve bold and light colour and blending techniques, qualities of line, creating values).
- Silhouettes (Positive and negative space, varied line and outline)
- Transfer drawing technique (Shading grip, sharp pencil, light line, no gaps in shading, placement of image)
- How to present and remove negative space (1st layer fill white space with colour and 2nd layer add line over colour in skilful way)
- Speaking & Writing (interpreting meaning, express opinions, compare & contrast, analyse, evaluate, critique).

- How to present and remove negative space (1st layer fill white space with colour and 2nd layer add line over colour in skilful way)
- Speaking & Writing (interpreting meaning, express opinions, compare & contrast, analyse, evaluate, critique).

Key/Legend/Notes:

AQA GCSE Art Assessment Objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

AQA A Level Art Assessment Objectives:

AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.