**5 Year Curriculum Plan for Art – St. Mark’s Academy**

**Art Department Vision Statement:**

Empower



Promote

Enrich

**Our Curriculum Intent Art Department**

**Empower, Promote, Enrich:** To enable all students to realise their creative potential by developing their artistic skills and insights, we believe that we provide a high-quality Art education which inspires children to think innovatively, develop creative practice with critical and analytical understanding. Our curriculum will provide students with a diverse and broad art experience which will empower them to question and equip them to innovate. At St Marks Academy, we believe that high-quality Art lessons will inspire children to think innovatively while developing creative practice with critical and analytical understanding.



**When considering what an Artist needs to know and what skills they need to secure in order to be successful, this can be broken down into 4 big ideas from AO1-4, which are embedded in KS3 and run through to KS4-5.**

1. Developing ideas through Artist research, creating contextual awareness and understanding AO1.
2. Media (materials used), Investigating and developing ideas through experimenting AO2.
3. Recording, Practical skill and development. Written annotation. AO3
4. Outcome, Review, compare and evaluate AO4.

**ART AND DESIGN BIG PICTURE CURRICULUM PLANNING - KEY STAGE 3**

**The big IDEAS of KS3**

Our curriculum design seeks to enable students to become confident and inquisitive creative thinkers and makers. They will develop their visual literacy and abilities to interpret the sights, symbols and structures of the world they live in. Students will develop critical thinking, designing and creating skills. They will work in contexts that provide opportunities to design and communicate meaning, message, expression and emotion through visual imagery; empowering individuals to use Art as a form of communication, expression and enjoyment. Through Art and Design students develop their critical thinking and making skills; they become insightful viewers and creators of the world in which they live.

**Characteristic of a compelling learning experience**

Compelling Learning in Art and Design is characterised by embodying human creativity and facilitating students to take risks with ideas, materials and processes. Students develop their proficiency to develop, communicate, evaluate and refine their ideas through exploration of a wide range of media, techniques, processes and themes. Compelling Learning in Art and Design facilitates students to successfully approach problems and challenges they encounter, in learning and life, through Habits of Mind such as persistence, understanding & empathy, questioning, open-mindedness, creating, imagining & innovating and thinking flexibly.

**Key concepts**

Art and Design prepares students to actively and confidently thrive in an inclusive and diverse society; it facilitates the exploration and celebration of similarities and differences between people, places and cultures. Students are exposed to pathways, through education, to employment in the creative, cultural, digital media and heritage industries. There are a number of key concepts that are central to the study of Art, Craft and Design. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

**Creativity:** understanding that safe risks are part of learning, as too are mistakes and what is learnt from them. Students explore and experiment with ideas, materials, processes and techniques to give form to their ideas and expression.

**Competence of skills:** using the responsive process of investigating, analysing, designing, making, reflecting and evaluating effectively within and through the creation of work. Students will make informed choices about their application of media, techniques and processes.

**Cultural understanding:** understanding how images and objects communicate characteristics of the cultures, times and places of their origin, both personal and/or collective and how these items both define and link, us to the world.

**Critical understanding:** analysing existing images and objects, from diverse settings, to inform how students can put across their own ideas, meanings and views.

**Key knowledge**

Learning in Art and Design promotes the engagement, inspiration and challenging of students, equipping them with the knowledge and skills to experiment, invent and create their own works of Art. This is alongside knowing how to analyse and evaluate their own work, and that of others, in order to strengthen visual impact. Throughout the Key Stage 3 Art and Design course, holistic knowledge is underpinned by the elements of Art;

**● Line:** a path made by a moving point through space. It is one-dimensional and can vary in width, direction, and length.

● **Colour:** is perceived by the way light reflects off a surface. There are three properties of colour: hue (colour name), intensity (strength/purity), and value (lightness and darkness).

● **Shape:** is a flat, enclosed area that is two-dimensional (length and height). Artists use both geometric and organic shapes.

● **Form:** is three-dimensional (length, width, height) and can be viewed from many angles. Forms have volume and take up space.

● **Space:** is used to create the illusion of depth within an artwork. It can also refer to the positive and negative space between, around, or within objects.

● **Texture:** describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel).

● **Pattern:** decorates an image or object with regularly repeated elements such as shapes or colour.

Students are confident in utilising their knowledge of the elements of Art and the arrangement of these to structure their work that conveys their intentions within a composition. In order to effectively develop creativity and ideas, students will need a breadth of core technical knowledge and understanding specific to their projects of study.

**Key skills/IDEAS:** The skills of Artists, Crafts People and Designers are multifaceted, both in terms of thinking and practical activities. Students work in the manner of creative practitioners throughout their Key Stage 3 projects, with essential skills and processes taking the form of:

**AO1: Developing:** students develop ideas and intentions by working from first-hand observation, experience, inspiration, imagination and other sources.

**AO2: Exploring:** students explore a breadth or Art styles, eras and themes. They refine ideas by selecting from a range of materials, techniques and processes. These feature drawing, painting, ceramics, collage,

photography and mixed-media. Through engagement in a range or processes, using a variety of media and equipment, fine motor skills are also nurtured.

**AO3: Recording:** students record through drawing, photography, written form or other appropriate means. They capture observations, perceptions and intentions, to communicate feelings, experiences and ideas,

and for pleasure. Students use these observations to inform evaluations of their own and others work.

**AO4: Creating:** the development and realisation of personal artworks that share their intentions and demonstrate understanding of visual language

# These ‘big ideas’ will feature across each year group with the planned schemes of work incorporating and building on the ideas so that knowledge and skills are repeated and embedded enabling the students to be skilled artists as they complete their 5-year curriculum. At KS4/KS5 the students complete GCSE and A-Level in Fine Art, the skills, knowledge from all the big ideas will be integrated in all components AO1-AO4 that are integral.

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|   | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Autumn Term 1**  | **Starting Art****Introduction of AO1-AO4*****Topic: Drawing Skills******AO3:*****Formal Elements:**Year 7 start their creative journey through drawing, starting with observational still life. Students set up their stationary to create a still life that forms their drawing test, this is marked and assessed by the teacher and student. The drawing test is re-visited later in the year to assess their acquisition of knowledge into drawing and progress acquiredYear 7 build on their drawing test at the start of the year, gaining knowledge in the Formal Elements of drawing. Focus is placed on pencil control through different drawing skills. These drawing skills are put into practice in response to Artist interpretation focusing on Giorgio Morandi, in which students explore shape/ proportion/ tone and mark-making. This drawing knowledge is further expanded on through a challenging drawing of a crumpled piece of paper in response to Martin Creed and connects to analytical writing alongside drawing techniques.The contextual written element focuses on, discovering how to investigate and respond to art work and decoding it. Students respond to Hockney’s Bigger Splash through discussion looking at exemplars of written context and put their learning into practice writing about Lichtenstein’s ‘Whaam.Focused Artists: **David Hockney, Lichtenstein,** **Giorgio Morandi and Martin Creed.** | **Building on AO1-4*****Botanical Art*** ***AO3/A01:*****Formal Elements:** Year 8 start the year by recording from Natural Forms. Knowledge and skills are re-visited via AO3 focusing on recording and drawing via assessment at the start of the year. The beginning of the year re-visits prior knowledge, building knowledge and confidence in their observation and mark-making skills. Students work from primary and secondary research materials, examining plants/ flowers and natural forms. The subject of drawing from botanical subject matter is contextualised through its origins in the Egyptian tombs at Karnak. Cross curricular links to science are visited through the relationship between science and art. Students gain knowledge in botanical scientific drawing in their research in which the work at Kew Gardens is investigated. Students apply this knowledge to their written context, explaining what Botanical Art is? And relating that to an artist’s work, in a structured written piece building on their understanding of AO1. **Focus Materials**: **Kew Gardens** **Botanical Scientific illustration and its links back to the Formal Elements in Art.** | **Pop Art AO1-AO4*****A01 A02, AO3/AO4;*****Formal Elements:** Year 9 start the year by a drawing test focused on recording from consumer culture items. Knowledge and skills are re-visited via AO3 focusing on recording and drawing via assessment at the start of the year.Year 9 are introduced to consumer and popular culture and apply their prior knowledge investigating the question: **What is popular culture?** And the role it plays in our day to day lives. Students build on this knowledge through discussion and learn about the role it took in influencing Pop Art. Students investigate the relationship between popular culture and Art in which they build on their annotation skills and knowledge using direct vocabulary and shared ideas.Students investigate Onomatopoeia in Pop Art and design their own piece in response to Lichtenstein. This design element focusing on Onomatopoeia not only enables students to connect prior learning in English but create an outcome in response to artist research, making design connections and creative leaps.Further to student’s graphic design piece observational skill is introduced via drawing drink cans, linking to the theme of consumer culture. Students build on prior knowledge of the formal elements in drawing and re-visit drawing skills, focusing on line, shape/proportion, mark-making and tonal values. Skill related drawing exercises help re-build prior learning and build confidence and skill that can be applied to observation and drawing of the can.**Focused Artists**: Pop Art Overview with its connection to consumer culture. Lichtenstein and Onomatopoeia | **GCSE Fine Art****Natural Forms****Portfolio Project*****A02/AO3:***Students engage with the topic Natural Forms in which they explore techniques and different media experimentation. This allows students to explore a wide range of skills and in turn develop their ideas. Recording in both practical skill and written annotation are both explored. Students work from real life objects and flowers/plants and secondary images.**Cultural Capital:** students partake in understanding the significance of poppies to Remembrance Day and artists that have created work in response to this symbolic image. Students create a piece of work in response to art work around Remembrance Day to create a collaborative display, students are welcomed to be creative and use a variety of media to create an impactful display. | **Continuation of Natural Forms/ Collected Objects and Still Life** **Part two of the Portfolio Unit.**AO1, A02,A03, AO4The second part AO2/ of the portfolio unit enables students to further investigate media and to personalise their work. This can either form a shorter project or a more sustained long project of Natural Forms from year1, the project will depend on a group and their direction. Whether a shorter project or a sustained long one this time enables students to widen and develop greater subject knowledge and skill. Students will work from primary and secondary research to support their ideas alongside producing artists mood boards that will help inform their style, influence and idea development. |
| **Autumn Term 2**  | ***AO1/ AO3: Topic: Drawing,*** *Building on skills and Artist Research in relation to skill and contemporary practice.*Observational drawing through experimentation around drawing techniques in pencil making links to the formal elements linking to Artist Research. **Artists Investigated: Martin Creed is it Art?:** Questioning through discussion, sharing understanding and responding through written responses building on contextual understanding in art and around his art and paper as art. | ***AO3: Recording, Practical skill and development. Written annotation.***The focus remains on observational drawing through experimentation around drawing techniques and materials linking to scientific botanical art. **Focus Materials**: Lead pencil, pen, pen/wash. | ***AO4: Outcome, Review, compare and evaluate.***Students continue to develop their understanding of Pop Art and Roy Lichtenstein’s work through written annotation, thinking about the ideas communicated in the work of ‘Whaam’ and creating a visual response to the artists work, focusing on line, shape and proportion showing understanding of Lichtenstein’s comic book graphic style and building in further understanding of the formal elements in artists work. **Artists Investigated: Lichtenstein** | **Natural Forms*****AO2/ AO3:***Students continue on their differentiated experimentation around Natural Forms, building their first initial portfolio outcomes.Students focus on Drawing skills in this first term from: tonal studies, colour pencil blends, oil pastel, chalk and charcoal, coloured chalk, biro pen drawing and pen with wash.  | ***AO4:*** Responding to the brief/ theme students will start to focus on ore resolved pieces and plan for their final outcome. |
| **Spring Term 1**  | **Drawing: Experimentation and Artist Research.*****AO1, AO2, AO3***Development of observation and skill, through proportion. Building on skills obtained in the Autumn term via mark-making and tone linking to the introduction of charcoal drawing. Charcoal Drawing investigated with both practical and written investigations. **Artists Investigated: Frank Auerbach, Alison Lambert and William Kentridge.** | **Gary Hume, Artist research, response, via media experimentation and outcome.** ***AO1, A02, A03, AO4:***Year 8 start an exciting investigation into the work of Gary Hume. Widening their knowledge via their artist research Responding to the paintings and art work by Gary Hume. Students then put this knowledge into practice responding Botanical Art with a contemporary twist, focusing on colour, composition, design and a collaged outcome.Their artist research connects to enable students create a design in response, that they construct via collage outcome.This connection is further investigated through their Self-Assessment of their piece, showing understanding of which elements of Humes work they employed in their piece.**Artist Investigated Gary Hume. Focus Materials and techniques: Colour pencils, creating colour blends and coloured paper for collage.** | **Pop Art: Formal Elements*****A02, A03***Students re-visit their observational drawing skills, in drawing crushed cans, focusing students to look at angles, proportion and the relationship between light and dark tone.Pop Art Context is re-visited with students using retrieval practice and applying this understanding of Pop arts themes to their investigation further of the wider context of Pop Art. In particular the celebrity influence and this relationship to Andy Warhol one of the four Modern Masters of Art and the Godfather of Pop Art, tracing his rise to fame and the way he transformed art in the modern era through subject and technique. Students continue on their journey of placement, proportion through graphic text-based art by Warhol. | **Natural Forms*****AO1, A02,A03, AO4***Personalisation and exploration. Students create their own mood boards around the theme and create a mood board of visual outcomes to support their ideas around Natural Forms.Independent study helps support ideas and artist research.Through the investigation of different subject matter and artists students start to personalise their ideas enabling them to make informed choices about media experimentation. | ***AO1, A02,A03, AO4***Evaluating and Finalising Portfolio Unit work. Prior to the release of exam materials, students will use this time to finish off any areas of work that still need completion or focus.**Exam Unit 2:**AO1, A02,A03, AO4After the release of the exam unit in January, students will pick a theme that interests them and focus on this for the remainder of their time.Students will develop ideas and experiment with materials in response to their exam theme, generating a body of work to support their ten-hour examination and Final Outcome. |
| **Spring Term 2**  | **Drawing Experimentation**:AO2/AO3: The investigation of taking a line for a walk.Continuous line drawing, non-dominant hand drawing, upside down drawing and shared drawing. Positive and negative space.**Artists Investigated: Picasso** in response to the technique of upside-down drawing. Left and Right hand brain investigated in response to creativity. | **Developing ideas through Artist research, creating contextual awareness and understanding:** AO1, A02,A03, AO4Year 8 go on a cultural journey through music, geography, culture and arts place in our context. They visit Chris Ofilli and the piece ‘No Woman No Cry’ and the story of Stephen Lawrence and Dame Doreen Lawrence. In response to Ofillis move to Trinidad year 8 learn about a different culture and its Botanical plants. | AO1, A02,A03, AO4:Andy Warhol: Gaining further understanding of his work and impact of his work on Modern Art. Reproduction of his graphic lettering and iconic pieces, developing into a personal response showing understanding, demonstrating technical skill and creativity.Two Week GCSE taster lesson in response to Robert Rauschenberg’s ‘Signs’ from 1970: Retrieval practice on the key elements of consumer culture. Building on applying understanding of popular culture themes and making connections with todays present popular culture, students create collaged Posters.Creating from newspapers and magazines. | AO1, Independent Artist research is built on in class and students develop their analytical research into different artists to support their practical developments, interpretations are created around artists work that continue to explore experimentation and techniques. Mini Project investigation into expressive mark-making influenced by Van Gogh and his Olive Tree series.Students expand knowledge and skills in contextual annotation and understanding of art. Students respond to Van Gogh’s imagery and mark-making and create different media studies around trees from a selection of different secondary images.   | Finalisation of Exam preparation and Unit. |
| **Summer Term 1**  | **Rubbing Out:*****AO1, AO2, AO3:***The famous and modern story of rubbing out as Art, investigated through Rauschenberg and Willem de Kooning, questioning was it Art?Linking to colour and design via De Kooning’s abstract rhythmic paintings.Colour Theory: The theory and story of colour.Colour mixing to create a colour wheel and tints.Learning the language of colour.**Artists Investigated: Robert Rauschenberg and Willem de Kooning.** | ***AO4: Outcome, Review, compare and evaluate.***Students create a fabric/ mask design based on their Trinidadian studies. AO2: Media (materials used), Investigating and developing ideas through experimenting. Students investigate colour theory, painting, design and create a Final Outcome in response to Culture and Art, with Ofilli as the Focus for this journey. | ***AO4: Outcome, Review, compare and evaluate.***In response to Warhol’s art work students develop a Final Outcome merging Warhol’s qualities and visual language with their own creativity. Using design layout to create a well-developed drawing, that for some could be developed further into a colour inks piece. | ***AO1/AO2*** Students will continue to build knowledge into artists their techniques and how to respond to their work analytically.The Focus of the Summer term is to Experiment further into different techniques, supported by artist research, making both visual and analytical connections. Students will start to refine and personalise their Investigations, this will be supported by developing and presenting work into a portfolio page with personal annotation as a focus throughout the summer term. Students will explore a range of media including: printmaking, dyes, inks, paint and colour theory in response to natural forms, supported by artist investigations.Wax resist, bleach and ink. | Moderation: All work from the two years of GCSE Art will be marked and moderated by the Art Department and then externally moderated by the external examining moderator. |
| **Summer Term 2**  | ***Colour Theory and Drawing Skills re-visited:******AO1, AO2, AO3, AO4:***Building on continuous line, students re-visit observational drawing through assessment. Drawing Assessment: Students re-visit their drawing out their stationary as still life, do show progression from September to the end of the year through a sustained observational piece, which forms their end of year progress grade.Colour Theory: The theory and story of colour.Colour mixing to create a colour wheel and tints.Learning the language of colour.Linked to artist research around: Van Gogh expressive mark-making, learning about colour application, colour blends from pencil to oil pastel.Mondrian’s Modern Abstraction and design and its relationship to the modern world, linking maths to design.Focusing on artist interpretation and composition.Monet’s relationship with colour and light, Munch’s expressive mood, Matisse’s use of collage.**Artists Investigated: Van Gogh, Mondrian, Monet, Munch and Matisse** | ***William Morris and The Arts and Crafts Movement:******AO1, AO2, AO3, AO4:*** Students investigate the historic Arts and Crafts movement and investigate its links to today’s society and business model. The focus of this investigation is William Morris and his botanical designs. Students work from Morris designs and take influence to create their own wallpaper design. | ***AO1, AO2, AO3, AO4:***Contemporary Pop Art, investigated through:Patrick Caulfield, Michael Craig-Martin, Julian Opie: Distinctively outlined in black, these artists use of experimental line drawing from consumer culture, graphic lettering to portraits convey Pop Art's bold aesthetic and communicate its ability to make art accessible.Students will investigatePatrick Caulfield, via recording and responding contextually, building their understanding of artist research and retrieval practice linked to the Formal Elements. To assess students progress in observation and visual recording students will draw from direct observation everyday items in a sustained drawing test which will form part of their final progress grade.Students will use these assessed drawing tests to form part of the imagery for layered graphic outcome in response to Craig-Martin.Students will respond to the human form through Opie’s distinct Pop Art influenced style.  | ***AO4: Outcome, Review, compare and evaluate.***Students evaluate their personal journey into natural forms and make decisions around their idea development for a final outcome that will be a sustained study. Large scale works in Chalk, charcoal, oil pastel outcomes around colour and artist research.Printmaking: relief and mono print to link with mood board studies.Final outcomesStudents evaluate their personal journey into natural forms and make decisions around their idea development for a final outcome that will be a sustained study, supported by their GCSE Mock days.Dependant on the group and their direction/development and progress with Natural Forms will determine whether to start a new project or refine and finish Natural Forms in Summer Two.Summer Two offers the chance to start a new project that students can investigate and develop over the summer break. This will act as a shorter portfolio unit in preparation for a similar time frame after January with the exam unit. |  |

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| **Year 7 Art** | **Year 8 Art** | **Year 9 Art** | **Year 10 Art GCSE** | **Year 11 Art GCSE** |
| **PROGRESSION OF Arts 4 BIG IDEAS THOURGH 5-Year Curriculum: AO1-AO4** |
| **Year 7 Schemes of Work:****Drawing and Colour***Drawing Autumn/Spring 1:**Colour Theory Spring 2/Summer 2*The focus in year 7 is to create a foundation of understanding of Art via Artists work and artistic technique/experimentation. We investigate Drawing in all its different styles, in which students experiment with media and ways of working. 1.Developing ideas through Artist research, creating contextual awareness and understanding.Annotation:The year builds the students voice and confidence in understanding different artists work and how to question its place in the world and Art world. The students learn to question art and describe its visual qualities and mood, building a foundation in KS3 for contextual understanding that is further built on at GCSE.Personal Annotation:Students learn to assess theirs and their peers progress and how they have achieved, looking for areas of development.Practical Skills:3.Recording, Practical skill and development. Written annotation. Year 7 go on a journey of practical development from core drawing techniques to observational drawing. They experiment with different drawing techniques building on media experimentation and understanding of the visual world. Their journey is linked to Artist research which informs the work they make.2. Media (materials used), Investigating and developing ideas through experimenting. From Drawing they students learn Colour Theory and colours relationship to Art and Mood.Students learn how to mix colours and paint and experiment in different media and outcomes linked to artist research.**Year7 Drawing Scheme of Work: Key Skills and Techniques*** **Observational Drawing**
* **Mark-making drawing techniques**
* **Shade and Tone**
* **Composition and proportion**
* **Continuous line**
* **Upside down drawing**
* **Non dominant hand drawing**
* **Shared drawing**
* **Artist Research linked to direct vocabulary.**

**Year 7 Colour Theory*** **Colour Wheel**
* **Colour mixing.**
* **Painting**
* **Colour blends in pencil and oil pastel**
* **Design**
* **Artist Research linked to direct vocabulary and retrieval practice**

  | **Year 8 Schemes of Work:****Botanical Art**Autumn Term: Recording and Annotation Spring Term 1: Artist Research, Experimentation and Outcome Spring Term 2/Summer 1: Artist research linking culture and social history.Summer 2: AO1-4 Arts and Crafts MovementThe focus in year 8 is building on subject knowledge through drawn recording and experimentation of media linked to artists and their work in which students evidence their understanding by creative responses. Artist research underpins the written annotation in which students build on their recording of ideas and observations showing their understanding; using direct vocabulary.AO1: Developing ideas through Artist research, creating contextual awareness and understanding.Annotation:Students build on their articulation and questioning skills from year 7. In which students develop their understanding of the visual quality of art and its mood. They look at contemporary and historical artists and their place in the world and cultural value.Personal Annotation:Students’ progress their critical eye in assessment of theirs and their peers progress and how they have achieved, looking for areas of development.AO3.Recording, Practical skill and development.AO2: Media (materials used), Investigating and developing ideas through experimentingFrom Drawing scientific botanical drawings, students build their mark-making skills with pencil and pen work. In response to Gary Hume students interpret, design and create using colour in pencil/pen and collage. Further media experimentation takes place in response to Ofili and colour theory is embedded in as students create colour responses using paints and dyes. William Morris wallpaper design offers different directions for students to explore with design.AO4: Outcome, Review, compare and evaluate.Throughout year 8, students regularly evaluate their success and that of their peers, through consistent critical evaluation. Outcomes are made in response to creative journeys through botanical art with links made to their artists research, these will enable students to work in different media in all. **Year 8 Botanical Scheme of Work: Key Skills and Techniques*** **Observational Drawing**
* **Mark-making drawing techniques**
* **Shade and Tone**
* **Composition and proportion**
* **Design**
* **Collage**
* **Colour Theory re-visited**
* **Colour work, in paint**
* **Colour blends in pencil**
* **Wax resist**
* **Colour dyes**
* **Artist Research linked to direct vocabulary and retrieval practice**
 | **Year 9 Scheme of Work****Pop Art**Autumn Term: Recording and AnnotationSpring Term: Artist research linking culture and social history.Recording, Practical skill and development. Written annotation Spring and Summer: Design and media experimentation/Final Outcome.Year 9, builds on subject knowledge from prior learning in years 7/8 around observation and skill. It challenges students with the focus on a more graphic visual language that makes links to Modern Art through Pop Art. Students focus on shape/ size/ proportion/ angles/ reflections and typography. Students respond to contextual artist research making links to cultural and social history. Idea development mixed with outcome, prepare students for the creative leap into GCSE.3.Recording, Practical skill and development. Written annotation. Students start with a drawing challenge that they re-visit later in the term and year with a higher level of skill and confidence. All practical recording skills link back to the formal elements that are constantly re-visited through visual recording and retrieval practice.Along-side practical first-hand observation, students re-create famous works by artists and then connect this visual language together to create their own interpretations through design in various media.AO1: Developing ideas through Artist research, creating contextual awareness and understanding. Students develop a higher level of understanding around contextual awareness and understanding. **Year 9 Pop Art Scheme of Work: Key Skills and Techniques*** **Observational Drawing**
* **Mark-making techniques**
* **Shade and Tone**
* **Composition and proportion**
* **Design/layout with creativity**
* **Collage**
* **Colour work, in paint/inks**
* **Colour blends in pencil**
* **Artist Research linked to direct vocabulary and retrieval practice**
 | **Year 10 Scheme of Work****Natural Forms**Year 10 GCSE gives students a foundation into experimentation and media development. Students develop breadth and depth to their art vocabulary in which they build confidence in all areas of expression through personal and critical annotation.Natural Forms is a project theme that allows for all to develop and grow their practical skills while contextualising their practical element with artist research. Students develop their own skill set and idea development skills personalising their work and in turn learning their strengths as an artist.All AO1-4 objectives play an integral part in this journey.**Scheme of Work:****Natural Forms Year 10 GCSE****Key Skills and Techniques*** **Observational Drawing**
* **Mark-making drawing techniques**
* **Shade and Tone**
* **Graphite pencil**
* **Charcoal and Chalk**
* **Continuous line**
* **Contour line drawing**
* **Composition and proportion**
* **Colour work, in paint/inks/ dyes**
* **Wax resist**
* **Colour blends in pencil**
* **Colour mixing/theory.**
* **Chalk and oil pastel**
* **Mono printing**
* **Reduction printing**
* **Bleach and Ink**
* **Artist Research linked to direct vocabulary and retrieval practice**
 | **AO4:Develop your ideas and create your own individual path.***Year 11 enter a more independent phase of their GCSE as artists where they develop their ideas into more resolved Final Outcomes. Applying their knowledge acquired in technique/experimentation to more resolved personal work.  ​Students, have much more freedom, where to take the project next?  In which they connect ideas, artist research and experimentation and this will be different for every student.**Exam Unit**The exam unit is a short unit that prepares students for their 10 hour practical exam in which they are the authors of their theme and preparation determines their Final Outcome.****Natural Forms Year 11 GCSE******Key Skills and Techniques******• Observational Drawing******• Mark-making drawing techniques******• Shade and Tone******• Graphite pencil******Pen Work/ Ink dipping pen******• Charcoal and Chalk******• Continuous line******• Contour line drawing******• Composition and proportion******• Colour work, in paint/inks/ dyes******• Wax resist*** ***• Colour blends in pencil******• Colour mixing/theory.******• Chalk and oil pastel******• Mono printing******• Reduction printing******• Bleach and Ink******• Artist Research linked to direct vocabulary and retrieval practice*** |

USING THE CORRECT ART VOCABULARY

