

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>7</b>	<p><b>Topic: The Natural World</b></p> <p><b>Exam: Observational Drawing using a range of media</b></p> <p><b>Karl Blossfeldt</b></p> <p><b>Ernst Haeckell</b></p> <p>Subject Skills</p> <p>Year 7 aims to deliver a broad area of study. Students arrive with a wide spectrum of art experiences from primary schools. The importance of keeping a sketch book, regular prep assignments and a structured series of schemes aim to support the development of each students appreciation and acquirement of skills. The Formal Elements are covered through the year and we aim to introduce as many different skills as possible using as wide range of materials.</p> <p>Develop an understanding of how artists use line in drawing and in photography</p> <p>Learner Skills</p> <p>Visual and written analysis. the use of observational skills to record from sources and communicate ideas.</p> <p>The use of expressive and</p>	<p><b>Topic: The Natural World.</b></p> <p><b>William Morris</b></p> <p><b>Recycling scuptors</b></p> <p>Subject Skills</p> <p>Learning how to research artists and contextualise is looked at this term.</p> <p>Develop an understanding of how artists use Tone to create form.</p> <p>To use different mark making techniques to create original artwork. Compare with contemporary artists using modern techniques.</p> <p>Learner Skills</p> <p>Use and experiment with a range of media including charcoal, pen and ink.</p>	<p><b>Topic: The Natural World</b></p> <p><b>Exam: Experimental work using colour and pattern. Written analysis of an artist</b></p> <p><b>Yayoi Kusama</b></p> <p><b>Beatriz Milhazes</b></p> <p><b>Halima Cassell</b></p> <p>Subject Skills</p> <p>A look at different cultural artists. Islamic pattern and Ceramics to introduce clay work and card reliefs.</p> <p>The focus is on the introduction of colour and pattern. Contrasting artists are selected to support the development of ideas</p> <p>Develop and understanding of how artists use Pattern and colour</p> <p>To refine and experiment with a range of media after researching different artists.</p> <p>Learner Skills</p> <p>The use of expressive and descriptive mark-making to record and communicate ideas.</p> <p>The use of a range of painting materials, tools and techniques such as gouache, watercolour, acrylic, oil, dyes, brushes, digital painting applications and a range of painting surfaces.</p>	<p><b>Topic: The Natural World</b></p> <p><b>Exam:</b></p> <p><b>Georgia O’Keefe</b></p> <p><b>Claude Monet</b></p> <p><b>George Seurat</b></p> <p>Subject Skills</p> <p>To use a range of different painting techniques with montage appropriate to the movement.</p> <p>Learner Skills</p> <p>To use the ideas behind the work of different artists to create original 2D and 3D work with reference to modern technology and AI.</p>	<p><b>Topic: The Natural World</b></p> <p><b>Exam: A colour and mixed media piece</b></p> <p>Subject Skills</p> <p>To use a range of different painting techniques with montage appropriate to the movement.</p> <p>Learner Skills</p> <p>To use the ideas behind the work of different artists to create original 2D and 3D work with reference to modern technology and AI.</p>	

	<p>descriptive mark-making to record and communicate ideas.</p> <p>The use of a range of drawing materials, media and techniques such as graphite, pen and ink.</p>				
	<p><b>INTENT:</b></p> <p>To introduce the Assessment Objectives as used in GCSE</p> <p>Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p><b>INTENT:</b></p> <p>Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p><b>INTENT:</b></p> <p>Record ideas in a number of different ways.</p>	<p><b>INTENT:</b></p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>	<p><b>INTENT:</b></p> <p>Present work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>
8	<p><b>Topic: Narrative Art</b></p> <p>Pop Art – Comic strip – Roy Lichtenstein</p> <p>Exam: Analysis of era and resulting major artworks</p> <p><b>Subject Skills</b></p> <p>To Develop an understanding of how narrative is used in historical and contemporary art works. To build on the skills learnt in Year 7. The</p>	<p><b>Topic: Narrative Art</b></p> <p>Quentin Blake – Diary entries</p> <p>Edward Gorey</p> <p>Exam: Analysis of the purpose of illustration</p> <p><b>Subject Skills</b></p> <p>To research context of different works of art and political events. Develop understanding of how artists use media to</p>	<p><b>Topic: Narrative Art</b></p> <p>RA story telling</p> <p>Geoff Grandfield</p> <p>Links with English Department to develop work alongside the text. The Edge by Alan Gibbons</p> <p>Exam: Original art work</p> <p><b>Subject Skills</b></p> <p>To research a specific way of interpreting text with image. Learner Skills</p> <p>To use a range of materials to produce original design works</p>	<p><b>Topic: Narrative Art</b></p> <p>The Edge – Thriller – Geoff Grandfield</p> <p>Gothic Noir – Dracula.</p> <p>Chris Riddell</p> <p>Exam:</p> <p><b>Subject Skills</b></p> <p>To develop a characterisation in illustration.</p> <p>Learner Skills</p> <p>To use a range of techniques to</p>	<p><b>Topic: Narrative Art</b></p> <p>Aboriginal Art</p> <p>Exam:</p> <p><b>Subject Skills</b></p> <p>To Look at how a different cultures interpret narrative through pictures</p> <p>To research and explore the work of chosen culture to understand how they employ devises that communicate the story to the viewer.</p>

	<p>introduction of broader and more specific language.</p> <p><b>Learner Skills</b></p> <p>To use a range of 2D media to produce original response. Flat painting in the style of Roy Lichtenstein</p>	<p>communicate ideas.</p> <p><b>Learner Skills</b></p> <p>Photo diary as a basis for hand drawn illustration</p>	<p>Cut paper illustrations</p>	<p>create a personal response referencing the artist. Collaged illustration]</p>	<p><b>Learner Skills</b></p> <p>To use a range of techniques to create a personal response referencing the artist.</p>
	<p><b>INTENT:</b></p> <p>Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p><b>INTENT:</b></p> <p>Record ideas in a number of different ways.</p>	<p><b>INTENT:</b></p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>	<p><b>INTENT:</b></p> <p>Develop ideas from story record ideas through written form</p> <p>Create a personal response</p>	<p><b>INTENT:</b></p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p> <p>Create a personal response</p>
<p><b>9</b></p>	<p><b>Topic: Political Art and Distortion</b></p> <p><b>Subject Skills</b></p> <p>Picasso</p> <p>Contemporary Artists</p> <p>Students learn how to contextualise a piece of art</p>	<p><b>Topic: Political Art and Distortion</b></p> <p><b>Subject Skills</b></p> <p>Shepard Fairey</p> <p>Kathe Kollwitz</p>	<p><b>Topic: Political Art and Distortion</b></p> <p><b>Subject Skills</b></p> <p>Luke Dixon</p> <p>Bob and Roberta Smith</p>		

<p>referencing historical and contemporary events. A taught and structured year aimed at laying the foundations for future developments. Students are introduced to a number of different ways of working including: the importance of sketchbooks for researching and developing ideas the importance of drawing for different purposes, exploring a range of drawing media how to use a range of materials and techniques effectively and safely how to use digital techniques purposefully and effectively how to reference sources appropriately how to select and present work effectively.</p> <p>Students will develop:</p> <ul style="list-style-type: none"> <li>• An idea to include further research and study of relevant sources</li> <li>• The nature of a singular outcome into a “series”</li> <li>• Practice by exploring and applying additional materials</li> </ul> <p>Learner Skills</p> <p>Students guided how to analyse pieces of art looking to make links and interpretation.</p> <p>Document their findings in their sketchbook pages, mood boards, digital presentation, design sheets and journals</p> <ul style="list-style-type: none"> <li>• include annotated or written analysis of sources, together with any primary and secondary visual evidence.</li> </ul> <p>Thematic study – Each student to decide on their thematic study for the year</p> <p>Examples: Climate change, war, Covid 19, Hong Kong, Afghanistan. Mental health, Feminism</p> <p>Looking at the start of Art as a political tool.</p> <p>Picasso’s Geurnica and The Weeping Woman.</p>	<p><b>Banksy</b></p> <p>Lino printing</p> <p>Students will:</p> <p>Develop and idea through their personal study</p> <ul style="list-style-type: none"> <li>• analyse the work of relevant sources visually and/or through written annotation</li> <li>• use printing methods</li> <li>• record their ideas in their sketchbooks</li> </ul> <p>Learner Skills: Drawing can be applied in all its forms across traditions and technologies, and it can be critical and accurate as well as explorative and experimental. Drawing takes many forms dimensional space.</p> <p>Shepard Fairey</p> <p>Kathe Kollwitz</p> <p>Banksy</p> <p>Lino printing</p>	<p>Students will:</p> <p>Extend their personal study through a range of different painting skills</p> <p>Learner skills Learn how to use and adapt and image to get multiple results</p> <p>Understand how to apply tone and the properties of colour and light such as hue, tint, saturation, from two-dimensional mark-making, to lines made using materials to define three.</p>
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	<p><b>INTENT:</b></p> <p>Students who progress their ideas thoroughly and with pace can be given opportunities for extension work.</p>	<p><b>INTENT:</b></p> <p>Drawing is essential to recording from life, describing a mood or emotion, and capturing an expression</p>	<p><b>INTENT:</b></p> <p>Students include one or more outcomes demonstrating their use, knowledge and understanding of different media and techniques. They will also include additional written analysis work produced on the renaissance.</p>
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GCSE Subject AOS	AO1	AO1	AO2	AO3	AO3	AO1	AO4
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>10</b>	<p><b>Topic: A bar at the Follies Bergere</b></p> <p><b>Exam: Analysis of A bar at the Follies Bergere</b></p> <p><b>Subject Understand how to create meaning in a work of art. How an artist has conveyed a message based on emotive beliefs.</b></p> <p><b>Learner</b></p> <p>Visual and written analysis. the use of observational skills to record from sources and communicate ideas.</p> <p>The use of a range of drawing materials, media and techniques such as graphite, pastel, charcoal, ink, chalk, digital drawing applications and a range of drawing surfaces.</p>	<p><b>Topic: Vanitas</b></p> <p><b>Subject Experimentation - properties of colour and light such as hue, tint, saturation and tone</b></p> <p><b>Learner</b></p> <p>The combination of a range of mixed media materials and techniques such as wet and dry media, collage, objects, textiles, two- and three-dimensional elements, digital and non-digital applications.</p>	<p><b>Topic: Banksy</b></p> <p><b>Subject Development of Ideas - the effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media</b></p> <p><b>Learner</b></p> <p>The creation of surfaces from which an image can be transferred to communicate ideas.</p> <p>The combining and manipulating of two-dimensional and three-dimensional media to communicate ideas.</p>	<p><b>Topic: Chirosuro Photography</b></p> <p><b>Subject Chiaroscuro - Light and Dark The use of digital, film and/or video elements such as lighting, time, sound, editing, space and composition to communicate</b></p> <p><b>Learner</b></p> <p>The use of a range of lens- and light-based media, materials and techniques such as montage, mixed media, installation, animation, studio and location photography, pre- and post-production manipulation.</p>	<p><b>Topic: Cezanne</b></p> <p><b>Subject Formal Elements, the use of formal elements and visual communication through a variety of approaches</b></p> <p><b>Learner</b></p> <p>The use of expressive and descriptive mark-making to record and communicate ideas.</p> <p>The use of a range of painting materials, tools and techniques such as gouache, watercolour, acrylic, oil, dyes, brushes, digital painting applications and a range of painting surfaces.</p>	<p><b>Topic: Portraiture</b></p> <p><b>Subject Chiaroscuro - Digital Manipulation – Experimentation, the use of digital and/or non-digital applications.</b></p> <p><b>Learner</b></p> <p>The camera and its functions, including depth of field, shutter speed, focal points and viewpoints</p> <p>the use of formal elements to communicate a variety of approaches</p> <p>The use of the photographic process to provide a narrative of events and/or situations. The control of light and photographic processes to create non-traditional experimental outcomes.</p>
	<p><b>Rationale:</b></p> <p><b>Develop ideas through investigations, demonstrating critical understanding of sources</b></p>	<p><b>Rationale</b></p> <p><b>Develop ideas through investigations, demonstrating critical understanding of sources</b></p>	<p><b>Rationale:</b></p> <p><b>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</b></p>	<p><b>Rationale:</b></p> <p><b>The use of a range of experimental imagery materials, tools and techniques such as analogue and digital photography, manual manipulation and digital and non-digital processes and</b></p>	<p><b>Rationale:</b></p> <p><b>Refine work by exploring ideas, selecting and experimenting with appropriate media,</b></p>	<p><b>Rationale:</b></p> <p><b>The use of a range of photography materials, tools and techniques such as compositional, proximity to the subject, focal points and the involvement of the photographer with the scene being documented</b></p>

				outcomes.			
<b>11</b>	<p><b>Topic: Identity</b></p> <p><b>Exam: Analysis of Artist work</b></p> <p><b>Subject</b> The use of formal elements and visual communication through a variety of approaches</p> <p><b>Learner</b></p> <p>Students given the opportunity to develop their knowledge, understanding and skills, to include:</p> <p>Exploring and experimenting with materials, processes, technologies and techniques</p> <p>Recording practical and written observations</p> <p>Researching and investigating contextual sources</p> <p>Drawing / mark-making</p>	<p><b>Topic: Development and Experimentation</b></p> <p><b>Exam:</b></p> <p><b>Subject Component 1: thematic response project</b></p> <p><b>Learner</b></p> <p>Work produced during this thematic response project is submitted for the final assessment of the Personal Portfolio</p> <p>Students given the opportunity to develop their knowledge, understanding and skills through their thematic response project, to include:</p> <p>Developing and exploring ideas</p> <p>Researching primary and contextual sources</p> <p>Experimenting with media, materials, techniques and processes</p>	<p><b>Topic: Mock exam</b></p> <p><b>Exam: A period of sustained focus</b></p> <p><b>Subject Skills Subject Component 1: thematic response project</b></p> <p><b>Learner</b></p> <p>Work produced during this project is submitted for the final assessment of the Personal Portfolio</p> <p>Students given the opportunity to mimic the content of the Externally Set Assignment, using a previous ESA theme or the Sample Assessment Materials (SAMs) available on the Edexcel website, to include:</p> <p>Experimenting with media, materials, techniques and processes</p> <p>Presenting personal response(s)</p> <p>The use of a variety of materials, media and techniques such as linoleum, screen, intaglio, relief, lithography, drypoint, etching and monoprint, using a range of inks and printing surfaces.</p>	<p><b>Topic: Set by exam board</b></p> <p><b>Exam: The 10-hour period of sustained focus during which students produce their final response(s) to the theme</b></p> <p><b>Subject Component 2: Externally Set Assignment</b></p> <p><b>Learner Skills</b></p> <p><b>Paper released 2 January</b></p> <p>Preparatory period begins in January and students start work on their preparatory studies in response to the theme</p> <p>Enrichment opportunity: gallery visit, workshop or visit to a local area of interest to support students' response to the ESA theme</p> <p>Students complete all preparatory studies before the start of the period of sustained focus</p>	<p><b>Topic: Exam Theme</b></p> <p><b>Exam: Year 11 Exams: Set by exam board. 10 hours to complete a sustained piece.</b></p> <p><b>Component 1: Personal Portfolio projects (thematic response and mock exam assignment).</b></p> <p><b>Subject Skills</b></p> <p>Students to finalise unfinished work in light of feedback from teacher and their own experience of completing the Externally Set Assignment</p> <p>Learner Skills</p> <p>Students to select and present appropriate work for assessment of their Personal Portfolio</p> <p><b>External moderation window begins on 1 May</b></p>		

	<p><b>Rationale:</b> Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p><b>Rationale</b> Develop ideas through investigations, demonstrating critical understanding of sources</p>	<p><b>Rationale:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</p>	<p><b>Rationale:</b> The use of a range of experimental imagery materials, tools and techniques such as analogue and digital photography, manual manipulation and digital and non-digital processes and outcomes.</p>	<p><b>Rationale:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>
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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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**Year 12 Teacher 2**

	<p><b>Topic: Internally Set Project – Critical and Contextual Understanding</b></p> <p><b>Subject Skills</b></p> <p>How the formal elements evoke responses in the viewer</p> <p>Various forms or presentation in fine art and the ways that audiences may respond to or interact with them</p> <p>Sustainable materials and production processes in the construction of work</p> <p>The potential of collaborative working methodologies in the creative process</p> <p><b>Learner Skills</b></p> <p>Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; gather, select and organise visual and other appropriate information</p>	<p><b>Topic: Development of ideas</b></p> <p><b>Subject Skills</b></p> <p>Characteristics of materials such as plasticity, opacity, translucence, malleability and transparency</p> <p>Properties of colour, such as hue, tint, saturation, tone and colour perception</p> <p>Materials such as graphite, wax crayon, oil pastel, soft pastel, aquarelle, charcoal, ink, chalk, conté crayon, gouache, watercolour, acrylic paint, oil paint, dyes and computer software</p> <p><b>Learner Skills</b></p> <p>Use knowledge and understanding of the work of others to develop and extend thinking and inform own work</p>	<p><b>Topic: Analysis of Existing Artist</b></p> <p><b>Subject Skills</b></p> <p>The use of a range of tools, such as artists’ brushes, decorators’ tools, knives, sponges, digital software, fingers, card squeegees, scrapers, sticks, found objects and natural forms</p> <p>The potential for exploring combinations of materials, such as combining drawn and painted elements, collage, found objects, including inert materials to add textures/impart meaning.</p> <p><b>Learner Skills</b></p> <p>Generate and explore potential lines of enquiry using appropriate media and techniques</p>	<p><b>Topic: Experimentation Artist</b></p> <p><b>Subject Skills</b></p> <p>Students should make links between investigation, drawing, design development, project management, technical and digital applications, final presentation and evaluation.</p> <p>There should be a continuous critical response to their own work, through methods such as an on-going learning log or blog, annotations and written explanations of technical and creative processes as well as notes about references and sources of</p> <p><b>Learner Skills</b></p> <p>Generate and explore potential lines of enquiry using appropriate media and techniques</p>	<p><b>Topic: Essay</b></p> <p><b>Subject Skills</b></p> <p>A minimum 1000 words of continuous prose.</p> <p>These elements should be seen as integrally connected. Supporting studies may combine investigation and research for both the practical work and personal study, however, the personal study must be presented as a separate outcome.</p> <p>The practical work and personal study may be approached in any order, or progress simultaneously. in relation to the practical portfolio.</p> <p>This component offers teachers ample opportunities to structure programmes of study that encourage breadth and depth information.</p> <p><b>Learner Skills</b></p> <p>The purpose of the Personal Investigation is to develop a portfolio of practical work and a minimum 1000 words of continuous prose that shows critical understanding apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others’ evaluations</p>	<p><b>Topic: Final Outcome</b></p> <p><b>Subject Skills</b></p> <p><b>Learner Skills</b></p> <p>Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms</p>
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	<p><b>Rationale:</b></p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating Analytical and critical understanding</p>	<p><b>Rationale:</b></p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating Analytical and critical understanding.</p> <p>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p>	<p><b>Rationale:</b></p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</p>	<p><b>Rationale:</b></p> <p>Explore and select appropriate resources, media, materials, Techniques and processes, reviewing and refining ideas as work develops</p>	<p><b>Rationale</b></p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding:</p>	<p><b>Rationale:</b></p> <p>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements</p>
<p>A LEVEL Subject AOs</p>	<p>AO1</p>	<p>AO2</p>	<p>AO3</p>	<p>AO4</p>	<p>AO5</p>	

A LEVEL Subject AOS	AO1	AO2	AO3	AO4	AO5
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Year 13 Teacher 1</b>	<p><b>Topic: Personal Investigation</b></p> <p><b>Subject Skills Critical and Contextual understanding</b></p> <p>Generate and explore potential lines of enquiry using appropriate media and techniques</p> <p><b>Learner Skills</b></p> <p>record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; gather, select and organise visual and other appropriate information</p>	<p><b>Topic: Contextual studies</b></p> <p><b>Subject Skills</b></p> <p>Use knowledge and understanding of the work of others to develop and extend thinking and inform own work.</p> <p><b>Learner Skills</b></p> <p>Students should make links between investigation, drawing, design development, project management, technical and digital applications, final presentation and evaluation. There should be a continuous critical response to their own work, through methods such as an on-going learning log or blog, annotations and written explanations of technical and creative processes as well as notes about references and sources of information.</p>		<p><b>Topic: Development of Ideas</b></p> <p><b>Subject Skills</b></p> <p>Students should make links between investigation, drawing, design development, project management, technical and digital applications, final presentation and evaluation.</p> <p>There should be a continuous critical response to their own work, through methods such as an on-going learning log or blog, annotations and written explanations of technical and creative processes as well as notes about references and sources of</p> <p><b>Learner Skills</b></p> <p>Generate and explore potential lines of enquiry using appropriate media and techniques</p>	<p><b>Topic: Create a personal response.</b></p> <p><b>Subject Skills</b></p> <p>Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms</p> <p><b>Learner Skills</b></p> <p>apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others' evaluations</p>
	<p><b>Rationale:</b></p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding</p>	<p><b>Rationale:</b></p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</p>		<p><b>Rationale:</b></p> <p>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.</p> <p>Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding:</p>	<p><b>Rationale</b></p> <p>Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>

