

Subject: Art, Craft & Design

Specialism: Art

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Festival of skills: <ul style="list-style-type: none"> • Drawing • Painting 		Marine life: <ul style="list-style-type: none"> • Drawing • Clay sculpture 		Music and Art: <ul style="list-style-type: none"> • Drawing • Painting • Mixed media 	
Key Content and Skills	<ul style="list-style-type: none"> • Rules and expectations in the art rooms • Artistic formal elements • Application of tonal and colour pencil • Application of watercolour • Still life • Composition • Fauvism 		<ul style="list-style-type: none"> • Observational drawing skills • Application of tonal and colour pencil to create visual texture • How to use clay • Composition • Application of paint to create depth • Scientific drawings 		<ul style="list-style-type: none"> • Understanding what abstract art is • Interpretation and expression of sound • Meaning and connotations of colour and shape • Art history and context • Artwork analysis • Composition • Colour theory 	
Assessment	Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together		Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together		Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together	

	against the objectives: <ul style="list-style-type: none"> Researching & analysing Creating Planning & reflecting 	against the objectives: <ul style="list-style-type: none"> Researching & analysing Creating Planning & reflecting 	against the objectives: <ul style="list-style-type: none"> Researching & analysing Creating Planning & reflecting
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> Look up the formal elements Practise application of tone Look up still life artists Practise drawing from a photograph Practise drawing from real life Practise blending colours and tone 	Students should: <ul style="list-style-type: none"> Research the environmental issues that marine life face Practise drawing marine life of any kind Practise using mark-making to create texture Practise your clay techniques 	Students should: <ul style="list-style-type: none"> Research artists who respond to music such as Kandinsky Practise formal element techniques learnt in term 1 Research the meanings and connotations of colours Research abstract art and why people make it

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Culture, Customs and Traditions: <ul style="list-style-type: none"> Drawing Print-making 		Urban art: <ul style="list-style-type: none"> Drawing Design 		Nature inspired sculptures: <ul style="list-style-type: none"> Drawing Clay sculpture 	
Key Content and Skills	<ul style="list-style-type: none"> Rules and expectations in the art rooms Mexican Day of the Dead Understanding the meaning of culture, customs and traditions Cultural patterns and their inspiration Meaning and connotations of objects 		<ul style="list-style-type: none"> Analysis of the work of Banksy Graffiti: Art or Vandalism? Social and political based Art Colour theory 		<ul style="list-style-type: none"> Direct observational skills Application of tone and media to create depth and texture Use of mark-making to show texture and form Construction techniques with clay 	

	in art		
Assessment	<p>Teacher feedback given, both verbal and written, throughout the term.</p> <p>All pieces of work are marked together against the objectives:</p> <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting 	<p>Teacher feedback given, both verbal and written, throughout the term.</p> <p>All pieces of work are marked together against the objectives:</p> <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting 	<p>Teacher feedback given, both verbal and written, throughout the term.</p> <p>All pieces of work are marked together against the objectives:</p> <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Learn about Mexican Day of the Dead • Learn the definition of culture, customs and traditions • Learn about symmetry and tessellations in art and design 	<p>Students should:</p> <ul style="list-style-type: none"> • Research what Urban Art is • Research the difference between graffiti and vandalism • Research artists that respond to social and political issues • Watch news reports on the artist Banksy 	<p>Students should:</p> <ul style="list-style-type: none"> • Research what art was created during The Blitz • Practise observational drawing based on the techniques learnt in term 1 • Research artists that created art during WW2 • Recall/research clay techniques learnt last year

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	<p>Food & drink:</p> <ul style="list-style-type: none"> • Drawing • Painting • Mixed media 		<p>Identity:</p> <ul style="list-style-type: none"> • Drawing • Mixed media • Painting 			
Key Content	<ul style="list-style-type: none"> • Rules and expectations in the art rooms 		<ul style="list-style-type: none"> • Interpretations of a single theme • Portraiture 			

and Skills	<ul style="list-style-type: none"> • Pop art; its inspiration and influences post WW2 • Popular culture and how it influenced pop art • Observational drawing • How to combine different medias successfully • How to mix paint • How to enlarge an image 	<ul style="list-style-type: none"> • Art history and context • Still life • Compositions • Observational drawing • Mixed media work • In depth analysis of artwork 	
Assessment	<p>Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together against the objectives:</p> <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting 	<p>Teacher feedback given, both verbal and written, throughout the term.</p>	<p>Teacher feedback given, both verbal and written, throughout the term. All pieces of work are marked together against the objectives:</p> <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Learn some facts about Pop Art • Look at the work of Roy Lichtenstein, Andy Warhol and Claes Oldenburg • Practise observational drawing of mass produced products e.g cans of food, beauty products etc. 	<p>Students should:</p> <ul style="list-style-type: none"> • Research the shape and proportions of a portrait • Practise drawing facial features • Look into understanding the connection and meaning behind artwork • Research how to make skin colours 	<p>Students should:</p> <ul style="list-style-type: none"> • Research artists who look at the theme of identity in their artwork • Research mixed media- artists who look at portraying identity • Reflect on your own identity and what/who makes you who you are

Specialism: Textiles

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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What students are learning	Recording, investigation and analysing	Exploring, designing and developing	Resolving, creating and reflecting
Key Content and Skills	<ul style="list-style-type: none"> • Introduction to textiles • Health & safety in the textiles room • Researching artists and designers • Observational work to inform product designs 	<ul style="list-style-type: none"> • Understanding and implementing brand designs • Upscaling • Layered coloured fabric • Collagraph printing 	<ul style="list-style-type: none"> • Students will learn how to safely use a sewing machine • Understand how to hand stitch • Learn what and how to apply seam allowances and a hem • Construction techniques
Assessment	Teacher feedback given, both verbal and written, throughout this period.		Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked to together against the objectives: <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Research artists' and designers' work under the theme of 'packaged food' • Practise their drawing skills e.g complete direct observational drawings of packaged food • Research how to print different textures 	Students should: <ul style="list-style-type: none"> • Research hand stitch techniques • Learn parts of the sewing machine, operating a sewing machine safely (Bernina 1008) • Research what a seam allowance and a hem is 	Students should: <ul style="list-style-type: none"> • Refine any work in their sketchbook • Research what a production plan is • Refresh your memory on skills practised so far this year

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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What students are learning	Recording, investigation and analysing	Exploring, designing and developing	Resolving, creating and reflecting
Key Content and Skills	<ul style="list-style-type: none"> • Introduction to the animal theme • Health & safety in the textiles room • Researching artists and designers • Create initial designs inspired by artists/designers based off of endangered animals 	<ul style="list-style-type: none"> • Refining animal designs • Understand how to completed and apply freezer paper stencils • Students will learn how to safely use an iron • Understand The different qualities of fabric and which ones to select for applique 	<ul style="list-style-type: none"> • Students will be reminded how to use a sewing machine safely • Understand how to hand stitch • How to applique fabric • Learn what and how to apply seam allowances and a hem • Construction techniques
Assessment	Teacher feedback given, both verbal and written, throughout this period.		Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked to together against the objectives: <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Learn parts of the sewing machine, operating a sewing machine safely and using different stitches on the sewing machine (Bernina 1008) • Research textiles techniques • Refresh your memory on skills practised or researched last year 	Students should: <ul style="list-style-type: none"> • Research what fabric is best for applique and why • Research how to create simple and complex freezer paper stencils • Research hand stitch techniques • Refresh your memory on skills practised or researched last year 	Students should: <ul style="list-style-type: none"> • Refine any work in their sketchbook • Research what a production plan is • Refresh your memory on skills practised so far this year

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Recording, investigation and analysing		Exploring, designing and developing		Resolving, creating and reflecting	
Key Content and Skills	<ul style="list-style-type: none">● Introduction to the bugs and beetles theme● Health & safety in the textiles room● Researching artists and designers● Create initial designs inspired by artists/designers		<ul style="list-style-type: none">● Refining bug/beetle design● Learn what and how to apply seam allowances and a hems● How to accurately hand paint fabric including grandents and texture● Understand the different qualities of fabric and how they are made		<ul style="list-style-type: none">● Students will be reminded how to use a sewing machine safely● How to freehand stitch on a sewing machine● Understand how to hand stitch● How to applique fabric● Construction techniques to create a 3D textiles outcome	
Assessment	Teacher feedback given, both verbal and written, throughout this period.				Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked to together against the objectives: <ul style="list-style-type: none">● Researching & analysing● Creating● Planning & reflecting	

How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Learn parts of the sewing machine, operating a sewing machine safely and using different stitches on the sewing machine (Bernina 1008) • Research textiles techniques • Refresh your memory on skills practised or researched last year 	Students should: <ul style="list-style-type: none"> • Research what fabric is best for applique and why • Research how to freehand stitching on a swimming machine (Bernina 1008) • Research hand stitch techniques • Refresh your memory on skills practised or researched last year 	Students should: <ul style="list-style-type: none"> • Refine any work in their sketchbook • Research what a production plan is • Refresh your memory on skills practised so far this year • Research new techniques such as fusions and couching
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Specialism: Fine Art and Textiles

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Natural Forms: <ul style="list-style-type: none"> • Broadening skills in different media • Refinement of current skills learnt in KS3 			Sustained project: <ul style="list-style-type: none"> • Applying developed skills • Refining skills and techniques 		
Key Content and Skills	<ul style="list-style-type: none"> • Gain a greater understanding on the assessment objectives • Expand skills set and knowledge of how to use different media • Understand how to create a coherent sketchbook • Understanding of how artists can influence your own work • Taking primary images • Understanding how to record ideas through drawings and annotations • Create a personal and meaningful response 			<ul style="list-style-type: none"> • Understanding the multiple interpretations of a theme project • Continuing to develop understanding of the assessment objectives • Expand skills set and knowledge of how to use different media • Understanding of how to analyse the work of others • Focus on recording and refinement 		

Assessment	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Formative holistic marking for entire project	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Research the topic theme and the different ways it could be interpreted • Find three artists/designers who relate to the theme • Complete five direct observational drawings of images linked to the theme eg. buildings, anatomy etc. • Go to galleries OR view galleries collections online to gain inspiration linked to the them 		Students should: <ul style="list-style-type: none"> • Research the topics theme • Find three artists/designers who relate to the theme • Complete five direct observational drawings • Go to galleries OR view galleries collections online to gain inspiration 		Students should: <ul style="list-style-type: none"> • Research the topics theme • Find three artists/designers who relate to the new theme • Complete five direct observational drawings • Go to galleries OR view galleries collections online to gain inspiration 	

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Sustained project:		Externally set task			

Key Content and Skills	<ul style="list-style-type: none"> • Provided greater evidence of the assessment objectives • Refine skills set and knowledge of how to use different media • Show evidence of how artists can influence your own work • Taking purposeful and refined primary images • Understanding how to record ideas through experimentation and in depth annotations • Show a journey of development throughout a sustained project • Create a personal and meaningful response 		<ul style="list-style-type: none"> • Complete a project based on an external starting point • Develop skills of independent interpretations of an independent theme • Apply knowledge learnt through the coursework process to create a refines and highly developed exams sketchbook • Create a personal and meaningful response in the 10 hour exam. 		
Assessment	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Summative holistic marking for entire coursework	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Summative holistic marking for entire coursework & externally set tasks for exam board submission
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Review the work completed towards the end of last year and highlight areas for improvement and areas of success • Take primary photographs that link to your theme within natural forms • Complete large scale work outside your sketchbook to gain extra marks if 		Students should: <ul style="list-style-type: none"> • Take primary photographs that link to your theme within natural forms/Structure • Complete large scale work outside your sketchbook to gain extra marks if all improvements have been made • Go to galleries OR view galleries 		Students should: <ul style="list-style-type: none"> • Revise and prepare for exams

	<ul style="list-style-type: none"> all improvements have been made Go to galleries OR view galleries collections online to gain inspiration 	collections online to gain inspiration	
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Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Skills project	Unusual viewpoints			Personal investigation	
Key Content and Skills	<ul style="list-style-type: none"> Broaden skill level through experimentation - showing breadth of how media can be used Experiments with different subjects matters to find own style and ideas 	<ul style="list-style-type: none"> Gain a greater understanding on the assessment objectives Complete a project based on an independent starting point Develop refined drawing skills High developed and diverse experimentation based on high quality images In-depth analysis of artists work that directly informs and develops students work Larger scale experimentations and outcomes Understanding the underpinning ideas and themes of artworks 			<ul style="list-style-type: none"> Start Personal investigation (PI) on independent themes Start essay in response to PI theme Continuing to develop understanding of the assessment objectives Expand skills set and knowledge of how to make direct links between deeper meaning of the theme 	

Assessment	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Formative holistic marking for entire project	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Complete extensive experimentation on media - avoid repetitive experimentation • Push themselves out of their comfort zone • Go to galleries OR view galleries collections online to gain inspiration • Start thinking about what subject matter they would like to focus on for their 'unusual viewpoints' project 		Students should: <ul style="list-style-type: none"> • Complete extensive experimentation on media - avoid repetitive experimentation • Push themselves out of their comfort zone • Go to galleries OR view galleries collections online to gain inspiration • Research ideas that can inform development 		Students should: <ul style="list-style-type: none"> • Complete research on techniques that could help represent their chosen theme • Push themselves out of their comfort zone • Go to galleries OR view galleries collections online to gain inspiration 	

Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Personal investigation		Externally set task			

Key Content and Skills	<ul style="list-style-type: none"> • Completing a sustained project based on the theme of their choice • Provide context for the artwork students are creating • Show in depth knowledge and understanding of the assessment objectives. • Apply high level refinements that show development and refine of skills and ideas. • Understanding how to write and Art essay based on their chosen theme • How to analyse work based on the formal elements and principles of Art and well as understanding how interpretation can change based on context. 		<ul style="list-style-type: none"> • Complete a project based on an external starting point • Develop skills of independent interpretations of an independent theme • Apply knowledge learnt through the coursework process to create a refines and highly developed exams sketchbook • Create a personal and meaningful response in the 15 hour exam. 		
Assessment	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Summative holistic marking for entire coursework	Teacher feedback to inform students Dedicated Improvement and Reflection Time(DIRT) This can be verbal, written or video	Summative holistic marking for entire coursework & externally set tasks for exam board submission
How can students prepare beyond the	Students should: <ul style="list-style-type: none"> • Complete their essay • Complete large scale work outside of their sketchbook • Complete experimentations linking to the process of selected artists 		Students should: <ul style="list-style-type: none"> • Complete their essay • Complete large scale work outside of their sketchbook • Complete thought-out refinement and development which shows the process 		Students should: <ul style="list-style-type: none"> • Revise and prepare for exams

classroom?	<ul style="list-style-type: none"> • Complete thought out and rigorous refinement and development which shows the process of your sketchbook and tells a visual story • Complete tasks on checklist handed out prior to the summer break 	<ul style="list-style-type: none"> • and tells a visual story • Complete tasks on checklist handed out prior to the summer break • Work in developing a personal and meaningful outcome 	
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Specialism: Graphics

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	What is Graphics?		Typography		Logo and Monograms	
Key Content and Skills	<ul style="list-style-type: none">• Health & safety in the graphics rooms• Typography• How Graphics is used in the real world• Image analysis• Colour theory		<ul style="list-style-type: none">• Typography• Literacy link - idioms, onomatopoeia• Designing ideas based on previous knowledge• Application of colour pencil• Identifying and appropriate themes and ideas		<ul style="list-style-type: none">• Understanding monograms• Looking at how branding is used• Understanding and analysing what makes a good logo• Developing logo designing skills	
Assessment	Teacher feedback given, both verbal and written, throughout this period.				Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked to together against the objectives: <ul style="list-style-type: none">• Researching & analysing• Creating• Planning & reflecting	

How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Look at different types of font styles on the internet • Look up different poster designers • Research shape and onomatopoeia and typography 	Students should: <ul style="list-style-type: none"> • Look at different types of font styles on the internet • Look up different poster designers • Research shape and onomatopoeia typography 	Students should: <ul style="list-style-type: none"> • Research monograms and where they can be found in the consumer industry • Look up different types of logos • Research what 'branding' is
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Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Packaging		Logo and branding		Creating packaging	
Key Content and Skills	<ul style="list-style-type: none">• Health & safety in the graphics rooms• Types of packing and their uses• Introduction to theme of fragrance packaging• Understanding legal elements of graphics design• Developing ideas for students own fragrance packaging		<ul style="list-style-type: none">• Colour Theory• Logo Design and Theory• Importance of branding• Understanding and analysing what makes a good logo• Developing and refining design ideas• Practical/making skills to create fragrance packaging		<ul style="list-style-type: none">• Application of prior knowledge onto final packing design• Photo editing software• Company branding• Advertisement- pros and cons	
Assessment	Teacher feedback given, both verbal and written, throughout this period.				Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked to together against the objectives <ul style="list-style-type: none">• Researching & analysing	

	<ul style="list-style-type: none"> • Creating • Planning & reflecting 		
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Experiment with free editing software such as www.photopea.com • Research the importance of brand identity/ slogans and logos • Undertake primary research by visiting retail outlets in their local area to gain inspiration for their fragrance project • Practise sketching 3D forms to develop drawing skills 	<p>Students should:</p> <ul style="list-style-type: none"> • Take an interest in 2D design, Photoshop/ Publisher/PowerPoint • Research the importance of brand identity/ slogans and bylines • Undertake primary research by visiting retail outlets in their local area to gain inspiration for their fragrance project • Practise sketching in 3D to develop communication skills 	<p>Students should:</p> <ul style="list-style-type: none"> • Experiment with free editing software such as www.photopea.com • Research the importance of brand identity/ slogans and bylines • Undertake primary research by visiting retail outlets in their local area to gain inspiration for their fragrance project • Practise sketching in 3D to develop communication skills

Year 9 Graphics and media	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Media codes and conventions		Graphics techniques and tools		Using Affinity	

Key Content and Skills	<ul style="list-style-type: none"> • Health & safety in the graphics/media room • The action/adventure genre • Media codes, conventions and semiotics • Learning technical language for graphics and media • Analysing existing posters to inform own ideas 	<ul style="list-style-type: none"> • Developing own action adventure ideas and poster design. • Develop understanding and application of media codes, conventions and semiotics • Learning technical language for graphics and media • Introduction to photo editing software 	<ul style="list-style-type: none"> • Completing poster design based on developed and refined plan • Using Affinity to create a strong developed action adventure poster • Reflecting and evaluation poster design • Pitch and presentations
Assessment	Teacher feedback given, both verbal and written, throughout this period.		Teacher feedback given, both verbal and written, throughout this period. All pieces of work are marked to together against the objectives: <ul style="list-style-type: none"> • Researching & analysing • Creating • Planning & reflecting
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Research examples of posters from action adventures • Research what mise-en-scene is • Watch age appropriate action adventure movies looking out for symbolism and meaning 	Students should: <ul style="list-style-type: none"> • Research examples of posters from action adventures • Research what mise-en-scene is • Watch age appropriate action adventure movies looking out for symbolism and meaning 	Students should: <ul style="list-style-type: none"> • Experiment with free editing software such as www.photopoea.com • Research what a storyboard is • Look at some of the characteristics of action adventure trailers • Research information included on DVD covers