



### Year 7 Basic

**Monochrome Patterns/Design:** Basic research skills: (Double page) on History of Tattoo/Mehndi. Master skills on basic doodle patterns in Graphic design. 2D hand design. **Christmas card designs:** "Winter" exhibition. **Stain Glass Window/Church visit:** Research skills: to create basic shape and colour skills. Basic theory skills - create leaflet on History of Stained glass. Set brief: to design a stained glass window for a specific building. Trace, transfer design - apply water colour/ink. (Line, shape and colour) **3D hand/Worm tunnel patterns:** Begin basic research and drawing skills: Digital sketchbook on Paul Klee. Practise continuous line. Learn basic colour theory. Experiment using 3 different mediums to create final piece. Create 3D work on a 2D surface. Block colour painting related to Paul Klee. **Collage cut outs: Henri Matisse** Basic collage to learn about positive and negative spaces and applying their colour theory. To work in the style of H Matisse and Megan Coyle. **Still life: Morandi**—Practise using various different mark making techniques to create

Line. Shape. Colour. Tone. Texture. Space. Form. Pattern. Motif. Complementary colours. Continuous line. Cross hatching. Illustration. Medium. Mehndi. Op art. Stained Glass Window. Sketch. Colour wash. Collage. Space. Negative space. Positive space. Drawing.

Art and Design pupils investigate Artists through drawing, painting, printmaking, photography, sculpture, textiles, graphic design, architecture from ancient times to present day. Make: Pupils develop skills to investigate and explore ideas through different techniques to record observations in sketchbooks. They are taught to use their imagination, from direct experience and to select and record from first - hand experience. In order to modify, refine and plan work further. Evaluate: Pupils develop skills to evaluate work in order to help strengthen visual impact. They learn to refine their work as it progresses in order to express their ideas/feelings. Through: Pattern. Colour. Line/tone. Shape, form and space. The selection should include work in a variety of genres and styles from: The locality. The past, and present and a variety of cultures, Western/non-Western. Pupils are taught to use materials, tools and techniques for practical work, safely and in accordance with health and safety.

By observing pupils work as work develops through classwork and homework. Through strategic questioning/think paired shared/turn and talk. 2 formal assessments are completed each Year. Working above Age Related Expectations: Able age related descriptors. Working at Age Related Expectations: Working at age related descriptors. Working towards Age Related Expectations with exception of a few. Working below Age Related Expectations. Focus is on the outcome. By the end of Key Stage 3, pupils are expected to know, apply and understand basic skills and processes specified in the programme of study. Evidence is shown: In sketchbooks to assess design process: Develop, Refine, Record and Personal response. Pupils' understanding and enjoyment of art, is developed through activities that bring together requirements from both Investigating/making, and knowledge/Understanding, wherever possible.

Pupils are encouraged to be resilient, learn from mistakes and recognise that as part of their growing development, it is okay not to be able to do everything straight away. Pupils are encouraged to be involved part in house competitions such as Independent Woman's days/Thank you cards. The Arts provide an important outlet for pupils to expressive themselves and push themselves to be the best they can be. We as a department provide pupils with opportunities to show what they can do through a desire to research and explore different cultures. This is showcased in their sketchbooks, in assemblies and in our Art gallery and sometime within our local community.

### ATTITUDE

Understanding others, behaviour and attitudes, SMSC, PHSE

### Year 8—Developing

**Monochrome Patterns:** Consolidate skills in monochrome patterns in what they learnt in Yr7 to master their own Op Art doodle designs to transfer designs from 2D image into 3D cubes/buildings. Zentangle patterns relating to Landscape **Christmas card designs:** "Winter Design" exhibition **Developed black design through zentangle trainers**—learned how to draw a trainer. History of shoe designs **Abstract Trainer—in the style of Pop Art.** Created a double page of Pop culture at home and double page of Pop Art at school using 3 different methods. **Digital sketchbook on Pop Art: build on skills with new artist** -create screen shots, videos on Roy Lichtenstein (Make notes). Further develop by creating a personal response. Develop composition skills further through surrealism in Pop Art colours. **Still life: topic** Sweets & Treats shape, line and colour using typography, composition and communication.

Line. Geometric shapes. Value. Texture. Shape. Form. Tone/shade. Composition. Viewpoint. Black/white contrast. Block colour. Complementary colours. Zen tangle Pattern. Abstract Art, Pop Art, Op Art. Doodles. Illustrations. Montage. Photomontage. Pen & ink. View finder. Surrealistic. Complementary colours

### Year 9—Refining

**Cubist style Art work:** develop observation skills by developing composition, shape and colour through the appreciation of Abstraction and building tonal qualities. **Christmas card designs:** opportunity to take photographs of local landmarks. Record observational studies. **Refining line/tonal drawings: Vincent Van gogh** Basic skills using upside down drawing techniques, using a grid and prepared ground to practise line/tonal drawings (accuracy). **Pen and ink:** develop mark making skills in pencil, pencil crayon and pen (monochrome) work using "X" artist working with coffee. **Landscape:** Create a Fauvism style landscape in reference to David Hockney. **Digital sketchbook:** develop research of "Hockney" artist as his work is really colourful same process as previously in Yr8 to develop skills. **Portrait: Working in the style of a Zentangle Artist with the view to Zentangle the design inspired by Fashion**

Line. Shape. Value scale. Colour in art. Texture. space. Form. Monochrome. Pen and ink. Prepared ground. Cubism. Fauvism. Vincent Van Gogh. Impressionism. Colour Theory. Geometric shapes. Medium. Portraits. Still life. Surrealistic. Abstract. Impressionist. Perspective. Contrast.

### Year 10

**Monochrome patterns & Colour theory:** actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. **Christmas card design** **Digital sketch book on Abstraction:** develop creative imagination and intuitive capability when exploring and making images, artefacts and products. **Abstract Paintings—series**—be confident at taking risks and learn from experience when exploring and experimenting with ideas, products, media materials and techniques. **Natural Forms** Henri Moore and Barbara Hepworth Working in the style of Henri Moore and Georgio O'Keefe. Learning how to create a 3D sculpture with soap. **Going more in depth with colour—colour wheels** **Initial ideas—Research work for Sketch-book:** develop critical understanding through investigational, analytical, experimental, practical, technical n& expressive skills. Development and refine idea's and proposals, personal outcomes or

Primary source, secondary source, colour field painting, explore, experiment, Investigate, technique, progress pictures,, Theme, preparatory work, recording idea's in Art, Area of study, Development of ideas, tonal strips, thumb nails.

Develop ideas through investigations, demonstrating critical understanding of sources. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Record ideas, observations and insights relevant to intentions as work progresses. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Formative Assessments  
2 assessments each year. Tonal shading in pencil/in coloured pencil/other medium copying artist work. Art, Craft and Design (1170). Portfolio (01). 120 marks - non-exam assessment (internally assessed and externally moderated). Externally set task (02). 80 marks - 10 hours. non-exam assessment (internally assessed and externally moderated) This specification builds the knowledge, skills and understanding for all art, craft and design specification titles and is designed to contribute to the quality, breadth of choice and coherence of national provision.  
It is designed to encourage learners to develop knowledge, skills, and understanding along with creativity and imagination. Learners show this through their responses to a range of visual and written stimuli.

In the Expressive Arts there are many opportunities to create, develop and build positive attitudes. We work and build on a culture of independence and collaboration with our pupils. They are encouraged to be independent and work in rooms outside the main teaching classroom be it in the Forrest school, Gallery space, and pupils have the opportunity to watch virtual Art gallery experiences and go to Museum. They learn how to behave toward each other and collaborate successfully. We offer lots of opportunity for cultural capital through SOL and trips and events. Positive attitudes are developed as pupils learn how to appraise their own and others work critically but positively. The Arts raise questions about self and the wider world and we enable students to explore these in are EArts disciplines.

### RESILIENCE

Character, personal Development, wellbeing and CIAG

### Year 11—

**Portfolio:** acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent • develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures • develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries • develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to learners' own work **Externally set task:** to respond to a choice of themes, written and visual starting points and stimuli. Gives learners an opportunity to provide an extended practical response(s). Allows learners to demonstrate their ability to construct and develop a sustained line of reasoning which is of sufficient length to be coherent, relevant, substantiated and logically constructed this specification is designed. Learners may work entirely in digital media or entirely in non-digital media or a combination of both.

Supervised time, component, externally set assessment, Brief, subject matter, stimulus, portfolio, sustained project, evaluate, alignment, annotation.