

Key Stage 3 Long Term Planning – Art

KS3 Intent: The art department aims to ensure that all pupils have a broad understanding of art and design by experiencing a range of skills, techniques, and processes including drawing, painting and sculpture. Pupils will take influence from a variety of art styles, including traditional and contemporary art, as well as from wider world influences. We want pupils to develop their own opinions and be able to analyse artwork and take influence from the work of others to inspire their personal outcomes.

- **Year 7:** Pupils will develop foundational knowledge and skills in researching, experimenting, creating observations, and producing outcomes. They will explore different types of art and understand how art has evolved over time.
- **Year 8:** The focus will be on embedding prior learning and working with new techniques and processes. Pupils will develop analytical skills when investigating artists and other sources that can influence their artwork.
- **Year 9:** Pupils will work more independently to consolidate their knowledge and skills. They will aim to develop their own personal ideas, designs, and outcomes, showing independent thought and use of prior skills and learning.

Subject Area: Art

Year 7:

Intent: Develop basic skills in research, exploring materials, observations and creating outcomes.

Pupils will develop basic understanding of how to make connections to artists and other sources that can influence artwork.

They will understand there are different types of art and art has changed over time.

Pupils will gain experience in working with both 2D and 3D materials.

They will develop skills in exploring with different media and creating outcomes as part of a creative learning journey, while also learning to analyse and evaluate their work and the work of others.

| Year 7 | Transition\Base line assessment | Project 1 | Project 2 | Extension – final stage of academic year 2026 |
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| Knowledge | <p><u>'Go Big: The secondary school survival guide'</u> <u>The materials will draw out transferrable skills called 'qualities of success'.</u></p> <p>Aim: The aim of the Go Big project is to introduce Year 7 pupils to art and design, focusing on developing basic skills.</p> | <p><u>Artbots Project</u></p> <p>Aim: The main aim of the Artbots project is to introduce pupils to a variety of techniques and processes using the theme of robots. This project seeks to enhance pupils' creativity and build their confidence in showcasing their own designs.</p> <p>Pupils will be assessed on their understanding and ability in 3</p> | <p><u>Cultural Critters Project</u></p> <p>Aim: The Cultural Critters project aims to introduce pupils to research and their ability to describe artwork. They will be taking inspiration from various sources to inspire their own work. This project will also develop pupils' understanding of how to work with clay.</p> | <p><u>Abstract Pattern Project</u></p> <p>Aim: The aim of the Abstract Pattern project is to introduce pupils to various techniques and processes through the exploration of abstract patterns. Pupils will learn about art history and take inspiration from the work of various artists and the Expressionism movement. This project will enhance pupils'</p> |

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| | <p>This project highlights connections between art and the Go Big survival guide, emphasising the importance of transferable skills and qualities of success.</p> <p>Pupils will be assessed on their understanding and ability in 2 areas: exploring techniques and observations.</p> <ul style="list-style-type: none"> • Knowledge of line • Knowledge of what tone is • Knowledge of colour theory | <p>areas: exploring techniques, observations and outcomes.</p> <ul style="list-style-type: none"> • Knowledge of colour theory • Knowledge of blending techniques • Knowledge of collage • Knowledge of composition • Knowledge of paint techniques • Knowledge of clay techniques | <p>Pupils will be assessed on their understanding and ability in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Knowledge of folk art • Knowledge of descriptive language • Knowledge of colour scheme • Knowledge of design skills • Knowledge of drawing skills | <p>creativity and build their confidence in using different media and developing their own expressive abstract drawings.</p> <p>Pupils will be assessed on their understanding and ability in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Knowledge of the Expressionism movement • Knowledge of what an art movement is (art history context) • Develop knowledge of expressive drawing styles • Understanding qualities of different media • Written annotations • Knowledge of how to evaluate |
| <p>Skills</p> | <p>Pupils will learn a range of skills in the 2 areas of assessment: exploring techniques and observations.</p> <ul style="list-style-type: none"> • Drawing skills • Shading skills • Paint skills • Observation skills | <p>Pupils will be assessed on their skills in 3 areas: exploring techniques, observations and outcomes.</p> <ul style="list-style-type: none"> • Skills in refining • Designing/using imagination • Drawing skills • Painting skills • Collage skills • Transferring 2D to 3D | <p>Pupils will be assessed on their skills in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Research skills • Written analysis • Design skills • Painting skills • Drawing skills • Observation skills • Applying colour theory | <p>Pupils will be assessed on their skills in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Research skills will focus on responding to the artists style of work • Comparing similarities and differences in the styles of artwork • Using a variety of materials to create abstract and expressive drawings • Building self-confidence using materials without feeling “it’s wrong”. |

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| | | | | <ul style="list-style-type: none"> • Developing skills in mark making and using a variety of tools to create marks • Pupils will respond with abstract outcomes developing skills in being less literal • They will record annotations which focus on developing skills with descriptive language |
| Connections to previous learning | N/A it is assumed pupils have little or no prior learning in art. The baseline assessment will establish a clearer picture to inform future planning for pupils. | Baseline assessment to establish current understanding and previous art experience, reference also made to establish feeder primary schools. | <p>Links to Project 1 – pupils will show their understanding of a range of drawing and recording techniques.</p> <p>Pupils will further develop their understanding of the work of other artists and make informed connections with their own work.</p> | Pupils will create outcomes building on the use of media and colour theory in project 1. They will be working on their confidence with abstract marks and building on knowledge of textures from project 2. |
| Assessment | <p>General teacher observations will take place during this unit as an early indication of pupil personality, art experience and the dynamic of the group.</p> <p>RAG rating of Observations will give an indication of the baseline grade.</p> | <p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p> | <p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p> | <p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p> <p>A final assessment will be made of students understanding and ability of the 4 assessment areas across the year.</p> |
| Homework | Homework is recorded in line with school policy once a fortnight. Homework will aim to broaden pupils understanding of art not only creating links to their class work but also developing their key art terminology, building their ability to analyse artwork and strengthen their understanding of different types of art from a range of time periods, cultures and industries. This could also include links to careers or future ambitions. | | | |

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| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | TBC | TBC | TBC | Pupils encouraged to take part in a weekly after school Summer Art Club. |
| Numeracy | Time keeping, Scale, proportion | Scale, proportion, measuring, rulers | Scale, symmetry, pattern, proportion | Timed tasks Working with a variety of shapes |
| Literacy | Introduction to keywords Class discussion Connection to 'Go Big' reading | Artist research annotations. Use of key words. Class discussion. Giving feedback using criteria to support appropriate and critical comments- written and verbal. Questioning- verbal communication. Evaluation Homework will embed knowledge of key words and enhance use of literacy | | |
| CIAG | Inspiration for young artists Meet The 11-Year-Old Painter Who Made \$1.3 Million At Art Miami Forbes Art Careers - The Arty Teacher | Links to 'STEM' and engineering/technology Art Careers - The Arty Teacher STEAM Jobs List: 10 Careers that Combine Art and Math EVERFI How to become a ceramicist | Links to Illustration, surface pattern design Art Careers - The Arty Teacher How To Be A Visual Artist! (HD) - Creative Kids | Links to painters, interiors, design Art Careers - The Arty Teacher MHRD - Careers in Art |

Year 8

Intent: Embed understanding of research, exploring materials, observations and creating outcomes.

To develop analytical skills when investigating artists and other sources that can influence their work.

To continue to build an understanding of different types of art and how art has changed over time and make connections to art in the wider world and other subjects.

To begin to refine work and ideas working from designs and plans including 2D and 3D outcomes.

To develop skills in exploring with different media and develop their own imaginative ideas for outcomes as part of a creative learning journey.

| Year 8 | Project 1 | Project 2 | Extension– final stage of academic year 2026 |
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| Knowledge | <p><u>The Gallery Project</u></p> <p>Aim: The gallery project aims to enhance pupils' knowledge of art history, various art movements, and the evolution of art over time. Pupils will have the opportunity to experience art in a real-life setting and create their own work for showcasing.</p> | <p><u>Brilliant Birds Project</u></p> <p>Aim: The Brilliant Birds Project aims to inspire pupils by investigating the work of Clare Young and using visual imagery of birds. Pupils will explore working with patterns and develop skills in tonal drawings, pattern creation, and colour theory. They will also learn various mark-making and collage techniques. Pupils will</p> | <p><u>Science and Art Project</u></p> <p>Aim: The Science and Art Project aims to explore the connection between scientific concepts and artistic expression. Pupils will investigate the work of artists such as Bruce Riley and Betty Busby, who incorporate scientific themes into their artwork. Through this project, pupils will develop their skills in printing and the printmaking process,</p> |

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| | <p>Pupils will be assessed on their understanding and ability in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Knowledge of an art gallery and what is shown there • Knowledge of art history • Knowledge of art movements • Knowledge of an artist/movement of their own personal interest • Knowledge of presentation/composition of artwork | <p>enhance drawing skills which they will use to create their outcome.</p> <p>Pupils will be assessed on their understanding and ability in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Knowledge of the work of Clare Young and being able to describe her work • Knowledge of tone and methods for refining • Knowledge of how to create patterns and refine shapes • Embed knowledge of colour theory including harmonious colour schemes • Knowledge of mark making techniques • Embed knowledge of collage techniques • Knowledge of how to evaluate their outcomes including their own opinions | <p>enhance their understanding of colour theory with a focus on contrasting colours, and create imaginative outcomes that reflect the integration of science and art.</p> <p>Pupils will be assessed on their understanding and ability in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Knowledge of cross curricular between science and art • Knowledge of artist Bruce Riley and Betty Busby • Knowledge of printing and the print making process • Knowledge of colour theory-contrasting colours |
| <p>Skills</p> | <p>Pupils will be assessed on their skills in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Embed skills in discussing artwork • Embed skills in developing and expressing their own opinion • Drawing Skills • Composition skills • Presentation skills | <p>Pupils will be assessed on their skills in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Embed research skills focusing on presentation and responding to the artists style of work • Building tonal skills and use of 4B and 6B pencils • Exploring with mark making using paint or ink • Skills in mixing colours to enhance understanding of colour theory • Design skills • Skills in using collage | <p>Pupils will be assessed on their skills in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Embed research skills • Develop analytical skills • Embed mark making skills • Drawing from observation • Develop skills in mixed media • Develop skills in printing • Develop skills in working on a different scale • Develop printing skills |

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| | | <ul style="list-style-type: none"> • Drawing skills in creating birds with a focus on tone and detail • Mark making skills focusing on exploring and building confidence • Collage animals using patterned paper created by pupils, taking inspiration from the work of Claire Young • Close-up drawings focusing on creating details. | |
| Connections to previous learning | In year 7 pupils began to understand there are many artists and different styles of Art. This will enhance their understanding of an art timeline and the different art movements. | <p>Pupils will further develop their understanding of the work of other artists and make informed connections with their own work.</p> <p>They will build on the basic skills and use of materials learned in year 7.</p> | Pupils will use their knowledge of how to write about art and develop their own opinions. They will also build on some of the mark making and observation skills previously learned. |
| Assessment | <p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p> | <p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p> | <p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p> <p>A final assessment will be made of students' understanding and ability of the 4 assessment areas across the year.</p> |
| Homework | Homework is recorded in line with school policy once a fortnight. Homework will aim to broaden pupils understanding of art not only creating links to their class work but also developing their key art terminology, building their ability to analyse artwork and strengthen their understanding of different types of art from a range of time periods, cultures and industries. This could also include links to careers or future ambitions. | | |

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| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | Gallery Visit | TBC | Pupils encouraged to take part in a weekly after-school Summer Art Club. |
| Numeracy | Scale, perspective drawing, measuring | Timed activities, scale and proportion | Repetition of shapes, time management |
| Literacy | <p>Artist research annotations. Use of key words. Class discussion. Giving feedback using criteria to support appropriate and critical comments- written and verbal. Questioning- verbal communication. Evaluation Homework will embed knowledge of key words and enhance use of literacy</p> | | |
| CIAG | <p>Links to careers in the gallery</p> <p>Bing Videos</p> <p>Bing Videos</p> | <p>Links to Illustration, character developer</p> <p>What It's Like At The Official Harry Potter Set At Warner Bros. London Studio</p> <p>https://theartyteacher.com/art-careers-written-for-kids/</p> | <p>Links to creative science careers and surface pattern design</p> <p>6 rewarding creative careers you can do with STEM degrees</p> <p>Surface Pattern Design Fundamentals I - Intro Video</p> |

Year 9

Intent: Consolidate understanding of research, exploring materials, observations and creating outcomes.

To continue to develop analytical skills, using key terminology and personal opinions when investigating artists and other sources that can influence artwork.

To continue to build understand of different types of art and art has changed over time. Make connections to art on a more personal level, linking to character, personal choices, independent practice and embedding knowledge of key skills from previous learning.

To continue to refine work and ideas working from designs and plans including 2D and 3D outcomes. Showing independent thought and use of prior skills and learning.

To enhance their knowledge of different media, making informed choices and develop their own imaginative ideas for outcomes as part of a creative learning journey.

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| Year 9 | Project 1 | Project 2 | Project 3 | June Curriculum- GCSE Art |
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| <p>Knowledge</p> | <p><u>Portrait Project</u> Aim: The aim of the Portrait Project is to inspire pupils to engage in creating decorative portraits. They will be using mixed media and layering techniques and taking inspiration from the work of artist Hattie Stewart. They will develop their own opinions about the artwork. Pupils will explore the concept of character and positive role models, linking this to personal development. Through this project, pupils will develop skills in drawing portraits, understanding ratios and proportion. As well as collage, graphic techniques including 'doodlebombing', and colour theory. Pupils will be assessed on their understanding and ability in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Knowledge of the work Hattie Stewart. • Be able to describe the work and develop their own opinions about the work. • Developing knowledge of the proportion of faces and features. • Consolidate collage, layering techniques and apply prior knowledge of composition | <p><u>Creative Confectionary</u> Aim: The aim of the Creative Confectionary project is to develop pupils' skills in responding to the theme of sweets and confectionery. Pupils will explore various techniques and processes, including drawing, painting, and composition development. They will study artists and art movements such as Pop Art and the work of Sarah Graham, using these influences to develop their own ideas and designs, ultimately producing a creative outcome. Pupils will be assessed on their understanding and ability in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Knowledge of pop art • Knowledge of Sarah Graham • Knowledge of composition development • Knowledge of rotational pattern • Colour theory- knowledge of hue and saturation | <p><u>Spaces and Places Project</u> Aim: The aim of the Places and Spaces Project is to introduce different styles of architecture and structures. Through this project, pupils will consolidate their research, and composition skills, ultimately creating outcomes using their personal choice of media. Pupils will be assessed on their understanding and ability in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Knowledge of architecture • Knowledge of rules of perspective • Knowledge key features of Architecture | <p><u>Introduction to Drawing</u> Aim: The aim of this project is to introduce the new GCSE group to a range of drawing styles. They will develop an understanding of the 4 assessment objectives and work created will be marked as part of assessment objective 3- observations.</p> <ul style="list-style-type: none"> • Knowledge of a range of drawing techniques • Knowledge of how to refine drawing skills • Knowledge of how to draw using different media |
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| | <ul style="list-style-type: none"> • Knowledge of graphic techniques including 'doodlebombing' • Apply knowledge of colour theory including harmonious colour schemes • Knowledge of how to evaluate their outcomes including their own opinions. | | | |
| <p>Skills</p> | <p>Pupils will be assessed on their skills in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Consolidate research presentation skills develop skills in directly responding to the artist's style • Focus on developing pupils' opinions building analytical skills • Using artists work to develop their own informed ideas. • Drawing skills focusing on accurate shapes and proportion of a face • Consolidate design skills • Consolidate skills in using collage to create shapes, decorations and a successful composition • Using graphic techniques including 'doodlebombing' to distort portraits of role models | <p>Pupils will be assessed on their skills in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Consolidate research skills • Analytical skills in writing about the artist's work • Skills in developing a composition • Skills in blending pencil crayons • Paint skills • Consolidate drawing skills in accuracy and using tones • Rotational pattern skills | <p>Pupils will be assessed on their skills in 4 areas: research, exploring techniques, observations, outcomes.</p> <ul style="list-style-type: none"> • Consolidate research skills • Consolidate drawing skills focusing on tone • Develop skills in creating a perspective drawing | <p>Pupils will be assessed on skills through Assessment Objective 3- Observations. This includes drawing, photography and written observations.</p> <ul style="list-style-type: none"> • Drawing skills • Tonal Skills • Photography Skills • Annotations • Colour blending |

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| | <ul style="list-style-type: none"> Using colour theory to enhance the colour choices Create outcomes inspired by Hattie Stewart showing understanding of the artist's style | | | |
| Connections to previous learning | Pupils will further develop their understanding of the work of other artists and make informed connections with their own work, realising intentions and making informed judgements about their own designs. | Pupils will further develop their understanding of the wider world. They will use their understanding of composition to create their own personal designs. They will develop skills in Typography and graphic design. | Pupils will further develop their understanding of how art influenced change in the wider world, specifically advertising and branding. They will develop skills in refining their drawing and painting ability. | Pupils will enhance their understanding of drawing and relevant skills learned at KS3. |
| Assessment | <p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p> | <p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p> | <p>Assessment Criteria / CAP</p> <p>Pupils will be marked on the 4 areas: Research/ Inspiration, Exploring Techniques, Observations, Outcomes which link to success criteria and their PLC's. Pupils will also be given verbal feedback and peer or self-assess work created.</p> <p>A final assessment will be made of students' understanding and ability of the 4 assessment areas across the year.</p> | <p>Assessment Criteria / CAP</p> <p>Pupils will be marked one 1 assessment objective focusing on their observation skills. They will use PLC's to make connections to the AQA Objective and their own learning.</p> |
| Homework | Homework is recorded in line with school policy once a fortnight. Homework will aim to broaden pupils understanding of art not only creating links to their class work but also developing their key art terminology, building their ability to analyse artwork and strengthen their understanding of different types of art from a range of time periods, cultures and industries. This could also include links to careers or future ambitions. | | | Homework will be set weekly and will be tasks relevant to the classwork. |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | Printed Cup Company Competition and trip for winners | TBC | Pupils encouraged to take part in a weekly after school Summer Art Club. | End of year creative enrichment offered to pupils. |
| Numeracy | Scale, proportion, timed activities | Scale, composition, proportion of lettering, use of ruler, perspective | Angles, rotation, scale, shapes, pattern | Scale, size, time keeping, composition. |

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| Literacy | <p>Artist research annotations. Use of key words. Class discussion. Giving feedback using criteria to support appropriate and critical comments- written and verbal. Questioning- verbal communication. Evaluation Homework will embed knowledge of key words and enhance use of literacy</p> | | | <p>Introduction to annotations Use of key words Class discussion Evaluations Use of feedback written and verbal</p> |
| CIAG | <p>Links to careers in branding, advertising, graphics https://www.youtube.com/watch?v=c0o6BPYKBiA https://www.youtube.com/watch?v=WPC2k_Bzpg_k</p> | <p>Links to careers in graphic design, journalism, Illustration https://artsintegration.com/2018/09/01/ste-am-careers-for-the-21st-century/ https://theartcareerproject.com/7-out-of-the-box-careers-for-creatives/</p> | <p>Links to careers in photography, architecture, structural engineering, digital editing 150+ Art Careers - The Ultimate List https://youtu.be/8L2xuiUkrPs?si=9jEQV_tt3_VbG1gS</p> | <p>Links to careers in Illustration, photography, design, surface pattern design, interior design. https://www.studentartguide.com/article/s/art-careers-list</p> |

Key Stage 4 Long Term Planning

Year 10 and 11 SYLLABUS: AQA Art, Craft and Design 8201 C & X

| Year 10 and 11 | Coursework Project 1 | Coursework Project 2 | ESA Component 2 |
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| <p>Knowledge</p> | <p>Project 1 Students are assessed on 4 assessment objectives covering development of ideas including research of artists and other sources/influences, exploration with media, observations including written annotations and outcomes which can be seen throughout the project and at the end. AO1: Research of artists, developing understanding of their work and applying their own knowledge. Researching additional areas of inspiration (patterns, cultures, imagery) developing understanding of composition and refinement. Developing knowledge of how to combine these to create designs. AO2: Drawing, painting, printing, collage, clay, digital editing</p> | <p>Project 2 Students are assessed on 4 assessment objectives covering development of ideas including research of artists and other sources/influences, exploration with media, observations including written annotations and outcomes which can be seen throughout the project and at the end. <u>Year 10 Mock exam-</u> AO1: Research their chosen artist and respond to their work. AO2: Explore with appropriate techniques and materials. AO3: Take photographs of buildings and edit them using digital processes. AO4: Mock assessment 5 hours create a piece of work inspired by your research. <u>Continuation of project 2</u></p> | <p>Externally Set Assignment by AQA Students choose a single theme from choices set by the exam board. Students have to meet all 4 assessment objectives. They should aim to use the knowledge and skills attained in the coursework projects to make progress and build component 2. AO1: Research and development linked to selected theme AO2: Working in a range of medias linked to selected theme AO3: Observations and photographs linked to selected theme. Annotations showing thoughts, opinions and understanding of selected theme. AO4: Outcomes will be created in the final 10 hour assessment- personal to the students development and ideas.</p> |

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| | <p>AO3: Drawing, photography, annotations AO4: Outcomes will be created in various media including but not limited to clay, printing and a developed piece inspired by artists and other sources.</p> | <p>AO1: Research an artist developing understanding of the artists' work and applying their own knowledge. Researching the work of a second artist or source of inspiration developing understanding of composition. Developing knowledge of how to combine sources or artist styles to create designs and their own personal outcome. AO2: Drawing, Lino Printing, Creative Collage, student's personal choice of exploration development ideas and media AO3: Drawing, Photography, annotations AO4: Outcomes will be created in various media including but not limited to printing, painting, mixed media and inspiration from artists and other sources.</p> | |
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| <p>Skills</p> | <p>This project aims to enhance students' skills in critical analysis and their understanding of composition through experiments with various media. The development of design skills will be emphasized. It will build on drawing, painting, printing, collage, clay, and digital editing techniques learned in Key Stage 3. The outcomes will demonstrate the development of the creative process and student engagement with the creative learning journey.</p> | <p>Students will learn to refine their ideas through thoughtful research and creative experimentation, enabling them to develop unique and personal responses to the selected theme. They will gain hands-on experience in Lino printing, exploring techniques to carve designs and produce prints that demonstrate an understanding of pattern, texture, and composition. This project will also emphasise the integration of skills from previous components, encouraging students to combine various media and methods to enhance their creative outcomes.</p> | <p>The ESA Component 2 project focuses on students enhancing their own ideas and personal investigation on a theme of their choice. Students will refine their ideas through thoughtful research and creative experimentation, enabling them to create unique and personal responses to the selected theme.</p> <p>They are further encouraged to integrate skills from previous components, combining various media and methods to enhance their creative outcomes. Their outcome will be completed in a 10-hour examination, where they will summarise the project showing development of ideas and linking to their research.</p> |
| <p>Connections to previous learning</p> | <p>Pupils further develop and build upon skills learnt during KS3. Research, development of designs and independent ideas, exploration of media, observations including annotations and creating outcomes relevant to intentions.</p> | <p>Pupils further develop and build upon skills learnt during KS3. Research, development of designs and independent ideas, exploration of media, observations including annotations and creating outcomes relevant to intentions. Pupils build on understanding of AO's from Project 1.</p> | <p>Pupils further develop and build upon skills learnt during project 1 and 2.</p> |
| <p>Assessment</p> | <p>Assessment Criteria / CAP</p> <p>Students are marked on 4 assessment objectives. Feedback will regularly be given in written form, in line with exam board criteria and verbally.</p> <p>This will be evidenced on the marking spreadsheet which is shared with pupils every week.</p> | <p>Assessment Criteria / CAP</p> <p>Students are marked on 4 assessment objectives. Feedback will regularly be given in written form, in line with exam board criteria and verbally.</p> <p>This will be evidenced on the marking spreadsheet which is shared with pupils every week.</p> | <p>Assessment Criteria / CAP</p> <p>Students are marked on 4 assessment objectives. Feedback will regularly be given in written form, in line with exam board criteria and verbally.</p> <p>This will be evidenced on the marking spreadsheet which is shared with pupils every week.</p> |

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| | | | <p>Externally set task in the summer term of Year 11</p> <p>To be assessed in the first half of May in year 11, as per JCQ regulations all marks are to be shared with pupils before being inputted on AQA e-sub submissions. An external moderator will visit school in June to verify marks.</p> |
| Homework | Pupils will have homework set on a weekly or two weekly bases linked into component 1 work. | Pupils will have homework set on a weekly or two weekly bases linking into component 1 work. | Pupils will have homework set on a weekly or two weekly bases linking into component 2 work. |
| Cultural enrichment including Trips, Visits, Experiences, Extra-curricular | <p>Pupils are encouraged to take part in a weekly enrichment programme.</p> <p>GCSE Art and Design - AQA - BBC Bitesize</p> | <p>Pupils are encouraged to take part in a weekly enrichment programme.</p> <p>GCSE Art and Design - AQA - BBC Bitesize</p> | <p>Pupils are encouraged to take part in a weekly enrichment programme.</p> <p>GCSE Art and Design - AQA - BBC Bitesize</p> |
| Numeracy | <p>Work out ratios when sculpting with clay</p> <p>Timed tasks</p> <p>Perspective</p> <p>Scale</p> <p>Measuring is involved in the layout of research / artist sheets</p> | <p>Scale and proportion in architectural studies</p> <p>Timed tasks</p> <p>Perspective</p> <p>Measuring is involved in the layout of research / artist sheets</p> | <p>Measuring is involved in the layout of research / artist sheets</p> <p>Timed tasks</p> <p>Perspective</p> <p>Scale</p> |
| Literacy | <p>Use of annotation sheet and developing in depth annotation of both their own work and the work of others.</p> <p>Use of key words.</p> <p>Class discussion.</p> <p>Giving feedback using criteria to support appropriate and critical comments- written and verbal.</p> <p>Questioning- verbal communication.</p> <p>Evaluation</p> | | |
| CIAG | <p>Links to careers- graphic design, illustration, surface pattern design, ceramics</p> <p>https://www.studentartguide.com/articles/art-careers-list</p> <p>Printed cup company visit</p> | <p>Links to careers- Architect</p> <p>Fabric designer / printer</p> <p>Illustrator</p> <p>https://www.studentartguide.com/articles/art-careers-list</p> <p>Len Grant Artist visit</p> | <p>Unlimited connections depending on students chosen theme/sources and style</p> <p>Graphic designers</p> <p>Game designers</p> <p>Studio artist</p> <p>Illustrator</p> <p>https://www.studentartguide.com/articles/art-careers-list</p> |