

Subject group	Faculty	Creative Arts
	Subject	Art and Design

Year 7		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Introduction to Observational Drawing				Museum Portraits				2D Portrait Drawing (Likeness)				Introduction to Painting. (Geometric shapes and 2D Portrait)				3D Portraits (Identity)				Personal Project			
	Subject knowledge introduced / revised	Introduced and developed: Recording 3D forms, edge qualities and surface textures in pencil, mark making				Introduced: How to look at and question an artwork. Developed: core drawing skills.				Introduced: proportions of the face.				Revised: primary and secondary colour mixing. Paint application. Introduction of Colour theory (complementary, vibrant and ocncrasting colours).				Introduced: Portraits as a representation of identity. Developing art ideas, working in clay				Developed: Thematic idea development. Application of skills/techniques			
	skills developed / used	Varying tone to show light and shadow. Blending tones to show 3D form. Varying line weight to show contrast. Showing texture with varied marks.				Critical analysis of an artwork. Transcribing an artwork. Blending coloured pencils. Develop drawing accuracy.				Developed: core drawing skills. Making an accurate, measured portrait.				Developed: mixing, blending and applying paint				Introduce: Mind mapping ideas, clay modelling techniques: Slab, pinch pots, cross hatching,				Developed. Mind mapping, thumbnailing, 'personal' outcomes, meaning			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Establishing the rules and behaviours in the secondary Art room - all staff to introduce the dept. expectations in the same way. Active listening, being supportive, taking pride in work.				Sharing personal responses with the group and respecting each other's opinions.				Accepting of others appearance. Valuing self. (Wellbeing issues - Increasingly challenging: consider alternative portraits)				Establishing how to move around the room with open access to the paints. Working as a team to ensure the room is tidy and the equipment clean				Working safely with materials, respecting the art rooms and each other's work				Self-expression. Independent working and self-management.			
	Links to 'Destinations and Employability'	Drawing is a core skill. It is central to the course and related careers.				Introduction to galleries and museums. Drawing as a core skill.				Drawing as a core skill				Painting as a core skill				Constructing 3D forms. H+S. Refer to model making in industry				Creative thinking/idea development			
	Enrichment Opportunities offered or developed	Year 7 Art Club				Visit to National Gallery (Fccus on Protriture). Year 7 Art Club.				Year 7 art club				Year 7 art club				Year 7 art club				Year 7 art club			





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Year 10		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Investigating materials (2D) . Natural Forms Part 1.				Investigating materials (2D) . Natural Forms Part 2.				Final Piece': Realisation of composition based on natural forms.				Design sheet of 3D inspired outcomes.				Realisation of 3D unit.				Preparation for Unit 3: Thematic study.			
	Subject knowledge introduced / revised developed / used	Introduction to a broad range of mark making media and their appropriateness of to specific subjects/imagery. Building a portfolio of evidence Introduction of artists who use the techniques.				As per Aut 1. Further develop idea generation: mindmaps, thumbnail sketches				Extend knowledge of what makes an impactful composition: scale, perspective, contrast, colour, texture etc.				Develop subject knowledge of 3 dimensional artworks based on natural forms and in what historical context they were made, e.g Henry Moore and his abstract responses to the mutilation of the human body as a result of the World Wars.				Develop ceramic skills terms of advanced building skills and adapting knowledge of slabbing, coiling, casting, carving and modelling.				Develop knowledge of the exam board assessment objectives in terms of record, apply, relate to others artworks and realise your intentions in a practical method.			
	Skills developed / extended / used	Extending recording skills. Introducing new media/techniques, e.g. ink/bleach and digital manipulation. Development of art analysis skills. How to structure a short piece of art criticism.				As per Aut 1.				Introduced: scaling up a drawing. Developed: applying media with control, accuracy of observation, blending of tones/colours. Students encouraged to paint but based on individual strengths other material should be an option.				Develop presentation skills in terms of 'scrap booking techniques' and further apply drawing skills.				Show confident application of use of ceramic building manipulation skills such as, slabbing, coiling, casting, carving and modelling.				Evidence a wide range of materials and explain the strengths and limitations of the media to a constant and confident level.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Using the shared materials. Respecting the art rooms/materials (look after equipment, tidy up, use appropriately, H+S). Giving constructive feedback to others.				As per Aut 1.				As per Aut 1.				As per Aut 1.				As per Aut 1.				Develop annotation and use of 'key words'.			
	Links to 'Destinations and Employability'	Building a portfolio. Developing the practical skills and creative thinking skills required for creative careers				Introduction to galleries and museums. Building a portfolio. Developing the practical skills and creative thinking skills required for creative careers				As per Aut 1.				As per Aut 1.				Introduction to galleries and museums. Building a portfolio. Developing the practical skills and creative thinking skills required for creative careers				Developing the practical skills and creative thinking skills required for creative careers			
	Enrichment Opportunities offered or developed	Key stage 4 and 5 open artrooms after school.				Key stage 4 and 5 open artrooms after school.				Key stage 4 and 5 open artrooms after school.				Key stage 4 and 5 open artrooms after school.				Year 10 trip to Tate Britain in preparation for year 11 mock. Key stage 4 and 5 open artrooms after school.				Key stage 4 and 5 open artrooms after school.			

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Year 11		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Mock Exam Prep. Externally set assignment task from a previous year.				Continue Aut 1. Also, 10 hour controlled assessment (2 day art exam)				Exam Prep. Externally set assignment.				Realisation of Externally set assignment theme. (Exam)				Present, review and refine portfolio.							
	Subject knowledge introduced / revised / developed	Development of ideas through exploration of materials, recording from observation and contextual research				Developed: creating a personal art outcome in response to a brief. Applying the ideas that have been developed in Aut 1				Extend subject knowledge in terms of how to successfully 'respond' to the exam theme. Build upon the strengths and weaknesses identified by the mock exam experience (written feedback).				Extend: creating a personal art outcome in response to a brief. Applying the ideas that have been developed in Aut 1				Revise the presentation of the subject knowledge explored in Component 1, Personal Portfolio (coursework)							
	Skills developed / extended / used	Develop: Mind mapping, sketching, thumbnailing, core techniques/materials. Application and annotation				Extended development of skills developed over ks3 and 4, and their application under the pressure of an exam, without teacher support.				As per Aut 1. Extend and apply a range of materials and techniques to support the idea development from a mind map, thumbnails, media experimentation, making connection to artworks which share your choice of imagery.				Extend specialism in your choice of media. Working to a task list and effective time management.				Revise and present to a consistent standard the media and techniques experienced in Component 1,							
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Developing 'personal' outcomes. Supporting each other with constructive feedback				As per Aut 1				As per Aut 1				As per Aut 1				Annotate the development process.							
	Links to 'Destinations and Employability'	Responding to a brief.				Working under pressure, without teacher support (mock exam)				Responding to design brief.				Working under pressure, without teacher support (exam). Creative problem solving skills.				Presentation skills. Building a portfolio							
	Enrichment Opportunities offered or developed	Key stage 4 and 5 open artrooms after school.				Key stage 4 and 5 open artrooms after school.				Key stage 4 and 5 open artrooms after school.				Key stage 4 and 5 open artrooms after school.				Key stage 4 and 5 open artrooms after school.							

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Year 12		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Investigation of recording skills (art historical context)				Component 1 - Practical Work. To a set theme.				Component 1 - Practical Work. 'Final Piece'				Mock Exam Prep. Externally set assignment task from a previous year.				Mock Exam Prep/controlled assessment. Externally set assignment task from a previous year.				Component 1 - Written element			
	Subject knowledge introduced / revised	Revisiting and extending recording techniques. Introducing new media. Extend understanding of how materials and techniques can be used to record observations. Techniques are paired with artists who have used them. Part 2: Developed: 20th/21st century art 'history'				Revisit and extending idea development. Focus on not being literal and on developing ideas across a body of work.				Students may have created several other pieces in the lead up to this but January is dedicated to creating the 'final piece' in this topic. Learning to consolidate thinking and experimentation into an resolved outcome.				Extended development of ideas through exploration of materials, recording from observation and contextual research				As per Spr 2. Working under pressure to a fixed deadline (10 hour exam)				Develop art historical and contextual understanding. Develop own brief/proposal for practical work with accompanying written element			
	skills developed / extended / used	Skill based knowledge: as above. Develop critical analysis skills. Develop presentation skills (thematically linked). Verbal presentation of analysis to class.				Extend technical skills. Refine how ideas were developed in ks4 so less literal.				As per Aut 2. Increased ambition in terms of scale/complexity/content				Develop: Mind mapping, sketching, thumbnailing, core techniques/materials. Application and annotation. Greater focus on outcomes and ideas being developed over a body of work.				As per Spr 2.				How to research, construct and reference an essay, making links between artists and their own practice			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Develop annotation / reviewing skills. Supporting each other when presenting research to the class.				Sharing ideas with the group and giving constructive feedback				Sharing ideas with the group and giving constructive feedback				Sharing ideas with the group and giving constructive feedback.				Sharing ideas with the group and giving constructive feedback				n/a			
	Links to 'Destinations and Employability'	Developing core art skills. Developing new, less literal ways of thinking. Expanding knowledge of art history - contextualisation/idea development. Basis for interest in curating				Creative thinking skills, refining core art skills, further developing fine-motor skills.				Creative thinking skills, refining core art skills, further developing fine-motor skills. Working to a deadline.				Responding to a brief.				Creative thinking skills, refining core art skills, further developing fine-motor skills. Working to a deadline.				Research and report writing. Analysis skills.			
	Enrichment Opportunities offered or developed	Art rooms available after school and in study periods.				Art rooms available after school and in study periods. Trip to Art Galleries/Museum (London)				Art rooms available after school and in study periods.				Art rooms available after school and in study periods.				Art rooms available after school and in study periods.				Art rooms available after school and in study periods.			

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Year 13		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Personal Project - practical element				As per Aut 1.				Exam Prep. Externally set assignment.															
	Subject knowledge introduced / revised developed / used	Extended development of ideas through exploration of materials, recording from observation and contextual research.				As per Aut 1.				Extend subject knowledge in terms of how to successfully 'respond' to the exam theme. Build upon the ideas and strength developed in component 1.															
	skills developed / extended / used	Extended: Mind mapping, sketching, thumbnailing, core techniques/materials. Application and annotation. Greater focus on outcomes and ideas being developed over a body of work.Related to the written element themes				As per Aut 1.				Extend and apply a range of materials and techniques to support the idea development from a mind map, thumbnails, media experimentation, making connection to artworks which share your choice of imagery. Build upon the ideas and strength developed in component 1.															
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Realisation of personal, independent, original and thoughtful ideas in skilful art outcomes				As per Aut 1.				Realisation of personal, independent, original and thoughtful ideas in skilful art outcomes															
	Links to 'Destinations and Employability'	Responding to a brief. Developpoing creative solutions.				As per Aut 1.				Responding to a brief. Developpoing creative solutions.															
	Enrichment Opportunities offered or developed	Art rooms available after school and in study periods.				Art rooms available after school and in study periods.				Key stage 4 and 5 open artrooms after school.															