






YEAR 11 GCSE ART AND DESIGN

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

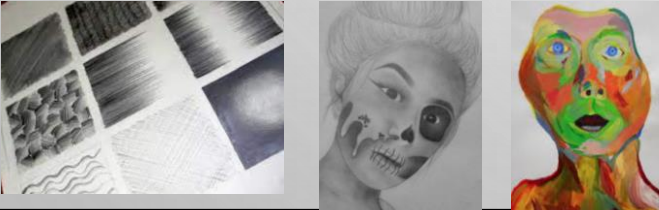

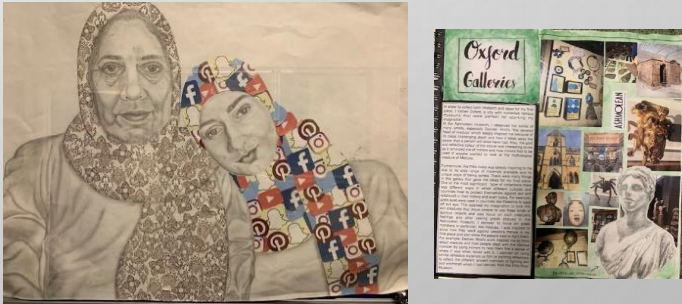
AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.



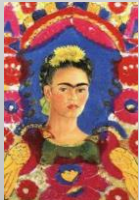





Year	Autumn SEP - DEC	Spring JAN - APR	Summer MAY - JUL
YR11	<p>PERSONAL INVESTIGATION PROJECT 60% Coursework Vol 2</p> <ul style="list-style-type: none"> Know what a GCSE coursework portfolio is and how to produce one Understand the requirements and high expectations Be able to independently apply own artistic knowledge and skills to create a range of personal artworks <p>NC link 1,2,3,4 <u>Skills and Knowledge.</u></p> <p><u>CONTENT</u></p> <p>Option A (Grade 5 or above)</p> <ul style="list-style-type: none"> Start a new topic that is related to the year 10 theme. This can be a new range of imagery or upcycle the year 10 visuals <p>Option B (Grade 4 or below)</p> <ul style="list-style-type: none"> Continue to complete and raise standards of works and produce more experimental studies <p><u>Art History Knowledge</u></p> <ul style="list-style-type: none"> Formal elements of art and principles of design Artist study and art movement that are suited to the chosen theme <p><u>Skills</u></p> <ul style="list-style-type: none"> Mastering observational studies. Mastering research and response skills Cognitive and analytical thinking skills Independently expressing sophisticated ideas and produce a coursework portfolio project that has a clear intention and is purposeful Commitment, dedication to subject and GCSE Art education  	<p>PERSONAL INVESTIGATION PROJECT 40% EXAM PROJECT</p> <ul style="list-style-type: none"> Know the exam topics, assessment objectives and grade boundaries Understand how the exam portfolio will be assessed and moderated Be able to produce high quality range of artwork that are personal and reflect on knowledge and skills in art <p>NC link 1,2,3,4 <u>Skills and Knowledge.</u></p> <p><u>CONTENT</u></p> <p>Introduction to exam portfolio 40%</p> <ul style="list-style-type: none"> Understand OCR requirements, expectations and deadlines for GCSE Exam portfolio Independently produce observational, artist and experimental outcomes Identity & Culture – SMSC <p><u>Art History Knowledge</u></p> <ul style="list-style-type: none"> Formal elements of art and principles of design Artist study and art movement that are suited to the chosen theme <p><u>Skills</u></p> <ul style="list-style-type: none"> Mastering observational studies. Mastering research and response skills Cognitive, critical and analytical thinking skills Independently express sophisticated ideas and produce a coursework portfolio project that has a clear intention and is purposeful Commitment, dedication to subject and GCSE Art education   	<p>ART MODERATION</p>

YEAR 10 GCSE ART AND DESIGN

- AO1 Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3 Record ideas, observations and insights relevant to intentions as work progresses.
- AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Year	Autumn SEP - DEC	Spring JAN - APR	Summer MAY - JUL
YR10	<p>INDEPENDENT SKILLS</p> <p>Essential knowledge & Skills</p> <ul style="list-style-type: none">Know the requirements of GCSE Art & DesignUnderstand high expectationsBe able to identify areas of improvement, sharpen knowledge and skills in order to produce a range of high standard coursework <p>NC link 1,2,3,4</p> <p><u>Skills and Knowledge.</u></p> <p>CONTENT</p> <p>Introduction to GCSE Art & Design</p> <ul style="list-style-type: none">Art Theory: Recap and raise standards of knowledge and skillsExplore creative idea and artistic skills through observational studies from both primary and secondary resources i.e., photo realistic self-portrait drawingIdentity & Moral – SMSC <p>Art History Knowledge</p> <ul style="list-style-type: none">Understanding how to transform a range of primary and secondary resources into the style of art movement of their own choice.Understand artists' ideas and inspirationDevelop a range of high-standards outcomes as part of the 60% coursework. <p>Skills</p> <ul style="list-style-type: none">Develop independent observational skills.Develop independent research and response skillsDevelop commitment and dedication to subject and GCSE Art educationConfidently use artistic skills to produce high standard artwork that is personal and purposefulConfidently use art terms to analyse and discuss the artistsApply cognitive thinking and learning skills to raise standards of work and meet expectations	<p>PERSONAL INVESTIGATION PROJECT</p> <p>60% Coursework Vol 1</p> <ul style="list-style-type: none">Know what GCSE coursework portfolio is and how to produce oneUnderstand the requirements and high expectationsBe able to independently apply own artistic knowledge and skills to create a range of personal artworks <p>NC link 1,2,3,4</p> <p><u>Skills and Knowledge.</u></p> <p>CONTENT</p> <p>Introduction to coursework portfolio 60%</p> <ul style="list-style-type: none">Understand OCR requirements of GCSE portfolioUse a step-by-step guide to develop a range of personal artwork in response to a chosen theme (own choice)Idea Development, secondary, primary, artist studiesIdentity & Culture – SMSC <p>Art History Knowledge</p> <ul style="list-style-type: none">Formal elements of artArtist study and art movements that are suited for the chosen theme <p>Skills</p> <ul style="list-style-type: none">Independent observational studies.Independent research and response skillsCognitive and analytical thinking skillsDevelop independence in expressing sophisticated ideas and take charge of the direction of personal projectCommitment, dedication to subject and GCSE Art education	<p>PERSONAL INVESTIGATION PROJECT</p> <p>60% Coursework Vol 1</p> <ul style="list-style-type: none">Know what GCSE coursework portfolio is and how to produce oneUnderstand the requirements and high expectationsBe able to independently apply own artistic knowledge and skills to create a range of personal artworks <p>NC link 1,2,3,4</p> <p><u>Skills and Knowledge.</u></p> <p>CONTENT</p> <p>Introduction to coursework portfolio 60%</p> <ul style="list-style-type: none">Understand OCR requirements of GCSE portfolioUse a step-by-step guide to develop a range of personal artwork in response to a chosen theme (own choice)Experimental studies, create and complete a composition and a final pieceIdentity & Culture – SMSC <p>Art History Knowledge</p> <ul style="list-style-type: none">Principles of design <p>Skills</p> <ul style="list-style-type: none">Independent observational studies.Independent research and response skillsCognitive and analytical thinking skillsDevelop independence in expressing sophisticated ideas and take charge of the direction of personal projectCommitment, dedication to subject and GCSE Art education
			

YEAR 9 ART Programme of Study

Year	Autumn SEP - DEC	Spring JAN - APR	Summer MAY - JUL
YR9	<p>WIDER WORLD Symbolism Art</p> <ul style="list-style-type: none"> Know and recognise symbolism in art Understanding how the use of image represents text in traditional and modern art Be able to use symbols to decorate artwork inspired by Mexican Day of the Dead festival and know how this associates with personal belief and family values <p>NC link 1,2,3,4 Skills and Knowledge.</p> <p style="text-align: center;"><u>CONTENT</u></p> <p>Introduction to symbolism in art</p> <ul style="list-style-type: none"> Art History: Symbolism in art and the Day of the Dead Symbolism, traditional symbols, colours and natural forms Symbols in religious art Spiritual & Moral – SMSC <p><u>Art History Knowledge</u></p> <ul style="list-style-type: none"> Understand how symbols are used in art Understand how artists such as Frida Kahlo used symbols to express her ideas and feelings (Expressionism) Develop and understand the connection of Symbolism to Day of the Dead design Research and respond to the artworks of Day of the Dead designs and Frida Kahlo. <p><u>Skills</u></p> <ul style="list-style-type: none"> Apply observational skills. Apply research and response skills Apply artists' style of work to own ideas and outcomes Apply skills and show confidence in working with paint, 2D/3D materials and mixed media and be able to produce a final piece based on modern day youth culture in the style of a chosen pop artist. Confidently use art terms to analyse and discuss about the artists Able to use art terms and skills developed to raise standards of work and secure high quality learning outcome.s <div style="display: flex; justify-content: space-around; align-items: flex-end;">  <div style="text-align: center;"> <p>Clay Sculpture</p> </div>   </div>	<p>PORTRAITURE Vol 1 Realism & Fauvism</p> <ul style="list-style-type: none"> Know what Realism and Fauvism are Understand how to use the grid method to draw a portrait of an inspirational figure of own choice. Be able to create a realistic or Fauvism style portrait that reflects on personal belief, culture and identity <p>NC link 1,2,3,4 Skills and Knowledge.</p> <p style="text-align: center;"><u>CONTENT</u></p> <ul style="list-style-type: none"> Art history: portraiture, Realism and Fauvism Artist Study: Realism (Chuck Close) and Fauvism (Andre Derain/ Henri Matisse) Identity - SMSC <p><u>Art History Knowledge</u></p> <ul style="list-style-type: none"> Realism and Fauvism Understand and be able to identify similarities/differences between portraiture in Realism and Fauvism Develop an understanding of artists' ideas and influences Research and respond to the artwork of Chuck Close and Fauvism artists such as Andre Derain and Henri Matisse <p><u>Skills</u></p> <ul style="list-style-type: none"> Apply observational skills. Apply research and response skills Apply artists' style of work to own ideas and outcomes Apply skills and show confidence in working with paint, 2D/3D materials and mixed media and be able to produce a final piece based on modern day youth culture in the style of a chosen pop artist. Develop cognitive thinking and learning skills needed for GCSE Art Confidently use art terms to analyse and discuss about the artists Be able to use art term and skills developed to raise standards of work and secure high quality learning outcome. <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>The Grid Method</p> </div>  <div style="text-align: center;"> <p>Oil pastel colouring</p>  </div> </div>	<p>PORTRAITURE Vol 2 Expressionism & Cubism</p> <ul style="list-style-type: none"> Know how Fauvism inspired Expressionism and Cubism Understand key ideas and inspiration of Expressionism and Cubism Be able to transform a portrait of a celebrity or an inspirational figure into an artwork in the style of Cubism or Expressionism <p>NC link 1,2,3,4 Skills and Knowledge.</p> <p style="text-align: center;"><u>CONTENT</u></p> <ul style="list-style-type: none"> Know and understand key characteristics of Expressionism/ German Expressionism and Cubism Artist Study: German Expressionism (Ernst Ludwig Kirchner/Karl Schmidt-Rottluff) and Cubism (Pablo Picasso/ George Braque) Culture - SMSC <p><u>Art History Knowledge</u></p> <ul style="list-style-type: none"> Expressionism/German Expressionism and Cubism Understand how Favism inspired Expressionism, German Expressionism and Cubism Develop an understanding of artists' ideas and influences Research and respond to the artwork of Ernst Ludwig Kirchner/Karl Schmidt-Rottluff / Pablo Picasso/ George Braque <p><u>Skills</u></p> <ul style="list-style-type: none"> Apply observational skills. Apply research and response skills Apply artists' style of work to own ideas and outcomes Apply skills and show confidence in working with paint, 2D/3D materials and mixed media and able to produce a final piece based on modern day youth culture in the style of a chosen pop artist. Embed cognitive thinking and learning skills needed for GCSE Art Confidently use art terms to analyse and discuss about the artists Be able to use art term and skills developed to raise standards of work and secure high quality learning outcome. <div style="display: flex; justify-content: space-around; align-items: flex-end;">  <div style="text-align: center;"> <p>Oil pastel colouring and collage</p> </div>  <div style="text-align: center;"> <p>Mixed Media</p> </div> </div>

YEAR 8 ART

Autumn SEP - DEC

OUR CULTURE

Pop Art

- Know about the youth culture in the 1960s and how it influenced popular culture
- Understand ideas and inspiration of pop-artists, including Roy Lichtenstein, Andy Warhol, Robert Rauschenberg, Peter Blake, Jasper Johns, Richard Hamilton, etc.
- Be able to produce a composition which shows an understanding of pop-art styles, subject matter and techniques.
The composition will reflect the culture, lifestyle and issues from present day popular culture

NC link 1,2,3,4

Knowledge and Skills

CONTENT

Introduction to prehistoric art

- Art history: 1960s and modern day youth culture
- Pop art artists and style of work
- Roy Lichtenstein (painting), Andy Warhol (printmaking) and David Hockney (ICT & Photo manipulation)
- Youth culture – SMSC

Art History Knowledge

- Understand the impact of youth culture in 1960s and how it was influenced by consumer products and media in comparison to modern day
- Develop an understanding of Pop Art. How it is influenced by youth culture.
- Research and respond to the artworks of key Pop Artists.

Skills

- Embed observational skills.
- Embed research and response skills
- Embed artists' style of work to own ideas and outcomes
- Develop and embed skills in working with paint, 2D/3D materials and mixed media and be able to produce a final piece based on modern day youth culture in the style of a chosen pop artist.
- Confidently use art terms to analyse and discuss about the artists
- Be able to use art terms and skills developed to raise standards of work and secure high quality learning outcomes.

Drawing & painting



2D sculpture

Spring JAN - APR

OUR ENVIRONMENT

Street and Installation Art

- Know what street art and installation art are
- Understand ideas and inspiration of street artists such as Shepard Fairey, Jennifer Collier and Jane Perkins
- Be able to use RECYCLE materials to produce an piece of installation art that helps raising the awareness of our environmental issues. For example: Bee population, plastic pollution and climate change etc.

NC link 1,2,3,4

Knowledge and Skills

CONTENT

- Current affairs: Global warming, waste, natural resources
- Street Art & Installation art
- Produce a range of artwork to raise awareness - protecting our nature/ environment/ world
- Produce a final outcome by using recycled materials
- Moral & Culture - SMSC

Art History Knowledge

- Explore our modern culture, street art and installation art
- Develop aspirations in raising the awareness of our current environmental issues.
- Use Art & Craft and recycle materials to produce a range of artwork to help raise the awareness of environmental issues
- Opportunity to work with external agencies and local venues to display works

Skills

- Embed research and response skills
- Embed observational skills
- Embed artists' style of work to own ideas and outcomes
- Be able to use a range of imagery and skills to create an artwork in responses to the awareness of current environmental issues.
- Confidently use art terms to analyse and discuss about the artists
- Able to use art terms and skills developed to raise standards of work and secure high quality learning outcomes.



Stencil printing



Sewing on paper



Paint on found materials

Summer MAY - JUL

OUR ENVIRONMENT

Natural Forms

- Know what are natural and organic forms
- Understand artists' ideas & inspirations
- Be able to transform an observational drawing of a natural form into an artwork inspired by Henry Moore, Peter Randall, Angie Lewin and Georgia O'Keeffe

NC link 1,2,3,4

Knowledge and Skills

CONTENT

- Still life drawing
- Artist study – own choice
- Explore new learning, use different materials and techniques (pencil, crayons, watercolour, oil pastel, mixed media & printmaking)
- Spiritual – SMSC

Art History Knowledge

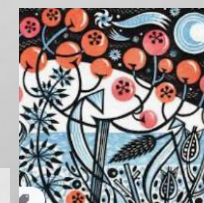
- Develop knowledge and understand landscapes and organic forms in art
- Understand idea and inspiration of inspirational artists, including Henry Moore, Peter Randall, Angie Lewin and Georgia O'Keeffe.

Skills

- Embed observational skills.
- Embed research and response skills
- Embed artists' style of work to own ideas and outcomes
- Develop skills in working with printmaking, 2D/3D materials and mixed media and able to produce a final piece inspired by one of the artists of own choice.
- Confidently use art terms to analyse and discuss the artists
- Able to use art terms and skills developed to raise standards of work and secure high quality learning outcomes.



Mono print



Lino print



Sculpture



Mixed Media

YEAR 7 ART

Autumn 1 SEP - DEC

FORMAL ELEMENTS OF ART

Abstract Art

- Know what the formal elements of art are
- Understand how line, tone, texture, colour, shape, form and space are use in **Abstract art.**
- Understand ideas and inspiration for abstract artists, including Wassily Kandinsky, Paul Klee and Picasso
- Be able to a transform a self-portrait into an artwork inspired by abstract art.

NC link 1,2,3,4

Knowledge and Skills

CONTENT

- Learn about the formal elements of art
- Purpose of art education, higher education and career choices
- Develop a range of abstract artwork in response to the study of formal elements of art

Art Theory: Foundation Knowledge & Understanding

- Develop key fundamental knowledge and skills of art based on line, tone, texture, colour, shape, form and space.
- Understand idea and inspiration of the abstract artists, including Wassily Kandinsky, Paul Klee, Joan Miro and Picasso

Skills

- Learn how to sketch and paint, using mixed media to express creativity and imagination
- Learn how to respond creatively to an artists' work.
- Be able to transform a self-portrait into a personal pieces of artwork that is inspired by an abstract artist of own choice.
- Begin to use art language when talking about artwork.



Drawing, colouring and painting

Spring JAN - APR

PREHISTORIC ART

Symbolism

- Know what prehistoric art, indigenous culture, tradition and spiritual beliefs are
- Understand how the native Australian lifestyle is influenced by Aboriginal art
- Be able to use knowledge of formal elements of art into practice by producing a piece of mixed media artwork inspired by Aboriginal art and the Dreamtime story.

NC link 1,2,3,4

Knowledge and Skills

CONTENT

Introduction to prehistoric art

- Art history: Aboriginal Art and culture
- Aboriginal artists and community
- Symbolism – SMSC

Art History Knowledge

- Understanding the spiritual foundation of prehistoric art and indigenous culture
- Develop an understanding of Aboriginal art and how symbols were used to illustrate The Dreamtime stories.

Skills

- Develop observation skills.
- Develop research and response skills
- Learn how to respond creatively to the design concept of prehistoric art
- Develop skills in working with paint, wax crayon, mixed media and be able to produce a final piece inspired by Aboriginal art.
- Begin to use art language when talking about artwork.



Drawing, painting and wax resist technique

Summer MAY - JUL

MODERN ART

Post-Impressionism

- Know the key knowledge of Post-Impressionism and how it influences other type of modern art.
- Understand ideas and inspirations of Post-Impressionism such as Vincent Van Gogh, Paul Cezanne and Henri Matisse
- Be able to transform a still life image into an artwork inspired by the post-impressionist artist of own choice.

NC link 1,2,3,4

Knowledge and Skills

CONTENT

- Observational/ Primary drawing using the grid method
- Artists study: Paul Cezanne, Vincent Van Gogh and Henri Matisse

Art History Knowledge

- Understand the concept of Post-impressionist art
- Develop good understanding of how Post-Impressionism art influenced other type of modern art movement such as Cubism, Fauvism and Pop Art.

Skills

- Develop observational skills
- Develop research and response skills
- Learn how to respond creatively to artists' ideas and inspirations
- Develop skills in working with oil pastels, mixed media, collage materials and be able to produce a final piece inspired by post-impressionism art
- Feel more confident in using art terms to analyse and discuss about the artists
- Be able to use art term and skills developed to raise standards of work and secure high quality learning outcomes.



Oil pastel colouring and collage

