



Core Concepts

Art

Curriculum Themes (these can be disciplinary/procedural or substantive/declarative)		Core concepts - How the theme is developed through the curriculum						
		Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1 ARTIST KNOWLEDGE	1	Introduction to a range of Artists from different periods of Art. To be able to find simple facts out about the artist and present in a creative way.	Build on knowledge of presenting Artist research and present opinions about their work.	Become proficient in analysing a piece of work: Content / Form/ Process / Mood and presenting in a personal way.	Develop confidence in selecting examples of artists or artist work that support their practise.	As part of Component One (Sustained Project 60%) Students independently select and analyse relevant artists and work appropriate to their area of study.	Students analyse, more indepth, artists that support their practical work. Emphasis on making parallels with their own practice	Analysis of Artist work culminates in a 3000 word essay on a specific area of choice that also informs their practical work.
	2	<p>2.1 Consolidate learning from KS2 of the Formal Element Colour: Colour Mixing / Tint & Shade and brush control</p> <p>2.2 Consolidate learning from KS2 of the Formal Element Shape. Fine motor skill and dexterity.</p> <p>2.3 Consolidate learning from KS2 of the Formal Element Line. Mark Making</p> <p>2.4 Consolidate learning from KS2 of the Formal Element Tone. Colour mixing Skin tones</p> <p>2.5 Consolidate learning from KS2 of the Formal Element Form. 3D manipulative skills</p> <p>2.6 Consolidate learning from KS2 of the Formal Element Texture. Creating surface texture. Refine further 3D manipulative skills</p> <p>2.7</p>	<p>Build on knowledge of mixing colour including Skin tones and painting on a 3D surface.</p> <p>Build on knowledge of using grid lines, faint lines, position points etc to mark out a drawing.</p> <p>Build on knowledge of shading with Graded pencils (2B, 4B, 6B etc). Revision of what 'B' stands for</p>	<p>Become proficient in painting background surfaces without brushes. Emphasis on mark making and experimentation.</p> <p>Become proficient in stencilling using Banksy as inspiration for an image</p> <p>Become proficient in biro mark making, Mindful / Doodle Art</p> <p>Become proficient with shaded Pencil over prepared surface.</p> <p>Become proficient with Typography using Ben Eine graphics</p>	<p>Develop confidence with handling Acrylic paint and glossary of terms.</p> <p>Develop confidence with Silk Painting as a surface pattern</p> <p>Develop confidence with Primary & Secondary observational Studies and know the difference between the</p> <p>Develop confidence with Primary & Secondary Studies emphasis on forensic observation. Drawing what they can see and not what they think they can see.</p> <p>Develop confidence with modelling clay accurately to replicate their drawing into a relief Clay Tile</p> <p>Develop confidence with Photo - Etching Multiple reduction Lino Print</p>	<p>Component One - Sustained Investigation (60%). Students to experiment and explore with materials and techniques from their repertoire of skills learnt in Year 10. Playing to their strengths and showing enhanced understanding of their ability.</p> <p>Component Two (40%) culminating in a 10 hour exam. Set by the board each year</p>	<p>Become resilient in revisiting and enhancing skills in Observational Still life Painting.</p> <p>Become resilient in revisiting and enhancing skills in Mono chrome observational drawing using: Black & White oil pastels Charcoal Drawing Ink</p> <p>Become resilient in revisiting and enhancing skills Ceramics with Slips and glazes</p> <p>Become resilient in revisiting and enhancing skills in A4 Photoetching & Chine Colle Drawn Monoprints Painted monoprints 3 way Reduction Lino Prints</p>	<p>Component One - Personal Investigation (60%). Strive to a Mastery of the skills they have revisited in Year 12 and become independent as they navigate their portfolio.</p> <p>Component Two (40%) culminating in a 15 hour exam. Set by the board each year</p>



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3 DEVELOPING IDEAS FROM STARTING POINTS	3		Develop ideas based on a specific teacher led starting point. Use sketch book to create ideas for a given teacher led starting point.	Become proficient in responding to a starting point and offering alternate outcomes.	Develop confidence in planning and preparing ideas from a starting point and be able to record and annotate their journey in a sketchbook.	students will present ideas and plans in either a sketchbook / flat boards or a mixture of both. Students are encouraged to plan alternate ideas for composition or outcomes and be able to annotate and reference back to supporting artists	Become resilient in confidently exploring ideas for an outcome based on both external and self set starting points.	students will present ideas and plans in either a sketchbook / flat boards or a mixture of both. Students are encouraged to plan alternate ideas for composition or outcomes and be able to annotate and reference back to supporting artists
4 FINAL OUTCOME	4.1 4.2 4.3 4.4 4.5 4.6	To produce a watercolour colour wheel and colour sample based on a given set of artist To produce a Cut outs Collage & Complementary Poly Print based on Henri Matisse To Produce an Observational Drawing based on still life To Produce an oil pastel Pointilist study in style of Seurat. To Produce a Clay Pot using the Slab Technique To Produce a 3D Clay Tile using the Relief Technique.	To refine knowledge of Portraiture. To refine knowledge of Reduction printing. To refine knowledge and handling of Ceramics form.	Become proficient in a pencil study of their choice from a starting point on top of a prepared surface. Emphasis on Contrast of TONE Become proficient in a Biro study of their choice from a starting point on top of a prepared surface. Emphasis on MARK MAKING Become proficient in producing a skate Deck design inspired and driven by the 3 Street Artists studied.	To refine their practice in a range of 2D disciplines: Shaded pencil Water Colour Oil pastel Silk Painting To refine their practice in a range of print disciplines: Lino Photo - etching Chine Colle To refine their practice in ceramics To refine their practice in a ColorHex Acrylic study based on an artist copy of the students choice.	Component One: students final outcome will be in response to the Title 'Close ups'. They will have 3 starting points in which to develop their response to one. These are: Good enough to eat or Architecture or Expressions Component Two: This is set by the board and the paper comes out in January. Students are presented with 8 questions from which they select one to develop into a final outcome. They have approximately 12 weeks to research and plan their outcome. Students then produce their final outcome in a 10 hour timed session under exam regulations.	Become resilient in experimenting with a range of 2 & 3D skills and produce finished outcomes. To include: Observational Studies in Colour & Monochrome Limited edition of Photo etchings Limited edition of Mono and Lino Prints 3D Ceramics based on Sea life	Component One: Personal Investigation. students final outcome will be in response to their own research. To aid and support them staff will suggest starting points (from past papers) for example: Transport Moments in Time Natural Forms Self Image Fragmenatation Significant Events Component Two: This is set by the board and the paper comes out in February. Students are presented with 8 questions from which they select one to develop into a final outcome. They have approximately 10 weeks to research and plan their outcome. Students then produce their final outcome in a 15 hour timed session under exam regulations.