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|  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1 | Summer 2  |
| **Key Stage 3**  | **Year 7** | Formal Elementsprinciples of Formal Elements exploring **Shape** and **Line** and **Texture** evaluating progressArtists references to:Olga Gaminya | Formal Elementsprinciples of Formal Elements exploring **Shape** and **Line** and **colour theory** evaluating progress | Formal ElementsSustained outcome combining learnt skills from the learnt formal elements and evaluating the project  | Confectionary:presentation and research skills through mood boardDeveloping tonal skills through observational studies of confectionary wrappersArtist research page ‘Sarah Graham’Looking at presentation skills and artists analysis | ConfectionaryLearning about 3d forms and developing drawing skills from confectionary itemsDeveloping tonal skills through the practice of pencil crayon in the application of applying to a range of 3d drawn sweetsAcrylic practice of sweets using colour mixing, looking at tints and shades | ConfectionaryFinal outcome of confectionary projectDeveloping a composition of sweets through 3D drawing and application of learnt tonal skills with pencil, pencil crayon and paint Evaluation of own project   |
| **Year 8** | Natural FormsNatural Forms moodboard/ understanding key termsKarl Blossfeldt introduction Presentation of research and artists analysisTonal Work in pencil | Natural FormsColour blending Georgia O’KeefeWater colour outcome(Georgia O’Keefe homework page) | Natural Forms Sustained outcomeImplementing tone, pastel blending, mark making to create a Natural Forms detailed close up outcome | PortraitureIntroduction to portraiture exploring its origins and understanding famous artists links through researchDeveloping skill of facial features focusing on scale and tone | PortraitureResearch and analysis of artist Vince Low and developing continuous line drawing skillsResearch into self-portraiture and photography used to develop self portraits  | PortraitureAssessment phase Pupils to develop own self portrait focusing on formal elements of shape, line and tone through learnt skillsEvaluation of project and analysis of work  |
| **Year 9** | AbstractUnderstanding term ‘abstract’ exploration of artists associated with the movementDeveloping skills tone, texture, mark making in reference to artist Kyle Henderson throughArtist Analysis  | AbstractDeveloping water colour blending skills and gradientsExploration of artist Kandinsky Compositional drawing and application of learnt water colour skills to create inspired Kandinsky outcomes  | AbstractPaper sculpture and research page Looking at developing Learnt skills of water colour and mark making focusing on shape, colour and texture to create a sculpted piece with reference to artist Kandinsky and Kyle HendersonEvaluation of project | ArchitectureMoodboard generated linked to the theme of Architecture Introduction into the theme of architecture2- and 3-point perspective drawings applying tone and pastels to make 3d forms  | ArchitectureExploration of collage and layering exploring artistEmma Gale Minty Sainsbury inspired photograph works- Take inspiration from own photography to create a image in the style of Minty Sainsbury exploring formal elementsUsing, shape, tone, mark making techniques | ArchitectureWater colour and illustration drawing explored by artist Lucinda Rogers Final outcome exploring learnt processes of collage, ink and water colour to create a mixed media final outcomeEvaluation of final project  |
| **Key Stage 4** | **Year 10** | GCSE Art, Craft & Design: Project 1 – **Manchester** AO1 Critical understandingAO2 Creative makingAO3 Reflective recording | GCSE Art, Craft & Design: Project 1 - **Manchester**AO1 Critical understandingAO2 Creative makingAO3 Reflective recording | GCSE Art, Craft & Design: Project 1 - **Manchester**AO1 Critical understandingAO2 Creative makingAO3 Reflective recording | GCSE Art, Craft & Design: Project 1 - **Manchester**AO1 Critical understandingAO2 Creative makingAO3 Reflective recording | GCSE Art, Craft & Design: **Favourite Things**AO1 Critical understandingAO2 Creative makingAO3 Reflective recording | GCSE Art, Craft & Design: **Favourite Things**AO1 Critical understandingAO2 Creative makingAO3 Reflective recording |
| **Year 11** | GCSE Art, Craft & Design: **Favourite Things**AO1 Critical understandingAO2 Creative makingAO3 Reflective recording | GCSE Art, Craft & Design: **Favourite Things**AO1 Critical understandingAO2 Creative makingAO3 Reflective recordingAO4 | GCSE Art, Craft & Design: **Externally Set Task (EST**) 40%Pupils respond to an externally set task through AO1-AO4 | GCSE Art, Craft & Design: **Externally Set Task (EST)** 40% | GCSE Art, Craft & Design: **Externally Set Task (EST)** 40%Final 10 hour assessment |  |