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|  | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Key Stage 3** | **Year 7** | Formal Elements  principles of Formal Elements exploring  **Shape** and **Line** and **Texture** evaluating progress  Artists references to:  Olga Gaminya | Formal Elements  principles of Formal Elements exploring  **Shape** and **Line** and **colour theory** evaluating progress | Formal Elements  Sustained outcome combining learnt skills from the learnt formal elements and evaluating the project | Confectionary:  presentation and research skills through mood board  Developing tonal skills through observational studies of confectionary wrappers  Artist research page ‘Sarah Graham’  Looking at presentation skills and artists analysis | Confectionary  Learning about 3d forms and developing drawing skills from confectionary items  Developing tonal skills through the practice of pencil crayon in the application of applying to a range of 3d drawn sweets  Acrylic practice of sweets using colour mixing, looking at tints and shades | Confectionary  Final outcome of confectionary project  Developing 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 Forms  Natural Forms moodboard/ understanding key terms  Karl Blossfeldt introduction  Presentation of research and artists analysis  Tonal Work in pencil | Natural Forms  Colour blending Georgia O’Keefe  Water colour outcome  (Georgia O’Keefe homework page) | Natural Forms  Sustained outcome  Implementing tone, pastel blending, mark making to create a Natural Forms detailed close up outcome | Portraiture  Introduction to portraiture exploring its origins and understanding famous artists links through research  Developing skill of facial features focusing on scale and tone | Portraiture  Research and analysis of artist Vince Low and developing continuous line drawing skills  Research into self-portraiture and photography used to develop self portraits | Portraiture  Assessment phase  Pupils to develop own self portrait focusing on formal elements of shape, line and tone through learnt skills  Evaluation of project and analysis of work |
| **Year 9** | Abstract  Understanding term ‘abstract’ exploration of artists associated with the movement  Developing skills tone, texture, mark making in reference to artist Kyle Henderson through  Artist Analysis | Abstract  Developing water colour blending skills and gradients  Exploration of artist Kandinsky  Compositional drawing and application of learnt water colour skills to create inspired Kandinsky outcomes | Abstract  Paper 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 Henderson  Evaluation of project | Architecture  Moodboard generated linked to the theme of Architecture Introduction into the theme of architecture  2- and 3-point perspective drawings applying tone and pastels to make 3d forms | Architecture  Exploration of collage and layering exploring artist  Emma Gale  Minty Sainsbury inspired photograph works- Take inspiration from own photography to create a image in the style of Minty Sainsbury exploring formal elements  Using, shape, tone, mark making techniques | Architecture  Water 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 outcome  Evaluation of final project |
| **Key Stage 4** | **Year 10** | GCSE Art, Craft & Design: Project 1 – **Manchester**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording | GCSE Art, Craft & Design: Project 1 - **Manchester**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording | GCSE Art, Craft & Design: Project 1 - **Manchester**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording | GCSE Art, Craft & Design: Project 1 - **Manchester**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording | GCSE Art, Craft & Design: **Favourite Things**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording | GCSE Art, Craft & Design: **Favourite Things**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording |
| **Year 11** | GCSE Art, Craft & Design: **Favourite Things**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording | GCSE Art, Craft & Design: **Favourite Things**  AO1 Critical understanding  AO2 Creative making  AO3 Reflective recording  AO4 | 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 |  |