

Curriculum journey: Art Year: 7

TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	TERM 3.2
<p>Big Questions:</p> <p>How do I change my pressure to gain a range of tones?</p> <p>How do I successfully draw through observation?</p> <p>How do I create a high standard final piece?</p>		<p>Big Questions:</p> <p>How have other cultures had an impact on modern society?</p> <p>What are the formal elements in Art?</p> <p>How can I use composition to support my layout?</p>		<p>Big Questions:</p> <p>How does perspective drawings help to create three-dimensional art?</p> <p>How have art movements changed throughout the years?</p> <p>How do architects use Art?</p>	
<p>Powerful knowledge: Shoe Project</p>		<p>Powerful knowledge: Aboriginal Project</p>		<p>Powerful knowledge: Landscape Project</p>	
<ul style="list-style-type: none"> Students will learn how to apply tone using a pencil. Students will learn how to draw a subject using a pencil to scale. Students will learn how to consider proportion to their drawing. Students will learn what mark making is and how it is used in Art. Students will learn how to create a collage through coloured paper, newspaper and book pages. Students will learn about colour theory. Students will learn how to use watercolours to create a range of colours. Students will learn how to research an artist. Students will learn how to create a final recording to a high standard using collage. 		<ul style="list-style-type: none"> Students will learn about the cultural history of Aboriginal Art. Students will learn about how Aboriginal culture had an impact on modern society. Students will learn how to use the formal elements; pattern, shape and form in their drawings. Students will learn about Harmonious, Complementary and Tertiary colours. Students will learn how to use acrylic paint successfully. Students will learn how to use spatial and compositional awareness when applying the formal elements. 		<ul style="list-style-type: none"> Students will learn how to use the formal elements; Line, Shape and Form in a range of drawings. Students will learn how to draw from perspective. Students will learn how to draw three-dimensional landscapes. Students will learn how artists use perspective in recordings. Students will learn about an art movement and the influence it had on modern society. Students will learn how to write a well informed opinion on an artist or architect. 	
<p>Links to KS2/previous units:</p>		<p>Links to KS2/previous units:</p>		<p>Links to KS2/previous units:</p>	

<p>Linking to KS2, students will continue to build their knowledge on using a sketchbook to record their observations and review and revisit ideas.</p> <p>Students will continue to master art and design techniques that include drawing, painting.</p>	<p>Students will continue to build their knowledge on the colour theory.</p> <p>Students will continue to build their skills using different materials to create a drawing.</p>	<p>Students will continue to record from observation and build on their skills improving on their outline accuracy.</p> <p>Linking to KS2, students will be introduced to architects and designers through history.</p>
<p>Key end-points assessed:</p>	<p>Key end-points assessed:</p>	<p>Key end-points assessed:</p>
<ul style="list-style-type: none"> • Students will have a mood board showing the project through a range of photographs. • Students will have a tonal bar showing a range of tones using a pencil. • Students will have a subject drawing using a pencil. • Students will have feedback to help improve further drawings. • Students will have a table of mark making techniques. • Students will have an artist research page showing a range of photographs and information. • Students will have a colour wheel using different materials. • Students will have a final piece created through collage. 	<ul style="list-style-type: none"> • Students will have a research page on Aboriginal Art/ Culture. • Students will have a formed opinion on Aboriginal Art/ Culture through extended writing. • Students will have a colour wheel presenting Harmonious, Complementary and Tertiary colours. • Students will have drawings that connect to the Aboriginal culture. • Students will have a final piece that has been created through geometric shapes and acrylic paint. 	<ul style="list-style-type: none"> • Students will have a drawing that shows perspective. • Students will learn about how artists portrayed landscapes. • Students will have a drawing that shows a three-dimensional landscape. • Students will have an extended writing piece on an art movement. • Students will have an artist/ architect research page through photographs and information. • Students will have a drawing recorded using oil pastels. • Students will have a final piece of a landscape.

Curriculum journey: Art Year: 8

TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	TERM 3.2
<p>Big Questions: How do I create tones using a pen?</p> <p>What is mixed media and how do artists use it in their work?</p> <p>What is printmaking and how is it used in art?</p>	<p>Big Questions: How has African culture impacted modern art?</p> <p>What is negative space?</p> <p>How can I create texture and depth through 3D materials?</p>	<p>Big Questions: What is Cubism?</p> <p>How does Cubism use geometric shapes to create art?</p> <p>How can artists effectively choose the appropriate materials for an art project?</p>			
Powerful knowledge: Jim Dine - Observation		Powerful knowledge: African Project		Powerful knowledge: Cubism	
<ul style="list-style-type: none"> Students will learn how to create a tonal range using a biro. Students will learn how to use mark making through a range of materials. Students will learn about the artist Jim Dine and the reasoning behind his artwork. Students will be able to select and combine materials to create a mixed media recording Students will learn how to create texture by manipulating tone using a range of materials. Students will learn how to complete a monoprint. 		<ul style="list-style-type: none"> Students will learn about African culture history and about African Art. Students will learn about African masks and why they are still used in modern society. Students will learn about the colour theory used in African culture. Students will learn how to manipulate cardboard to create a response. Students will learn about negative space through card relief. 		<ul style="list-style-type: none"> Students will learn about Cubism. Students will learn about a cubist artist. Students will learn how to use geometric shapes to create a piece of artwork. Students will learn how to create depth through raised media. 	
Links to KS2/previous units:		Links to KS2/previous units:		Links to KS2/previous units:	
<p>Students will build on their knowledge and techniques they learnt in Year 7 by creating tone through mark making.</p> <p>Students will continue to build on their skills of creating a tonal range by using different materials.</p>		<p>Students will build on their knowledge of different cultures, art and its history.</p> <p>Students will build on their skills of craft and design through material experimentation.</p>		<p>Students will build on their knowledge of the key term 'composition' through raised media to create depth.</p> <p>Students will build on their knowledge about art history.</p>	

Key end-points assessed:	Key end-points assessed:	Key end-points assessed:
<ul style="list-style-type: none"> • Students will have a tonal bar recorded through a range of materials. • Students will have a recording that shows mark making creating texture. • Students will have an artist research page on Jim Dine through photographs and information. • Students will have a detailed formed opinion about Jim Dine in an extended writing task. • Students will have a monoprint of a chosen subject. • Students will have a combined mixed media recording. • Students will have a final response piece where they have applied biro and mixed media. 	<ul style="list-style-type: none"> • Students will have a research page on African culture and African art. • Students will have an extended piece of writing comparing African art to another culture. • Students will have drawings showing a connection to African culture using a range of materials. • Students will have manipulation samples of materials. • Students will have annotated sketches. • Students will have a final response using negative space to help inform their card relief/manipulation. 	<ul style="list-style-type: none"> • Students will have a research page on Cubism and be able to explain the differences between art movements. • Students will have recordings using different materials connecting to Cubism. • Students will have created depth in their recordings through layering. • Students will be able to create a piece of artwork using geometric shapes. • Students will have a final response connecting to the art movement Cubism.

Curriculum journey: Art Year: 9

TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	TERM 3.2
<p>Big Questions:</p> <p>How do I accurately observe a subject?</p> <p>What is hyperrealism?</p> <p>How do I apply hyperrealism onto my recordings effectively?</p>		<p>Big Questions:</p> <p>What is the golden rule theory?</p> <p>How can I create tone using harmonious colours?</p> <p>How can I apply tone using charcoal and chalk?</p>		<p>Big Questions:</p> <p>What is the difference between landscape and architecture?</p> <p>Why is it important for artists to experiment with different media and techniques?</p> <p>How does Ian Murphy portray architecture?</p>	
Powerful knowledge: Food Project		Powerful knowledge: Skull - Chalk and Charcoal Project		Powerful knowledge: Architecture Project	

<ul style="list-style-type: none"> • Students will learn how to achieve accuracy through observation. - Pencil - Watercolours • Students will learn how to create a tonal bar showing a smooth transition. • Students will learn about the artist Sarah Graham. - Complementary colours - Hyperrealism. • Students will learn how to independently create an artist research page including their own recording. • Students will learn how to use watercolours to create a hyperrealistic recording. 	<ul style="list-style-type: none"> • Students will learn about facial proportions (golden rule theory). • Students will learn how to record facial features. • Students will learn how to use charcoal and chalk to create tones. • Students will learn how to blend oil pastels using harmonious colours. • Students will learn how to complete a watercolour reduction. • Students will learn how to apply a value scale using acrylic. 	<ul style="list-style-type: none"> • Students will learn how to record three-dimensional architecture. • Students will learn the difference between architecture and landscapes. • Students will learn how to create tone and texture through fine liners and water. • Students will learn how to distress mixed media.
Links to KS2/previous units:	Links to KS2/previous units:	Links to KS2/previous units:
<p>Students will continue to build on their knowledge of the colour theory by mixing the colours they need in their recording.</p> <p>Students will continue to build on their observational skills to create accurate scale and proportion.</p>	<p>Students will continue to build on their skills using watercolours.</p> <p>Students will build on their skills using acrylic paint to create tone.</p>	<p>Students will build on their perspective skills from the Year 7 landscape project.</p> <p>Students will build on their mixed media skills from the Year 8 Jim Dine project.</p>
Key end-points assessed:	Key end-points assessed:	Key end-points assessed:
<ul style="list-style-type: none"> • Students will have a tonal bar that shows the tones gradually transitioning into one another. • Students will have a food subject recording using pencil. • Students will have critically analysed their drawing through extended writing piece. • Students will have an artist research page they have independently created. • Students will be able to demonstrate with watercolours how to mix colours accurately. • Students will be able to create a hyperrealistic final response using watercolours. . 	<ul style="list-style-type: none"> • Students will have a tonal bar using charcoal and chalk. • Students will be able to explain the golden rule theory. • Students will have recordings of facial features. • Students will have a recording showing blending skills via oil pastels. • Students will have watercolour reduction recording. • Students will have acrylic value recording. • Students will be able to identify highlights and shadows accurately. 	<ul style="list-style-type: none"> • Students will have recordings on architecture. • Students will have a tonal recording using fine liner and water. • Students will have an artist research page on Ian Murphy. • Students will have a distressed mixed media architect recording. • Students will have extended writing to inform development recordings. • Students will have a final response inspired by Ian Murphy.

Curriculum journey: Art Year: 10

TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	TERM 3.2
<p>Big Questions:</p> <p>How does the assessment objectives provide structure?</p> <p>What is an observational drawing?</p> <p>What is Typography?</p>		<p>Big Questions:</p> <p>What is the difference between selected materials?</p> <p>Why is primary research important?</p> <p>How can critically assessing my artwork support my improvement?</p>		<p>Big Questions:</p> <p>How does developing my ideas help inform the final piece?</p> <p>How do I translate the theme into my final response?</p>	
Powerful knowledge:		Powerful knowledge:		Powerful knowledge:	
<ul style="list-style-type: none"> Students will learn how to produce observational recordings. <ul style="list-style-type: none"> Pencil Watercolour Coloured pencils. Students will learn about the assessment objectives. Students will learn how to draw typography. Students will learn about exploring art movements. <ul style="list-style-type: none"> Students will learn how to apply the art movement styles onto their recordings. 		<ul style="list-style-type: none"> Students will learn how to use: <ul style="list-style-type: none"> Oil Pastels Acrylic Biro Students will learn how to produce a collage using harmonious and contrasting colours. Students will learn how to experiment by selecting appropriate resources. Students will learn how to assess recordings to improve pieces. Students will learn what is primary research and how it is used in art. 		<ul style="list-style-type: none"> Students will learn how to successfully develop ideas. Students will learn how to demonstrate analytical and cultural understanding. Students will learn how to create a final response to a high standard. 	
Links to KS3/previous units:					
Students will continue to record from observation with intentions of scaling up or scaling down.					

Students will continue to build on their skills using pencil and coloured pencils to create depth.
 Students will continue to build on researching artists or art movements independently.

Key end-points assessed:	Key end-points assessed:	Key end-points assessed:
<ul style="list-style-type: none"> Students will be able to identify the Assessment Objectives. Students will have recordings presented on mount boards. Students will have drawn a range of typography fonts. Students will have a tonal bar and colour swatches. Students will have annotations. Students will be able to create a tonal range from dark to medium to light using a range of materials (example: pencil). Students will be able to mix and blend to create colours and a smooth transition. Students will be able to record from observation to scale. 	<ul style="list-style-type: none"> Students will have recordings using acrylic, oil pastels and biro. Students will have a collage that shows a link to the colour theory. Students will have presented recordings to a high standard. Students will have collected primary research. Students will have critically assessed their recordings in extended writing and detailed annotations. 	<ul style="list-style-type: none"> Students will have developed recordings experimenting with two materials. Students will be able to explain how their recordings connect to an artist or an art movement. Students will have annotated sketches to develop the ideas. Students will have a final response completed to a high standard.

Curriculum journey: Art Year: 11

TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	TERM 3.2
Big Questions: How does a mock exam support my coursework? How do I make an appropriate response to a theme?		Big Questions: How can I demonstrate clear components in Art? How do I achieve a high standard final response?			
Powerful knowledge: Students will be taking part in a mock exam paper: <ul style="list-style-type: none"> Students will learn how to independently select a project theme. 		Powerful knowledge: In January 2024, OCR will release an exam paper: <ul style="list-style-type: none"> Students will learn how to use inspiration effectively. Students will learn how to intentionally record ideas. 			

<ul style="list-style-type: none"> ● Students will learn how to draw observational drawings connecting to the chosen theme. - Pencil - Coloured pencils - Watercolours - Oil pastels - Biro. ● Students will learn how to collect primary research. ● Students will learn how to research an artist, photographer, designers or art movements. - Students will learn how to translate their recordings in a similar style of their chosen pathway. ● Students will learn how to develop their recordings through experimentation. ● Students will learn how to critically analyse their recordings to refine their ideas. 	<ul style="list-style-type: none"> ● Students will learn how to demonstrate analytical and cultural understanding. ● Students will learn how to refine ideas by selecting appropriate resources and materials. ● Students will learn how to develop ideas with relevance. ● Students will learn how to effectively plan a final response. 	
<p>Links to KS2/previous units:</p>	<p>Links to KS2/previous units:</p>	
<p>Students will continue to meet the assessment objectives.</p> <p>Students will continue to build on critically analysing their recordings.</p> <p>Students will continue to build upon their skills using a variety of materials.</p>	<p>From Term 1.1 - 1.2, students will use the skills independently to present a journey with in their externally set task from OCR.</p>	
<p>Key end-points assessed:</p>	<p>Key end-points assessed:</p>	
<ul style="list-style-type: none"> ● Students will have a detailed mind map exploring their chosen mock exam theme. ● Students will have a variety of initial recordings. ● Students will have collected primary research. - Photography - Textiles 	<ul style="list-style-type: none"> ● Students will have a variety of recordings exploring materials. ● Students will have mounted recordings accompanied with detailed annotations. ● Students will have developed recordings using materials they have previously 	

<ul style="list-style-type: none"> • Students will have presented their recordings to a high standard. • Students will have detailed annotations and colour swatches. • Students will be able to demonstrate how to meet all four assessment objectives. • Students will have a final response that has been completed to a high standard. 		
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Curriculum journey: Art Year: 13

TERM 1.1	TERM 1.2	TERM 2.1	TERM 2.2	TERM 3.1	TERM 3.2
<p>Big Questions:</p> <p>What are some of the media and processes that are presented in Art?</p> <p>How do I present my own personal investigation?</p>		<p>Big Question:</p> <p>What role does research play in the development of an art exam project?</p>			
<p>Powerful knowledge:</p> <ul style="list-style-type: none"> • Students will learn how to apply the assessment objectives consistently. • Students will learn how to mount recordings creatively in either sketchbooks or on mount boards. • Students will continue to learn how to experiment with a range of materials. • Students will learn how to become familiar with artwork of cultures, artists and movements. • Students will learn how to apply their research onto their recordings. 		<p>Powerful knowledge:</p> <p>Students will be given an externally set task from OCR.</p> <ul style="list-style-type: none"> • Students will learn how to compare primary and secondary sources. • Students will learn how to show clearly the assessment objectives. • Students will learn how to critically analyse their recordings. 			

<ul style="list-style-type: none"> • Students will learn how to critically analyse their work to form an opinion. • Students will learn how to develop their recordings through different applications. 		
Links to KS2/previous units:	Links to KS2/previous units:	
Students will continue with their Year 12 portfolio, by refining their recordings and presenting to a high standard.	Students will use forms of techniques to create texture and depth within their recordings. Students will continue to use their knowledge in selecting appropriate materials to convey their personal investigations.	
Key end-points assessed:	Key end-points assessed:	
<ul style="list-style-type: none"> • Students will have a clear portfolio of their recordings. • Students will have detailed annotations. • Students will be able to explain the assessment objectives and how each recording connects to them. • Students will have developed artwork exploring materials. 	<ul style="list-style-type: none"> • Students will have a meaningful range of recordings through a personal investigation portfolio. • Students will have presented their recordings either in a sketchbook or on mount boards that include extended writing. • Students will have experimented in their artwork. • Students will have a minimum of a thousand words explaining their personal investigation process. 	