

ART Curriculum Overview Table

End Point	Key knowledge	Key skills	Key Vocabulary	Reading and Oracy	Numeracy	Common misconceptions
Y11 Term 1 Mock Exam Project	<p>Developing and mastering prior knowledge and skills, processes and techniques in the completion of the MOCK exam.</p> <p>A single project meeting all Assessment Objectives, incorporating the student's own journey, culminating in a 10 Hour personal response.</p>	<p>To investigate and present a personal journey meeting the ESA objectives through:</p> <ul style="list-style-type: none"> • Observation through drawing, planning and making. • Exploring and explaining ideas. • Refining, modifying and adapting ideas. • Experimenting with techniques and processes. • Developing and linking ideas. • Creating a meaningful personal response. 	<p>Mock Exam Title: (Taken from previous Summer's Exam).</p> <p>Original Individual Personal Artists Photographers Designers Exhibitions Journey Observation Plan Ideas</p>	<p>Securing their art vocabulary in discussions.</p> <p>Discussions embedding and extending art vocabulary, key words and understanding of own work within group crits.</p> <p>Pupils are able to explicitly explain what they have done, how it can be improved and what they need to do to achieve a better level.</p> <p>Reading: Research into and understanding of the work of other artists and current exhibitions.</p>	<p>Ratio</p> <p>Rates</p> <p>Applying proportion</p> <p>Fibonacci sequence</p> <p>Perspective</p> <p>Symmetry</p> <p>Nets</p> <p>Creating a 3D personal response from 2D plans</p>	<p>Not using first hand resources such as artist research and exhibitions to inform use of colour, shape, form, texture etc into initial ideas</p> <p>3D personal response created and made too small</p> <p>Ideas not original and direct copies created- unable to move up the level grade descriptors</p> <p>Minimal planning</p> <p>Final idea base structure not completed and able to dry out before the actual 10 hour exam.</p>
Y11 Term 2 Externally Set Exam	<p>Developing and mastering prior knowledge and skills, processes and techniques in the completion of the External Set Assignment (ESA) Exam.</p> <p>A single project meeting all Assessment Objectives, incorporating the student's own journey, culminating in a 10 Hour personal response.</p>	<p>To investigate and present a personal journey meeting the ESA objectives through:</p> <ul style="list-style-type: none"> • Observation through drawing, planning and making. • Exploring and explaining ideas. • Refining, modifying and adapting ideas. 	<p>ESA Title - set in January.</p> <p>Original Individual Personal Artists Photographers Designers Exhibitions Journey Observation Plan Ideas</p>	<p>Securing their art vocabulary in discussions.</p> <p>Discussions embedding and extending art vocabulary, key words and understanding of own work within group crits.</p> <p>Pupils are able to</p>	<p>Ratio</p> <p>Rates</p> <p>Applying proportion</p> <p>Fibonacci sequence</p> <p>Perspective</p> <p>Symmetry</p> <p>Nets</p>	<p>Not using first hand resources such as artist research and exhibitions to inform use of colour, shape, form, texture etc into initial ideas</p> <p>3D personal response created and made too small</p> <p>Ideas not original and direct copies created- unable to move up the level grade descriptors</p>

		<ul style="list-style-type: none"> Experimenting with techniques and processes. Developing and linking ideas. Creating a meaningful personal response. 		<p>explicitly explain what they have done, how it can be improved and what they need to do to achieve a better level.</p> <p>Reading: Research into and understanding of the work of other artists and current exhibitions.</p>	Creating a 3D personal response from 2D plans	<p>Minimal planning</p> <p>Final idea base structure not completed and able to dry out before actual 10 hour exam.</p>
Y11 Term 3	<p>Exam Takes Place.</p> <p>Completing missing coursework. (If time permits).</p>					
Y10 Term 1 Artist Study & Personal Response (Jesse Reno)	Building GCSE Skills through exploring the formal elements, embedding planning time and embedding independent learning.	<p>Independence through inspiration of an artist</p> <p>Manipulation of materials</p> <p>Design Process</p> <p>To develop and investigate mixed media through creating, planning and making.</p> <p>Exploring and explaining ideas.</p> <p>Refining, modifying and adapting ideas.</p> <p>Experimenting with techniques and processes through mixed media and a 3D personal response.</p> <p>Recording from observational artist studies, linking ideas.</p> <p>Creating a meaningful personal response, making connections.</p>	<p>Inspiration</p> <p>Mixed Media</p> <p>Layering</p> <p>Surface Qualities</p> <p>Textures</p> <p>Recycled</p> <p>Annotation</p>	<p>Discussions embedding and extending art vocabulary, key words and understanding of own work within group crits.</p> <p>Pupils are able to explicitly explain what they have done, how it can be improved and what they need to do to achieve a better level.</p> <p>Reading: Research into and understanding of the work of other artists and current exhibitions.</p>	<p>Composition/ layout of artist response</p> <p>Enlargements/ reductions</p> <p>Grid drawings</p> <p>Rule of thirds</p>	<p>Planning order of layering in 2D recreations</p> <p>Mixing & matching colours incorrectly.</p> <p>Design process not being followed: 3 initial ideas, 2 developed ideas and a final idea.</p> <p>Failure to think about/ plan colour, surface textures and motifs within personal response</p> <p>Failing to annotate ideas with key information</p>

Y10 Term 2 Artist study	Embedding and developing GCSE Skills through formal elements, embedding planning time and embedding independent learning through the creation and completion of a personal response	Independence through inspiration of an artist Manipulation of materials and creation of a 3D personal response. Home learning = Completion of pencil tonal, Biro mark-making, colour painting and collage work in direct response to chosen artist Using the design process to create a 3D personal response <ul style="list-style-type: none"> To develop and investigate a range of MIXED MEDIA through creating and making, following a plan (ideas) Annotation showing exploration and explanation of own ideas Refine, modify and adapt ideas Experiment with techniques and processes through mixed media within their 3D personal response Creating meaningful personal response Making Connections 	Annotation Mixed Media Layering Surface Qualities Textures Artist influences Personal response Home learning Tonal Shade Light Mid Dark Mark making Dots Dashes Cross Hatching Directional lines Colour Primary Secondary Tertiary Complementary Application Collage Ripped, torn, twisted, layered, hole punched, surfaces	Discussions embedding and extending art vocabulary, key words and understanding of own work within group crits. Pupils are able to explicitly explain what they have done, how it can be improved and what they need to do to achieve a better level. Reading: Research into and understanding of the work of other artists and current exhibitions.	Ratio Applying proportion Perspective Symmetry Nets Creating a 3D personal response from 2D plans Scale up Grid up	Planning order of layering mixed media onto 3D personal responses. Mixing matching colours incorrectly. Failure to think about/ plan colour, surface textures and motifs within personal response Failing to annotate ideas with key information. No need to grid up images, use free hand. drawing
Year 10 Term 3 Natural forms Pine Cones	Developing Observational work, working directly from observation. Developing and mastering prior knowledge and techniques through observation creating a 3D observation	To develop and investigate OBSERVATION through drawing, planning and making Explore and explain ideas Refine, modify and adapt ideas Experiment with techniques and processes through 3D observation	Natural Forms Three Dimensional Texture Surface Quality Observe	Discussions embedding and extending art vocabulary, key words and understanding of own work within group crits.	Creating a 3D observation, enlargement, scale Proportion Golden Ratio	3D Observation not planned in correct stages 3D created and made too small Minimal planning Not using first hand material

		Record from observation, linking ideas Creating meaningful personal response Making Connections	Plan to make	Pupils are able to explicitly explain what they have done, how it can be improved and what they need to do to achieve a better level. Reading: Research into and understanding of the work of other artists and current exhibitions.	Fibonacci sequence Perspective Symmetry Nets	for colour, shape, form, texture etc
Y9 Term 1 Mixed Media Observational work	Audit & Observation Development of looking and recreating Development of independent learning (home learning tasks) <ul style="list-style-type: none"> Sketchbook cover/ Title page Tonal pencil study 	Sketchbook/ Folder presentation Recreate what you see through Line, Shape, Colour and Form. Observations- to Observe and only recreate what you see. Experimentation through a range of media- Observational tasks Developing line, shape, form and colour through Observation. Enlargement and reduction – Scale studies	Recreate Observational work Enlarge Reduce Media	Developing Oracy through group crits developing and extending art vocabulary, using keywords Reading – Celebrating Cultural capital through Contemporary artists or Current exhibitions	Scale Enlargement Reduction Proportion Scaling up	To recreate what they think their 'Observational object' looks like Flat, not to scale studies created, as pupils have not really looked at their 'Observational object' Thinking they 'know' what their 'Observational object' looks like.
Y9 Term 2 3D Observational Work	Observation through Shape and Form Creation of 3D Observational studies using recycled materials Development of Independent learning Home Learning <ul style="list-style-type: none"> Biro mark-making study Painting Study 	Sketchbook presentation (Home learning tasks) Embedding knowledge of recreating what you see through Line, Shape, Colour and Form. Embedding and developing Observations- to observe and only recreate what you see. Embed and develop experimentation through a range of media- observational tasks	Observation 3 Dimensional Recreate Enlarge Recycle Scale Construction	Developing Oracy through group crits developing and extending art vocabulary, using key words Reading – Celebrating Cultural capital through Contemporary artists or Current exhibitions	Nets Scale Enlargement Reduction Proportion Scaling up Creating a 3D personal response from 2D	A 3 Dimensional observation can be created without your object. 3 Dimensional artwork does not need to be planned Not looking at your object Thinking they 'know' what their 'Observational object' looks like.

		<p>Developing shape, form and colour through Observation through 3D.</p> <p>Enlargement and reduction – Scale studies</p> <p>Using Artists to influence students use of media and creation of 3D observations</p>	<p>Maquettes</p> <p>Tabs</p>		plans	
<p>Y9</p> <p>Term 3</p> <p>Protest Art</p>	<p>Art with a message</p> <p>How art is used in today's society</p> <p>Use of words / text in Art</p> <p>Current affairs, political and environmental issues - the use of Art to give a voice</p> <p>Development of Independent learning Home Learning</p> <ul style="list-style-type: none"> • Collage • Mixed Media 	<p>The correct use of text and images</p> <p>The correct use of layout</p> <p>Using artists as inspiration.</p> <p>Intuitive use of colours</p> <p>The power of the visual</p>	<p>Layout</p> <p>Text</p> <p>Font</p> <p>Scale</p> <p>Typography</p> <p>Graphic design</p> <p>Protest Art</p>	<p>Developing Oracy through group crits developing and extending art vocabulary, using key words</p> <p>Reading – Celebrating Cultural capital through Contemporary artists or Current exhibitions</p>	<p>Measurements</p> <p>Nets</p> <p>Scale</p> <p>Enlargement</p> <p>Reduction</p> <p>Proportion</p> <p>Scaling up</p>	<p>Art is not Words</p> <p>Art is all about history</p> <p>Art cannot be about things that matter now</p> <p>Words and Text are not important or powerful enough to persuade</p>
<p>Y8</p> <p>Term 1</p> <p>Colour Theory</p>	<p>Audit & Developed Observational Work</p> <p>Colour wheel -To apply paint</p> <p>Colour wheel- Basic mixing</p> <p>Development of Independent learning Home Learning</p> <ul style="list-style-type: none"> • Sketchbook cover / Title page • Colour wheel 	<p>Sketchbook Use and Presentation</p> <p>Painting Techniques and Application.</p> <p>Colour Wheel - basic colour mixing.</p> <p>Primary, Secondary and Tertiary Colours</p>	<p>Recreate</p> <p>Observational work</p> <p>Enlarge</p> <p>Reduce</p> <p>Application</p> <p>Mixing</p> <p>Ratio</p> <p>Primary</p> <p>Secondary</p> <p>Tertiary</p> <p>Brilliant</p>	<p>Introduction and Development Oracy through group crits developing and extending art vocabulary, using key words</p> <p>Reading – Celebrating Cultural capital through Contemporary artists or Current exhibitions</p>	<p>Colour mixing –</p> <p>Ratio</p> <p>Percentages (brush loads)</p> <p>Proportion</p> <p>Using a ruler in the creation of boxes</p> <p>Measuring</p> <p>Division</p>	<p>To recreate what they think their 'Observational object' looks like</p> <p>Flat, not to scale studies created, as pupils have not really looked at their 'Observational object'</p> <p>Thinking they 'know' what their 'Observational object' looks like</p> <p>Green, Purple and Orange cannot be made.</p> <p>All colours cannot be created/ mixed by 3 primary colours</p>

			Red Yellow Blue Crimson Lemon Turquoise			
Y8 Term 2 Colour	<p>Basic into Advanced colour mixing</p> <p>Mixing colours using 3 primary colours</p> <p>Embedding knowledge of Colour Theory</p> <p>Development of Independent learning Home Learning</p> <ul style="list-style-type: none"> Tints and Shades Browns Complementary Colours (if time) 	<p>Dip, wiggle, squeeze, load, roll, spread technique- Paint application</p> <p>Basic mixing – (Colour wheel) Mixing all secondary colours</p> <p>Mixing all tertiary colours</p> <p>Tints</p> <p>Shades</p> <p>Browns</p>	<p>Application</p> <p>Mixing</p> <p>Ratio</p> <p>Primary</p> <p>Secondary Tertiary</p> <p>Brilliant Red Yellow Blue Crimson Lemon Turquoise</p>	<p>Introduction and Development Oracy through group crits developing and extending art vocabulary, using key words</p> <p>Reading – Celebrating Cultural capital through Contemporary artists or Current exhibitions</p>	<p>Colour mixing –</p> <p>Ratio</p> <p>Percentages (brush loads)</p> <p>Proportion</p> <p>Using a ruler in the creation of boxes</p> <p>Measuring</p> <p>Division</p>	<p>Adding black makes colours darker.</p> <p>A tint is darker (like a window tint), sunglasses.</p> <p>There is only one purple, green and orange</p> <p>No need to record what colours you have used to create a colour</p>
Y8 Term 3 Colour	<p>Embedding Advanced colour mixing</p> <p>Embedding and developing knowledge of Colour Theory through the use of Artists</p> <p>Development of Independent learning Home Learning</p> <ul style="list-style-type: none"> Complementary Colours Artist Study 	<p>Embedding Dip, wiggle, squeeze, load, roll, spread technique- Paint application</p> <p>Tints</p> <p>Shades</p> <p>Browns</p> <p>Complementary Colours to deepen, darken</p> <p>Recreate mixing and matching colours on Artist Strip- mixing matching on side media strip</p>	<p>Application</p> <p>Mixing</p> <p>Ratio</p> <p>Tints</p> <p>Shades</p> <p>Browns</p> <p>Deepen</p> <p>Darken</p> <p>Complementary Colours</p>	<p>Introduction and Development Oracy through group crits developing and extending art vocabulary, using key words</p> <p>Reading – Celebrating Cultural capital through Contemporary artists or Current exhibitions</p>	<p>Ratio</p> <p>Percentages (brush loads)</p> <p>Proportion</p> <p>Using a ruler in the creation of boxes</p> <p>Measuring</p> <p>Division</p>	<p>Black is an important colour when mixing and matching colours.</p> <p>Complementary colours are colours that go ‘nicely together’</p> <p>You do not have to mix paint on your palette, to mix on paper is acceptable!</p> <p>No need to record what colours you have used to create a colour</p>

Y7

Term 1

Observation & Mark-Making

- Expectations for Art Lessons.
- How to design and make personal and creative sketchbook covers.
- Planning is essential to producing successful designs.
- How to draw from observation.
- There's more than one way to draw.
- Learning what makes an artwork successful.
- The importance of sketching.
- How to create a wide range of marks.
- How textures are created through mark-making.
- Marks are the building blocks that create an image.
- Learning from recreating the work of other artists.
- Learning how to take ideas from other artists' work.
- Art doesn't have to be made with pencils and paint.
- How to use layout grids to present work.

- Designing multiple ideas. Choosing and creating a successful idea.
- Looking closely.
- Using our senses.
- Hand-eye coordination.
- Discussing and assessing your own work. Giving feedback to others.
- Working on a larger scale.
- Using tone and texture.
- Selecting appropriate materials and methods of mark-making.
- Using Pencil, Charcoal & Pen for different kinds of marks.
- Demonstrating and describing a wide range of mark-making.
- Presenting work creatively.
- Selecting & Cropping.
- Recreating an image.
- Creating work inspired by an artist.
- Drawing with pens.
- Mark-making using a variety of implements.
- Using non-art materials to make marks.
- Planning presentation and layout of sketchbook pages.
- Using a ruler and measuring.
- Explaining the processes learnt in previous lessons.

- Sketchbook
- Design
- Sketch
- Observation
- Imagination
- Recreate
- Accurate
- Layout & Presentation
- Self-assessment & Peer-assessment
- Tone & Texture
- Scale
- Proportion
- Mark-Making
- Charcoal
- Hatching & Cross-Hatching
- Textures
- Dots, Dashes, Lines
- Cropping
- Materials
- Recreate
- Inspiration
- Water-Colour
- 3D Form
- Stains
- Implements

Class discussions of lesson tasks and key vocabulary.

Using sketchbooks to note lesson tasks and define key vocabulary.

Regular self-assessment and peer-assessment, written and verbal.

Whole class discussion and assessment of work.

Reading: teacher led reading of contextual information around materials, processes and the work of other artists.

- Design
- Layout
- Use of space
- Scale
- Proportion
- Cropping
- Accuracy
- 2D and 3D form
- Shapes
- Measuring
- Using rulers – division and multiplication.

A sketch or drawing needs to have an outline.

A drawing has to look exactly like the real thing.

Presentation isn't important.

To improve your work you need to add detail.

Artists work in isolation.

You have to use bought art media to sketch, draw and paint.

			<ul style="list-style-type: none"> Experimentation Layout Presentation 			
Y7 Term 2 Texture, Surface & 3D Relief	<ul style="list-style-type: none"> How to create 3D textures using papier-mâché. Explaining the processes used to make 3D surfaces. How to effectively present work. Designing and planning a successful piece of work. Demonstrating creative use of papier-mâché surface design. Analysing & understanding the work of other artists. Yayoi Kusama & Henry Matisse What it means to be inspired by something. Selecting & Combining techniques. 	<ul style="list-style-type: none"> Manipulating paper to create different surfaces. Tearing, rolling, folding and twisting newspaper. Experimenting with 3D relief. Creative presentation of work. Correct use of art vocabulary. Written and visual explanation of processes. Producing design drawings, planning your work. Selecting appropriate techniques. Applying techniques in a creative way. Understanding and explaining the work of other artists. Taking inspiration from other artists. Planning and then creating your own work in response. Working with collage – cutting and sticking. 	<ul style="list-style-type: none"> Papier-mâché Relief Manipulate Explanation Illustrate Process Adjectives to describe textures. Designing Selecting Appropriate Responding Abstract / Realistic Pattern / Repeating Inspiration Collage Organic 	<p>Class discussions of lesson tasks and key vocabulary.</p> <p>Using sketchbooks to note lesson tasks and define key vocabulary.</p> <p>Regular self-assessment and peer-assessment, written and verbal.</p> <p>Whole class discussion and assessment of work.</p> <p>Reading: teacher led reading of contextual information around materials, processes and the work of other artists.</p>	<ul style="list-style-type: none"> Design Layout Use of space Scale Proportion Cropping Accuracy 2D and 3D form Shapes Measuring 	<p>You need expensive art materials to complete good quality art</p> <p>You can control everything you create.</p> <p>Random experimentation can create good quality art results</p> <p>Art has to be a pretty picture.</p>
Y7 Term 3	<ul style="list-style-type: none"> How art and design are connected. How to create repeat patterns. 	<ul style="list-style-type: none"> Building an image from individual elements. Using tracing paper to create repeat patterns. 	<ul style="list-style-type: none"> Pattern Repetition Symmetry 	<p>Class discussions of lesson tasks and key vocabulary.</p> <p>Using sketchbooks to</p>	<ul style="list-style-type: none"> Design Layout Use of space 	<p>Art is two dimensional</p> <p>There is one correct way to create art.</p>

Shape, Patterns & Repeats Materials & Techniques – Clay and Watercolour	<ul style="list-style-type: none"> • The basics of making work with clay. • Turning 2D designs into 3D. • How to apply and control watercolour paint. • The wide range of results that can be achieved with watercolour. • How to recreate an artist's watercolour process. • How to build a painting in layers. 	<ul style="list-style-type: none"> • Developing designs with colour. • Measuring, cutting and shaping clay to create a tile. • Using the score and slip process to join clay. • Using clay tools for refinement and detail. • Controlling a paint brush. • Demonstrating a range of different watercolour painting techniques. • Selecting appropriate watercolour painting techniques. • Analysing and then recreating the work of an artist. 	<ul style="list-style-type: none"> • Clay • Ceramics • Score & Slip • Firing • Kiln • Refinement • Watercolour • Techniques • Gradient • Blending • Wash • Underpainting 	<p>note lesson tasks and define key vocabulary.</p> <p>Regular self-assessment and peer-assessment, written and verbal.</p> <p>Whole class discussion and assessment of work.</p> <p>Reading: teacher led reading of contextual information around materials, processes and the work of other artists.</p>	<ul style="list-style-type: none"> • Scale • Proportion • Cropping • Accuracy • 2D and 3D form • Shapes • Measuring 	<p>You need to get it right the first time.</p> <p>Mistakes are bad.</p>
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