

## ART Curriculum Overview Table

	Key Knowledge	Key Skills	Key Vocabulary	Reading and Oracy	Numeracy	Common Misconceptions
<p><b>Y11</b> <b>Term 1</b> Mock Exam Project</p>	<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"> <li>• Observation through drawing, planning and making.</li> <li>• Exploring and explaining ideas.</li> <li>• Refining, modifying and adapting ideas.</li> <li>• Experimenting with techniques and processes.</li> <li>• Developing and linking ideas.</li> <li>• Creating a meaningful personal response.</li> <li>• Pupils are able to explicitly explain what they have done, how it can be improved and what they need to do to improve.</li> </ul>	<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>Class discussions of lesson tasks and 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: Research into and understanding of the work of other artists and current exhibitions.</p>	<ul style="list-style-type: none"> <li>• Ratio</li> <li>• Applying proportion</li> <li>• Perspective</li> <li>• Symmetry</li> <li>• Nets</li> <li>• Creating a 3D personal response from 2D plans</li> </ul>	<p>Not using first hand resources such as artist research and exhibitions to inform use of colour, shape, form and texture.</p> <p>Ideas can be directly copied from other artists.</p> <p>Detailed plans are not important.</p> <p>I don't need to look at other artist's work.</p>
<p><b>Y11</b> <b>Term 2</b> Externally Set Exam</p>	<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"> <li>• Observation through drawing, planning and making.</li> <li>• Exploring and explaining ideas.</li> <li>• Refining, modifying and adapting ideas.</li> <li>• Experimenting with techniques and processes.</li> <li>• Developing and linking ideas.</li> <li>• Creating a meaningful personal response.</li> </ul>	<p>ESA Title - set in January.</p> <p>Original Individual Personal Artists Photographers Designers Exhibitions Journey Observation Plan Ideas</p>	<p>Class discussions of lesson tasks and 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: Research into and understanding of the work of other artists and current exhibitions.</p>	<ul style="list-style-type: none"> <li>• Ratio</li> <li>• Applying proportion</li> <li>• Perspective</li> <li>• Symmetry</li> <li>• Nets</li> <li>• Creating a 3D personal response from 2D plans</li> </ul>	<p>Not using first hand resources such as artist research and exhibitions to inform use of colour, shape, form and texture.</p> <p>Ideas can be directly copied from other artists.</p> <p>Detailed plans are not important.</p> <p>I don't need to look at other artist's work.</p>

<b>Y11</b> <b>Term 3</b> Exam / Coursework hand-in	Exam Takes Place.  Completing missing coursework. (If time permits).					
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<b>Y10</b> <b>Term 1</b> <b>Artist Study &amp; Personal Response</b>	Building GCSE Skills through exploring the formal elements, embedding planning time and embedding independent learning.  Learning through exploring the work of other artists.  How to take inspiration to create and develop personal ideas.  Understanding and demonstrating the process of developing and adapting ideas from start to finish.	<ul style="list-style-type: none"> <li>Independence through inspiration of an artist</li> <li>Manipulation of materials</li> <li>Design Process</li> <li>To develop and investigate mixed media through creating, planning and making.</li> <li>Exploring and explaining ideas.</li> <li>Refining, modifying and adapting ideas.</li> <li>Experimenting with techniques and processes through mixed media and a 3D personal response.</li> <li>Recording from observational artist studies, linking ideas.</li> <li>Creating a meaningful personal response, making connections.</li> </ul>	Inspiration Mixed Media Layering Surface Qualities Textures Construction Form Recycled Development Annotation Artist influences Personal response	Class discussions of lesson tasks and key vocabulary.  Regular self-assessment and peer-assessment, written and verbal.  Whole class discussion and assessment of work.  Reading: Research into and understanding of the work of other artists and current exhibitions.	<ul style="list-style-type: none"> <li>Composition</li> <li>Layout</li> <li>Enlargement</li> <li>Reductions</li> <li>Grid drawings</li> <li>3D Construction</li> <li>Scale Drawings</li> <li>Measurements</li> </ul>	Planning order of layering in 2D recreations  Mixing & matching colours incorrectly.  Design process not being followed: 3 initial ideas, 2 developed ideas and a final idea.  Failure to think about/ plan colour, surface textures and motifs within personal response  Failing to annotate ideas with key information
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<b>Y10</b> <b>Term 2</b> <b>Observation &amp; Natural Forms</b>	Embedding and developing GCSE Skills through formal elements, embedding planning time and embedding independent learning through the creation and completion of a personal response.  Developing observational work, working directly from observation.  Developing and mastering prior knowledge and techniques through observation creating a 3D observation.	<ul style="list-style-type: none"> <li>Manipulation of materials and creation of a 3D personal response.</li> <li>Using the design process to create a 3D personal response</li> <li>To develop and investigate a range of mixed media through creating and making.</li> <li>Following a plan</li> <li>Annotation showing exploration and explanation of own ideas</li> <li>Refine, modify and adapt ideas</li> <li>Experiment with techniques and processes through mixed media</li> </ul>	<ul style="list-style-type: none"> <li>Natural Forms</li> <li>Observations</li> <li>Mixed Media</li> <li>Layering</li> <li>Surface Qualities</li> <li>Textures</li> <li>Tone &amp; Shade</li> <li>Light, Mid, Dark</li> <li>Mark making:</li> <li>Dots &amp; Dashes</li> <li>Cross Hatching</li> <li>Directional lines</li> </ul>	Class discussions of lesson tasks and key vocabulary.  Regular self-assessment and peer-assessment, written and verbal.  Whole class discussion and assessment of work.  Reading: Research into and	<ul style="list-style-type: none"> <li>Ratio</li> <li>Applying proportion</li> <li>Perspective</li> <li>Symmetry</li> <li>Nets</li> <li>Creating a 3D personal response from 2D plans</li> <li>Scale up</li> </ul>	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.  3D Observation not planned in
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		<p>within their 3D personal response</p> <ul style="list-style-type: none"> <li>• Creating meaningful personal response</li> <li>• Making Connections</li> </ul>	<ul style="list-style-type: none"> <li>• Colour: <ul style="list-style-type: none"> <li>• Primary, Secondary &amp; Tertiary</li> <li>• Complementary</li> <li>• Application</li> </ul> </li> <li>• Collage: <ul style="list-style-type: none"> <li>• Ripped, torn, twisted, layered, hole punched.</li> </ul> </li> </ul>	<p>understanding of the work of other artists and current exhibitions.</p>		<p>correct stages</p> <p>3D created and made too small</p> <p>Not using first hand material for colour, shape, form, texture.</p>
<p><b>Y10</b> <b>Term 3</b> <b>Developing a Personal Project from a Theme</b></p>	<p>Developing and mastering prior knowledge and skills, processes and techniques in the completion of a themed project</p> <p>A guided project meeting all Assessment Objectives, incorporating the student's own journey, culminating in a personal final piece.</p> <p>How to develop ideas from a themes to produce a complete GCSE exam style project.</p>	<p>To investigate and present a personal journey meeting the 4 assessment objectives through:</p> <ul style="list-style-type: none"> <li>• Observation through drawing, planning and making.</li> <li>• Exploring and explaining ideas.</li> <li>• Refining, modifying and adapting ideas.</li> <li>• Experimenting with techniques and processes.</li> <li>• Developing and linking ideas.</li> <li>• Creating a meaningful personal response.</li> <li>• Pupils are able to explicitly explain what they have done, how it can be improved and what they need to do to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Theme</li> <li>• Develop</li> <li>• Refine</li> <li>• Explore</li> <li>• Original</li> <li>• Individual</li> <li>• Personal</li> <li>• Artists</li> <li>• Photographers</li> <li>• Designers</li> <li>• Exhibitions</li> <li>• Journey</li> <li>• Observation</li> <li>• Plan</li> <li>• Ideas</li> </ul>	<p>Class discussions of lesson tasks and 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: Research into and understanding of the work of other artists and current exhibitions.</p>	<ul style="list-style-type: none"> <li>• Ratio</li> <li>• Perspective</li> <li>• Symmetry</li> <li>• Design</li> <li>• Layout</li> <li>• Use of space</li> <li>• Scale</li> <li>• Proportion</li> <li>• Cropping</li> <li>• Accuracy</li> <li>• 2D and 3D form</li> <li>• Shapes</li> <li>• Measuring</li> </ul>	<p>Not using first hand resources such as artist research and exhibitions to inform use of colour, shape, form and texture.</p> <p>Ideas can be directly copied from other artists.</p> <p>Detailed plans are not important.</p> <p>I don't need to look at other artist's work.</p>
<p><b>Y9</b> <b>Term 1</b> <b>Experimentation with Drawing / Recording in 3D</b></p>	<ul style="list-style-type: none"> <li>• How to draw from observation.</li> <li>• There's more than one way to draw.</li> <li>• Understanding what makes a drawing successful.</li> <li>• Understanding how to draw a 3D object.</li> <li>• The importance of 2D drawing in 3D design.</li> </ul>	<ul style="list-style-type: none"> <li>• Looking closely.</li> <li>• Controlling the pencil: hand-eye co-ordination.</li> <li>• Sketching and planning a drawing.</li> <li>• Drawing a 3D object.</li> <li>• Using tone and texture.</li> <li>• Looking &amp; drawing from</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Continuous Line</li> <li>• Scale</li> <li>• Sketching</li> <li>• Proportions</li> <li>• Refinement</li> <li>• 2D / 3D</li> <li>• Scale &amp; Perspective</li> <li>• Structure</li> </ul>	<p>Class discussions of lesson tasks and key vocabulary.</p> <p>Regular self-assessment and peer-assessment, written and verbal.</p> <p>Whole class discussion</p>	<ul style="list-style-type: none"> <li>• Scale</li> <li>• Enlargement</li> <li>• Reduction</li> <li>• Proportion</li> <li>• Scaling up</li> <li>• 2D to 3D</li> <li>• Nets &amp; Templates</li> </ul>	<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</p>

	<ul style="list-style-type: none"> <li>Understanding how to construct a 3D object from 2D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>different viewpoints.</li> <li>Drawing a 3D object.</li> <li>Methods of folding and joining paper to create a model.</li> <li>Drawing and cutting accurate templates.</li> </ul>	<ul style="list-style-type: none"> <li>Maquette</li> <li>Templates</li> <li>Nets</li> <li>Tabs</li> </ul>	<p>and assessment of work.</p> <p>Reading: teacher led reading of contextual information around materials, processes and the work of other artists.</p>		<p>'Observational object' looks like.</p>
<p><b>Y9</b> <b>Term 2</b> <b>Exploring Ceramics and Photography</b></p>	<ul style="list-style-type: none"> <li>How to create a 3D observational study.</li> <li>Basic skills for working with clay.</li> <li>How to accurately mix paint to colour match an object.</li> <li>How artists use photography.</li> <li>How to take inspiration from other artists.</li> <li>How to take a successful photograph.</li> <li>The basics of using a DSLR camera.</li> </ul>	<ul style="list-style-type: none"> <li>Working with clay to produce an accurate and detailed model of your shoe.</li> <li>Cutting, joining and moulding clay pieces.</li> <li>Paint mixing to decorate the models in a realistic way.</li> <li>Explaining the processes used when working with clay.</li> <li>Explaining how an artwork is made.</li> <li>Using found images to create an artwork.</li> <li>Using a DSLR camera to take photos.</li> <li>Selecting and framing with a camera.</li> </ul>	<ul style="list-style-type: none"> <li>Ceramics</li> <li>Score &amp; Slip</li> <li>Kiln / Firing</li> <li>Accuracy</li> <li>Colour Matching</li> <li>Glazing</li> <li>Photomontage</li> <li>Collage</li> <li>Found Images</li> <li>Surreal</li> <li>Explaining how an artwork is made.</li> <li>Using found images to create an artwork.</li> </ul>	<p>Class discussions of lesson tasks and 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"> <li>Nets</li> <li>Scale</li> <li>Enlargement</li> <li>Reduction</li> <li>Proportion</li> <li>Scaling up</li> <li>Creating a 3D personal response from 2D plans</li> </ul>	<p>A 3 Dimensional observation can be created without your object.</p> <p>3 Dimensional artwork does not need to be planned</p> <p>Not looking at your object</p> <p>Thinking they 'know' what their 'Observational object' looks like.</p>
<p><b>Y9</b> <b>Term 3</b> <b>Art with a Message</b></p>	<ul style="list-style-type: none"> <li>How artwork can engage with contemporary issues.</li> <li>How artists use text in their work to communicate a message.</li> <li>How to explore ideas with a mind-map.</li> <li>How to explore and develop ideas.</li> <li>How to design text and lettering.</li> <li>How to translate a design idea</li> </ul>	<ul style="list-style-type: none"> <li>Analysing and explain the work of artists.</li> <li>Identifying meaning and messages in artwork.</li> <li>Recording ideas as notes.</li> <li>Planning and Developing Ideas.</li> <li>Sketching multiple ideas and identifying the best one.</li> <li>Designing and creating successful lettering.</li> <li>Sketching outlines.</li> </ul>	<ul style="list-style-type: none"> <li>Contemporary</li> <li>Typography &amp; Text</li> <li>Protest</li> <li>Initial Ideas</li> <li>Developed Ideas</li> <li>Scale</li> <li>Proportion</li> <li>Graphic Design</li> <li>Layout</li> </ul>	<p>Class discussions of lesson tasks and key vocabulary.</p> <p>Examples of artists using words to communicate in artwork.</p> <p>Note-making and development of ideas through mind-maps.</p>	<ul style="list-style-type: none"> <li>Measurements</li> <li>Scale</li> <li>Enlargement</li> <li>Reduction</li> <li>Proportion</li> <li>Scaling up</li> <li>Layout</li> </ul>	<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>

	<ul style="list-style-type: none"> <li>into a finished artwork.</li> <li>Understanding when work is finished.</li> <li>How artists can use any material to create artwork.</li> <li>How abstract images can have meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Planning layout.</li> <li>Underpainting and Painting in layers.</li> <li>Precision when painting.</li> <li>Refining and finishing a piece of work.</li> <li>Creating artwork from found materials.</li> <li>Constructing a picture in pieces.</li> <li>Selecting and arranging materials with purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Outlines</li> <li>Underpainting</li> <li>Refinement</li> <li>Abstract</li> <li>Recycling</li> <li>Repurposing</li> <li>Collage</li> </ul>	<p>Creative use of language in own designs.</p> <p>Regular self-assessment and peer-assessment, written and verbal.</p> <p>Reading: teacher led reading of contextual information around materials, processes and the work of other artists.</p>		
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<p><b>Y8</b></p> <p><b>Term 1</b></p> <p><b>Observational Drawing &amp; Colour Theory</b></p>	<ul style="list-style-type: none"> <li>How to draw from observation.</li> <li>There's more than one way to draw.</li> <li>Understanding what makes a drawing successful.</li> <li>Understanding the colour wheel</li> <li>Using proportion and ratio to mix different colours</li> <li>How to present art work in an effective way.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how to draw a 3D object.</li> <li>Using colour successfully to convey 3 dimensions in a 2d drawing</li> <li>Understanding how to use different media and drawing processes.</li> <li>Working effectively with paint</li> <li>Understanding basic colour mixing</li> <li>Demonstrate understanding of paint application</li> <li>Designing a page to demonstrate understanding of colour mixing principles</li> </ul>	<ul style="list-style-type: none"> <li>Design</li> <li>Theme</li> <li>Scale</li> <li>Observation</li> <li>Proportion</li> <li>Instruction</li> <li>Line</li> <li>Tone</li> <li>Palette</li> <li>Ratio</li> <li>Primary</li> <li>Secondary</li> <li>Tertiary</li> <li>Presentation</li> <li>Refine</li> </ul>	<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"> <li>Proportion</li> <li>Measuring</li> <li>Structures</li> <li>Planning for Scale</li> <li>Division</li> <li>Ratio</li> <li>Percentages</li> <li>Layouts</li> <li>Spatial Awareness</li> </ul>	<p>Recreating 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>Green, Purple and Orange cannot be made.</p> <p>All colours cannot be created/ mixed by 3 primary colours</p>
<p><b>Y8</b></p>	<ul style="list-style-type: none"> <li>How to create tints and shades of a colour</li> </ul>	<ul style="list-style-type: none"> <li>Understand how adding black and white proportionally effects</li> </ul>	<ul style="list-style-type: none"> <li>Tint</li> <li>Shade</li> </ul>	<p>Class discussions of lesson tasks and key</p>	<ul style="list-style-type: none"> <li>Proportion</li> <li>Measuring</li> </ul>	<p>Adding black makes colours darker.</p>

<p><b>Term 2</b> Advanced Colour Mixing &amp; Learning from Artists</p>	<ul style="list-style-type: none"> <li>• How to mix complementary colours effectively</li> <li>• Using complementary colours to make each other 'pop'</li> <li>• How to analyse and recreate an artist's work</li> <li>• How to accurately mix observed colours</li> <li>• How to use an artist's work as inspiration for artwork made with imagination and creativity</li> </ul>	<p>a colour</p> <ul style="list-style-type: none"> <li>• Understand the principles of basic colour theory</li> <li>• Learn to annotate experiments effectively</li> <li>• Deconstruct an artist's work through observation to understand their use of colour</li> </ul>	<ul style="list-style-type: none"> <li>• Pastel</li> <li>• Monochrome</li> <li>• Annotate</li> <li>• Accuracy</li> <li>• Colour matching</li> <li>• Composition</li> <li>• Colour scheme</li> </ul>	<p>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"> <li>• Grids</li> <li>• Layouts</li> <li>• Spatial Awareness</li> <li>• Planning for Scale</li> <li>• Division</li> <li>• Ratio</li> <li>• Percentages</li> </ul>	<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> <p>Black is an important colour when mixing and matching colours.</p> <p>Complementary colours are colours that go 'nicely together'</p>
<p><b>Y8</b> <b>Term 3</b></p>	<ul style="list-style-type: none"> <li>• Introduction to basic relief printing</li> <li>• Making an artwork that is planned and developed in stages</li> <li>• Work from an object to a final outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing the work of artists and their processes</li> <li>• Understanding the process and theory of making a relief print</li> <li>• Understanding how subject matter and process create meaning in an artwork</li> <li>• Planning and developing an artwork in stages</li> <li>• Improving and refining artwork</li> <li>• Create an individual response</li> <li>• Begin to develop critical understanding of sources</li> <li>• Demonstrate understanding of experimentation</li> </ul>	<ul style="list-style-type: none"> <li>• Relief</li> <li>• Design</li> <li>• Subject matter</li> <li>• Process</li> <li>• Layer</li> <li>• Print</li> <li>• Improve</li> <li>• Analyse</li> <li>• Mixed media</li> <li>• Respond</li> <li>• Selecting</li> <li>• Refine</li> <li>• Source</li> <li>• Experiment</li> <li>• Outcome</li> <li>• Inspiration</li> </ul>	<p>Class discussions of lesson tasks and 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"> <li>• Proportion</li> <li>• Measuring</li> <li>• Grids</li> <li>• Layouts</li> <li>• Spatial Awareness</li> <li>• Planning for Scale</li> <li>• Division</li> <li>• Process &amp; Stages</li> <li>• Ratio</li> <li>• Percentages</li> </ul>	<p>No need to record what colours you have used to create a colour.</p> <p>Artists only work from their imagination.</p> <p>Artwork is always created without planning and development.</p> <p>Artists make one version of an artwork.</p>

<p><b>Y7</b> <b>Term 1</b> Observation &amp; Mark-Making</p>	<ul style="list-style-type: none"> <li>• Expectations for Art Lessons.</li> <li>• How to design and make personal and creative sketchbook covers.</li> <li>• Planning is essential to producing successful designs.</li> <li>• How to draw from observation.</li> <li>• There's more than one way to draw.</li> <li>• Learning what makes an artwork successful.</li> <li>• The importance of sketching.</li> <li>• How to create a wide range of marks.</li> <li>• How textures are created through mark-making.</li> <li>• Marks are the building blocks that create an image.</li> <li>• Learning from recreating the work of other artists.</li> <li>• Learning how to take ideas from other artists' work.</li> <li>• Art doesn't have to be made with pencils and paint.</li> <li>• How to use layout grids to present work.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing multiple ideas. Choosing and creating a successful idea.</li> <li>• Looking closely.</li> <li>• Using our senses.</li> <li>• Hand-eye coordination.</li> <li>• Discussing and assessing your own work. Giving feedback to others.</li> <li>• Working on a larger scale.</li> <li>• Using tone and texture.</li> <li>• Selecting appropriate materials and methods of mark-making.</li> <li>• Using Pencil, Charcoal &amp; Pen for different kinds of marks.</li> <li>• Demonstrating and describing a wide range of mark-making.</li> <li>• Presenting work creatively.</li> <li>• Selecting &amp; Cropping.</li> <li>• Recreating an image.</li> <li>• Creating work inspired by an artist.</li> <li>• Drawing with pens.</li> <li>• Mark-making using a variety of implements.</li> <li>• Using non-art materials to make marks.</li> <li>• Planning presentation and layout of sketchbook pages.</li> <li>• Using a ruler and measuring.</li> <li>• Explaining the processes learnt in previous lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketchbook</li> <li>• Design</li> <li>• Sketch</li> <li>• Observation</li> <li>• Imagination</li> <li>• Recreate</li> <li>• Accurate</li> <li>• Layout &amp; Presentation</li> <li>• Self-assessment &amp; Peer-assessment</li> <li>• Tone &amp; Texture</li> <li>• Scale</li> <li>• Proportion</li> <li>• Mark-Making</li> <li>• Charcoal</li> <li>• Hatching &amp; Cross-Hatching</li> <li>• Textures</li> <li>• Dots, Dashes, Lines</li> <li>• Cropping</li> <li>• Materials</li> <li>• Recreate</li> <li>• Inspiration</li> <li>• Water-Colour</li> <li>• 3D Form</li> <li>• Stains</li> <li>• Implements</li> <li>• Experimentation</li> <li>• Layout</li> <li>• Presentation</li> </ul>	<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"> <li>• Design</li> <li>• Layout</li> <li>• Use of space</li> <li>• Scale</li> <li>• Proportion</li> <li>• Cropping</li> <li>• Accuracy</li> <li>• 2D and 3D form</li> <li>• Shapes</li> <li>• Measuring</li> <li>• Using rulers – division and multiplication.</li> </ul>	<p>A sketch or drawing needs to have an outline.</p> <p>A drawing has to look exactly like the real thing.</p> <p>Presentation isn't important.</p> <p>To improve your work you need to add detail.</p> <p>Artists work in isolation.</p> <p>You have to use bought art media to sketch, draw and paint.</p>
<p><b>Y7</b> <b>Term 2</b></p>	<ul style="list-style-type: none"> <li>• How to create 3D textures using papier-mâché.</li> <li>• Explaining the processes used to make 3D surfaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulating paper to create different surfaces.</li> <li>• Tearing, rolling, folding and twisting newspaper.</li> </ul>	<ul style="list-style-type: none"> <li>• Papier-mâché</li> <li>• Relief</li> <li>• Manipulate</li> <li>• Explanation</li> </ul>	<p>Class discussions of lesson tasks and key vocabulary.</p> <p>Using sketchbooks to</p>	<ul style="list-style-type: none"> <li>• Design</li> <li>• Layout</li> <li>• Use of space</li> <li>• Scale</li> </ul>	<p>You need expensive art materials to complete good quality art</p> <p>You can control everything you</p>

<p><b>Texture, Surface &amp; 3D Relief</b></p>	<ul style="list-style-type: none"> <li>• How to effectively present work.</li> <li>• Designing and planning a successful piece of work.</li> <li>• Demonstrating creative use of papier-mâché surface design.</li> <li>• Analysing &amp; understanding the work of other artists.</li> <li>• Yayoi Kusama &amp; Henry Matisse</li> <li>• What it means to be inspired by something.</li> <li>• Selecting &amp; Combining techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Experimenting with 3D relief.</li> <li>• Creative presentation of work.</li> <li>• Correct use of art vocabulary.</li> <li>• Written and visual explanation of processes.</li> <li>• Producing design drawings, planning your work.</li> <li>• Selecting appropriate techniques.</li> <li>• Applying techniques in a creative way.</li> <li>• Understanding and explaining the work of other artists.</li> <li>• Taking inspiration from other artists.</li> <li>• Planning and then creating your own work in response.</li> <li>• Working with collage – cutting and sticking.</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate</li> <li>• Process</li> <li>• Adjectives to describe textures.</li> <li>• Designing</li> <li>• Selecting</li> <li>• Appropriate</li> <li>• Responding</li> <li>• Abstract / Realistic</li> <li>• Pattern / Repeating</li> <li>• Inspiration</li> <li>• Collage</li> <li>• Organic</li> </ul>	<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"> <li>• Proportion</li> <li>• Cropping</li> <li>• Accuracy</li> <li>• 2D and 3D form</li> <li>• Shapes</li> <li>• Measuring</li> </ul>	<p>create.</p> <p>Random experimentation can create good quality art results</p> <p>Art has to be a pretty picture.</p>
<p><b>Y7</b></p> <p><b>Term 3</b></p> <p><b>Shape, Patterns &amp; Repeats</b></p> <p><b>Materials &amp; Techniques – Clay and Watercolour</b></p>	<ul style="list-style-type: none"> <li>• How art and design are connected.</li> <li>• How to create repeat patterns.</li> <li>• The basics of making work with clay.</li> <li>• Turning 2D designs into 3D.</li> <li>• How to apply and control watercolour paint.</li> <li>• The wide range of results that can be achieved with watercolour.</li> <li>• How to recreate an artist's watercolour process.</li> <li>• How to build a painting in layers.</li> </ul>	<ul style="list-style-type: none"> <li>• Building an image from individual elements.</li> <li>• Using tracing paper to create repeat patterns.</li> <li>• Developing designs with colour.</li> <li>• Measuring, cutting and shaping clay to create a tile.</li> <li>• Using the score and slip process to join clay.</li> <li>• Using clay tools for refinement and detail.</li> <li>• Controlling a paint brush.</li> <li>• Demonstrating a range of different watercolour painting techniques.</li> <li>• Selecting appropriate watercolour painting techniques.</li> <li>• Analysing and then recreating the work of an artist.</li> </ul>	<ul style="list-style-type: none"> <li>• Pattern</li> <li>• Repetition</li> <li>• Symmetry</li> <li>• Clay</li> <li>• Ceramics</li> <li>• Score &amp; Slip</li> <li>• Firing</li> <li>• Kiln</li> <li>• Refinement</li> <li>• Watercolour</li> <li>• Techniques</li> <li>• Gradient</li> <li>• Blending</li> <li>• Wash</li> <li>• Underpainting</li> </ul>	<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"> <li>• Design</li> <li>• Layout</li> <li>• Use of space</li> <li>• Scale</li> <li>• Proportion</li> <li>• Cropping</li> <li>• Accuracy</li> <li>• 2D and 3D form</li> <li>• Shapes</li> <li>• Measuring</li> </ul>	<p>Art is two dimensional</p> <p>There is one correct way to create art.</p> <p>You need to get it right the first time.</p> <p>Mistakes are bad.</p>



