

Subject Group	Subject Set	Art
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Year 7	Term	Aut 1		Unit 1		Autumn 2		Term	Spr 1		Unit 3		Term	Spr 2		Unit 4		Term	Sum 1		Unit 5		Term	Sum 2		Unit 6		Assessment
		Curriculum/Syllabus Coverage	Colour Theory	Unit	1	Curriculum/Syllabus Coverage	Mono Printing		Curriculum/Syllabus Coverage	Notan	Curriculum/Syllabus Coverage	Observational Drawing		Curriculum/Syllabus Coverage	Urban Sketching	Curriculum/Syllabus Coverage	Positive Protest											
Overview		that knowledge through practical hands on invest		Students study artist Eugene Sevguy and recreate		This unit is an exploration into the Japanese art of Notan. It focuses on the formal element - Space and looks at the artwork of Kusama. Students are assessed on their own version of a notan and a collage in the style of Kusama			This unit focuses on building students confidence with observational drawing. Looking at Line and Vincent Van Gogh, students will create a still life composition which will be drawn with pencil first and oil pastel will be used to apply colour. They are assessed on this alongside a tonal drawing of a pepper.		This unit focuses on looking at the local landscape and creating line drawings of the London skyline. We look at the artist Che Kumar. Students are assessed on their urban sketches of the skyline and a collage in response to Yoni Alter and Che Kumar's work			This unit looks at the graphic designer and artist Rebecca Strickson. It looks at protest and union banners and repeat pattern. Students create their own COLASP inspired banner and paint this using previously learnt painting skills. They are assessed on their final banner alongside an artist research page on Strickson			How to create a mirror repeat pattern, paint mixing with poster paints, accurate application of paint, font making, artist page presentation, artist analysis.			AO1: Investigate and demonstrate critical understanding of sources. AO4: present a response that demonstrates understanding of visual language								
Sequencing knowledge & skills		Autumn 1: mixing colour, mixing hues, tints, shades, artist page on Matisse, collage, observational drawing using a grid and painting techniques.		Autumn 2: oil pastel mono printing, mark-making, drawing to scale, gradual fade, colour blends and texture with paint, learning to match colours precisely to an image. 2. introduction to textures, linear drawing, poly printing, mono print.		Japanese paper cutting technique of Notan. Introduction to collage, artist investigation of Yayoi Kusama, collage of own design			Observational drawing of 3 different fruits, tonal drawing, measured drawing, shade and tone.		Identify London buildings in artwork, recreate Kumar's work, study yoni alters techniques and apply over a skyline image of London. A study of St Paul's cathedral			How to create a mirror repeat pattern, paint mixing with poster paints, accurate application of paint, font making, artist page presentation, artist analysis.														
Literacy & reading		wheel, complementary and tertiary colours, hues, tints, shades, artist page on Matisse, collage, observational drawing using a grid and painting techniques.		stures, mark making, refine, transfer, poly block print		KW: collage, positive and negative space, observational drawing, refine, collage on larger scale.			KW: still life, composition, line, negative space.		KW: skyline, city buildings, annotations, visual connection, recording, research page, simplify			KW: scale, proportions, composition, linear, line drawing, font, foreground, middle and background.														
Differentiation for MA & LA		ed images with harder techniques need. LA: simple step by step examples and demonstrations. LA: simple step by step examples and demonstrations. LA: simple step by step examples and demonstrations.		end example with more complex images. LA: simple step by step examples and demonstrations. LA: simple step by step examples and demonstrations.		MA: high end example with more complex images. LA: simplified image			MA: high end examples. LA: keywords and questions and step by step		MA: gcase annotations LA: annotation break down sheet			MA: middle, back and foreground must be included. LA: one flat composition.														
Enrichment & cultural refs		and how they can inspire and encourage your own work. Cultural link to Matisse and the abstract art movement.		KS3 whole school Winter project - learn about focus on winter. Cultural link to a new artist and how their work can be inspired.		Notan, carabean fruits			historical and contemporary insight		exploring the city we live in.			Historical protests, feminism and LGBTQ+ rights														
British Vals & SMSC		SMSC: cultural link to Matisse and the abstract art movement.		SMSC: cultural link to Yayoi Kusama, Veronica Ryan and Notan		SMSC: cultural link to Che Kumar and Yoni Alter's artwork			SMSC: historical artist and study		SMSC: cultural link to a new artist Ben Newman			SMSC: cultural link to new artist Melinda Hackett														
Personal Devt		and present in a personal way. Pride encourage		2. Winter project: Homework to foster independence		Spatial awareness			independent decision making		understanding the city we live in			spatial awareness														
Careers		1. painter, printmaker, interior designer.		2. print maker, designer, fabric designer		Collage artist, designer			illustrator, designer, artist		architect, interior designer, city planner			graphic designer, artist, curator, gallery manager														

Year 8	Term	Aut		Unit 7&8		Term	Spr		Unit 9&10		Term	Sum		Unit 11&12		Assessment			
		Curriculum/Syllabus Coverage	Natural forms - printing	Unit	7&8		Curriculum/Syllabus Coverage	Portraiture	Curriculum/Syllabus Coverage	Ben Newman Masks		Curriculum/Syllabus Coverage	Clay titles						
Overview		of Angle Lewin. They focus on the formal element of line and colour mixing. Focusing on colour students		This unit looks at self identity and expression through art. Students study the work of Frida Kahlo and analyse her work. Students create detailed drawings on eyes and nose and then draw their own self portraits. Students are assessed on their features drawings and self portraits			This unit continues to look at self identify this time looking at the work of Michael Craig Martin. Students create a background for their self portraits using items symbolic to them. Students are assessed on their final piece		This unit begins a term in which students work in 3d mediums beginning with cardboard relief masks in the style of graphic designer and artist Ben Newman. Focusing on shape students turn animal images into geometric shapes and begin to create a mask in this style. They are assessed on their mask drawings alongside their final mask			This unit continues exploration in 3d mediums students get a basic introduction to using clay. Students look at both texture and shape and study the artist Melinda Hackett to create a small clay tile. They will be assessed on an artist research page on Melinda Hackett.			AO1: Investigate and demonstrate critical understanding of sources. AO4: present a response that demonstrates understanding of visual language				
Sequencing knowledge & skills		observational drawing, composition, line printing		our mixing and blending, Collage, artist analysis, m			Artist analysis, identify, observational drawing, proportions, scale.		Artist analysis, symbolism, painting and tints and shades, scale			Animals and what they represent, historical masks, geometric, accuracy and health and safety		artist analysis, how to use clay and the basics to mark making and texture. How to build with clay, applying paint and glaze					
Literacy & reading		KW: Lino, composition, simplify, transfer		mixed media, pattern, blend, secondary, primary, ter			KW: proportion, portraiture, scale.		KW: scale, tints, shades, symbolism			KW: Geometric shapes, craft knife, accuracy, safety		KW: Slip, score, shape.					
Differentiation for MA & LA		er examples and demonstrations. LA: simple step by step examples and demonstrations. LA: simple step by step examples and demonstrations.		er examples and demonstrations. LA: simple step by step examples and demonstrations. LA: simple step by step examples and demonstrations.			MA: High end examples. LA: grids and tracing to help with getting proportions correct, pre-drawn self identify and expression through creative avenues		MA: High end examples. LA: grids and symbols to trace			MA: High end exemplar LA: student success criteria and how to make progress sheets		MA: High end exemplar work LA: simple shapes and instructions to follow with images					
Enrichment & cultural refs		Cultural link - sustainability and the environment.		Shapes and nature			Self identify and expression through creative avenues		Self identify and expression through creative avenues			SMSC: cultural link to new artist Ben Newman		SMSC: cultural link to new artist Melinda Hackett					
British Vals & SMSC		SMSC: cultural link to angle Lewin		SMSC: cultural link to Beatriz Mihaze			SMSC: cultural link to Frida Kahlo, self expression		SMSC: cultural link to a new artist Ben Newman			SMSC: cultural link to new artist Melinda Hackett							
Personal Devt		th and safety and responsibility using new equipm		Winter project: Homework to foster independence			Considering what makes you, you and the importance of being you!		Considering how to show your personality through art			independent decision making		Health and safety, exploration of new medium, resilience					
Careers		designer, artist, illustrator.		designer, artist, illustrator.			Artist, illustrator, graphic designer		Graphic designer, illustrator			graphic designer, illustrator, art curator, gallery assistant, historian		Ceramist					

Year 9	Term	Aut		Unit 13&14		Term	Spr		Unit 15&16		Term	Sum		Unit 17		Assessment			
		Curriculum/Syllabus Coverage	Portraiture	Unit	13&14		Curriculum/Syllabus Coverage	Doodle Bombing	Curriculum/Syllabus Coverage	Ben Eine		Curriculum/Syllabus Coverage	Animals in Art	Curriculum/Syllabus Coverage	The British Library				
Overview		at, this time focusing on the contours. They will baskills. Students use acrylic paint of the first time and		This unit begins the students exploration of graffiti and murals. They begin by looking at Hatthe slewart and her doodle bombs by making their own stickers and magazine in her style. In this unit the formal element that they will look at is Line.They are assessed on their final magazine front cover			This unit continues to look at graffiti art, this time looking at Ben Eine. Students will create a letter plan of his work and then complete their own paper cut out collage of his work. Continuing to focus on Line, students will be assessed on their final letter plan (drawing) and their collage		This unit looks at the street artist ROA and how he captures animals in art. Students focus on texture and create drawings of animals in his style, this time focusing on the mark making techniques to create fur and features. Students are assessed on their final outcome - a mixed media piece in his style			This final unit of year 9 looks at the artist Yinka Shonbare and his famous artwork the British Library. This gives students a more contextual look at art and how work can spread a political and important message. Students look at Pattern by studying his prints and creating a hand sewn notebook. Students are assessed on their final piece and an artist research page			AO1: Investigate and demonstrate critical understanding of sources. AO4: present a response that demonstrates understanding of visual language				
Sequencing knowledge & skills		ering, acrylic painting, colour mixing, complement		ering, acrylic painting, colour mixing, compleme			Artist analysis, continuation of her doodles, creating their own, mixed media, self expression		Artist analysis, use of lettering and font, self expression, paper cutting, layering			Artist Analysis, Texture, mark making, painting and brush strokes.		Artist analysis, pattern and print, repeat pattern and motif, wax resist					
Literacy & reading		onal people, composition, repeat design. KEY word		Key words - doodle, sketching, graphic, bold, expressive			Key words - font, layering, graphic, bold		KW: Dense, sparse, texture.			KW: Wax print, resist, motif							
Differentiation for MA & LA		sh for progress GCSE drawing criteria LA: simplif		sh for progress GCSE drawing criteria LA: simplif			Identities												
Enrichment & cultural refs		Influential celebrity portraits and work studied		Influential celebrity portraits and work studied															
British Vals & SMSC		SMSC: cultural link to new artist REWA		SMSC: cultural link to new artist REWA			SMSC: cultural link to pop art movement		SMSC: cultural link to new artist and how he spreads a positive message with his work			SMSC: Cultural link to new artist ROA		SMSC: looking at Yinka Shonbare and his comment on history and war.					
Personal Devt		Personal outcome, independent learning		Personal outcome, independent learning			Understanding your own identity and creating a personal response to your ideas surrounding this modern and contemporary art curator, advertisement, marketing		Community and positive messaging			Community		History and celebration of different cultures					
Careers		Designer, portrait artist, colour designer		Designer, portrait artist, colour designer			Art curator, marketing, graphic designer		Art curator, marketing, graphic designer			ceramicist, designer							

Year 10	Term	Aut		Unit 18		Term	Spr		Unit 19		Term	Sum 1		Unit 20		Term	Sum 2		Unit 21		Assessment
		Curriculum/Syllabus Coverage	Natural forms - flora and fauna	Unit	18		Curriculum/Syllabus Coverage	Natural Forms - Printing	Curriculum/Syllabus Coverage	Natural forms - Under the sea											
Overview		ainting. Students are encouraged to explore different sources as well as shown ho		This unit focuses on the Art of Emily Jackson and develops students skills in 2 different printing methods. Students analyse the work and then begin building their own response to it			This unit focuses on under the sea and is by a trip to the sea life centre accompanied by a trip to the sea life centre for students to gather primary resources photos. These photos inspire drawings and studies. Their final exam in year 10 will focus on a study of a chosen image from the aquarium. They then learn skills in using clay inspired by the artist Courtney Mattison and silk painting inspired by Yelena James		This unit focuses on under the sea and is by a trip to the sea life centre accompanied by a trip to the sea life centre for students to gather primary resources photos. These photos inspire drawings and studies. Their final exam in year 10 will focus on a study of a chosen image from the aquarium. They then learn skills in using clay inspired by the artist Courtney Mattison and silk painting inspired by Yelena James			This unit focuses on under the sea and is by a trip to the sea life centre accompanied by a trip to the sea life centre for students to gather primary resources photos. These photos inspire drawings and studies. Their final exam in year 10 will focus on a study of a chosen image from the aquarium. They then learn skills in using clay inspired by the artist Courtney Mattison and silk painting inspired by Yelena James		This unit focuses on under the sea and is by a trip to the sea life centre accompanied by a trip to the sea life centre for students to gather primary resources photos. These photos inspire drawings and studies. Their final exam in year 10 will focus on a study of a chosen image from the aquarium. They then learn skills in using clay inspired by the artist Courtney Mattison and silk painting inspired by Yelena James			AO1: Investigate and demonstrate critical understanding of sources. AO4: present a response that demonstrates understanding of visual language				
Sequencing knowledge & skills		watercolour, Karl Blossfeldt, polyboard printing, acrylic flower painting, flower deve		Screen printing, Lino printing, paper cutting, mark making, thread drawing			Clay rules, what is clay, where does it come from, Artist analysis, linking to coral and coral reefs		How silk painting works, different blending and development techniques, Artist analysis												
Literacy & reading		arbon transfer, Mandala, stencils, sponge and spray techniques, experimentation pages, artist invest		KW: study page, screen, ink, medium, gouge.			KW: ceramics in the world, coil building techniques, texture, slab building		KW: Silk paint, gutta, precise.												
Differentiation for MA & LA		MA: high end exemplars. LA: student friendly success criteria		MA: targeted questioning and high end exemplars. LA: success criteria			MA: extension and other artist LA: practise tile		ceramics around the world												
Enrichment & cultural refs		Trip to Kings college Science museum		Links to the art of Emily Jackson			SMSC: cultural and historical link to the origins of clay		SMSC - silk painting												
British Vals & SMSC		SMSC: cultural link to Mandala designs and Jessica Swifts work																			
Personal Devt		independent thinking and decision making		spatial awareness			spatial awareness		ceramicist, designer												
Careers		graffiti artist, designer, artist		wildlife photographer			ceramicist, designer														

Year 11	Term	Aut		Unit 22		Term	Spr - sum		Unit 23		Assessment		
		Curriculum/Syllabus Coverage	Extended Project	Unit	22		Curriculum/Syllabus Coverage	EXAM					
Overview		AO1: Developing ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record Ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.		AO1: Developing ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record Ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.								AO1: Investigate and demonstrate critical understanding of sources. AO4: present a response that demonstrates understanding of visual language	
Sequencing knowledge & skills		Annotations, researching and analysing artists, reflect and improve.		Annotations, researching and analysing artists, reflect and improve.									
Literacy & reading		Project sizzler: further artist research/investigations, further development pages		Project sizzler: further artist research/investigations, further development pages									
Differentiation for MA & LA		Cultural Capital - visiting art galleries and exhibitions.		End of GCSE exhibition									
Enrichment & cultural refs		SMSC: cultural link to a variety of artists and art movements		SMSC: cultural link to a variety of artists and art movements									
British Vals & SMSC		Judiciously selecting and exploring artists of their choice		GCSE results and Art GCSE Portfolio									
Personal Devt		Artist, Curator, designer, art dealer, marketing, art restoration, auction house		Artist, Curator, designer, art dealer, marketing, art restoration, auction house									

Year 12	Term	Aut 1		Unit 61		Term	Spr 1		Unit 63		Term	Spr 2		Unit 64		Term	Sum 1		Unit 65		Term	Sum 2		Unit 66		Assessment
		Curriculum/Syllabus Coverage	Portrait skills based	Unit	61		Curriculum/Syllabus Coverage	C3	Curriculum/Syllabus Coverage	C4		Curriculum/Syllabus Coverage	C5	Curriculum/Syllabus Coverage	C6											
Overview		skill and artist working towards lots of mini final outcomes. Skills included print m		Personal investigation. Students choose a topic that they are interested in and develop it into a project. They begin by researching and taking photos. They create studies and responses to these photos. AO1: Developing ideas through investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3: Record Ideas, observations and insights relevant to intentions as work progresses. AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.																					AO1: Investigate and demonstrate critical understanding of sources. AO4: present a response that demonstrates understanding of visual language	
Sequencing knowledge & skills		Further reading around topics, research texts.		Further reading around topics, research texts.																						
Literacy & reading		Sentences starters, artist jump offs, structure for written analysis		Sentences starters, artist jump offs, structure for written analysis																						
Differentiation for MA & LA		Visiting museums and art galleries		Visiting museums and art galleries																						
Enrichment & cultural refs		Cultural link to a variety of artists and art movements		Cultural link to a variety of artists and art movements																						
British Vals & SMSC		Judiciously selecting and exploring artists of their choice		Judiciously selecting and exploring artists of their choice																						
Personal Devt		Art curator, designer, art dealer, marketing, art restoration		Art curator, designer, art dealer, marketing, art restoration																						

Year 13	Term	Aut 1		Unit 71		Term	Spr 1		Unit 73		Term	Spr 2		Unit 74		Term	Sum 1		Unit 75		Term	Sum 2		Unit 76		Assessment
		Curriculum/Syllabus Coverage	C1	Unit	71		Curriculum/Syllabus Coverage	C3	Curriculum/Syllabus Coverage	C4		Curriculum/Syllabus Coverage	C5	Curriculum/Syllabus Coverage	C6											
Overview		Further reading around topics, research texts.		Further reading around topics, research texts.																					AO1: Investigate and demonstrate critical understanding of sources. AO4: present a response that demonstrates understanding of visual language	
Sequencing knowledge & skills		Sentences starters, artist jump offs, structure for written analysis		Sentences starters, artist jump offs, structure for written analysis																						
Literacy & reading		Visiting museums and art galleries		Visiting museums and art galleries																						
Differentiation for MA & LA		Cultural link to a variety of artists and art movements		Cultural link to a variety of artists and art movements																						
Enrichment & cultural refs		Judiciously selecting and exploring artists of their choice		Judiciously selecting and exploring artists of their choice																						
British Vals & SMSC		Art curator, designer, art dealer, marketing, art restoration		Art curator, designer, art dealer, marketing, art restoration																						