

Art and Design - Long Term Plans

Year 7

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Under the Sea 7 lessons	Under the Sea 7 lessons	Aboriginal Art 5 lessons	Aboriginal Art 6 lessons	Monsters 6 lessons	Monsters 7 lessons
Learning objectives Substantive and procedural knowledge covered in the unit	<p>To understand the role of the formal elements in art and design.</p> <p>To understand and describe the formal elements: Line, Tone, Shape, Form, Pattern, Texture, Space and Colour.</p> <p>To understand the role of colour theory within art and design.</p> <p>To be able to describe how the colour wheel works in art.</p> <p>To understand how to group and mix colours.</p>	<p>To understand and apply different compositional techniques - crop, rotate, overlap, focal point and off centering to a final outcome.</p> <p>To explain how pollution is affecting our oceans.</p> <p>To describe the term observational drawing.</p> <p>To apply observational drawing skills to drawings of pollution objects.</p> <p>To develop mixing, blending and painting skills using watercolour.</p> <p>To analyse and describe the work of Mike Salven.</p> <p>To apply Mike Salven's style, techniques and colour palette to your own painting.</p> <p>To understand the term refinement.</p>	<p>To understand the different aspects of Aboriginal Culture.</p> <p>To describe the term dreamtime stories and how they were an important part of aboriginal culture.</p> <p>To be able to use art as a vehicle to tell a story.</p> <p>To describe the term symbolism and its role within aboriginal artwork.</p> <p>To apply a variety of compositional techniques to create interesting artwork and to tell a story.</p>	<p>To analyse and describe the work of artist Michael Tjakamarra.</p> <p>To explain how Michael Tjakamarra's work was inspired by politics and his culture.</p> <p>To describe how art was used as a powerful tool for aboriginal people and their culture.</p> <p>To understand the purpose of enlargement and how to enlarge a design using the grid method.</p> <p>To understand the term earthy colour palette and their origins.</p> <p>To apply traditional aboriginal dot painting techniques using acrylic paint and a dowel.</p> <p>To understand the role of colour mixing within colour theory and the use of tints and shades.</p>	<p>To apply the formal element of line to a continuous line monster drawing.</p> <p>To understand the use of moodboards in art and design.</p> <p>To understand the purpose and application of annotation.</p> <p>To understand how to effectively research an artist.</p> <p>To apply the formal elements of tone, form, texture and colour to a piece of work.</p>	<p>To understand how to blend colouring pencils to create a gradient.</p> <p>To explain how colour theory is used within illustration and graphic communication.</p> <p>To understand the process of creating sculptures out of paper mache pulp.</p> <p>To create an instructional illustrated poster to demonstrate the process of To be able to paint the monster sculpture to include texture and tone using acrylic paint.</p>
Key ideas/ Themes:	Formal Elements Colour Theory	Cross Curricular Link - Pollution Observational Drawing Composition Artist Research	Aboriginal Culture Symbolism Composition	Traditional Painting techniques Artist Research Enlargement	Continuous line drawing Typography Moodboards Character Design Artist Research	Formal elements - Tone/Texture/Colour/Form Sculpture Acrylic Paint
Prerequisite knowledge:	Student Knowledge from Year 6 is unknown and needs to be assessed during the first term. All students are re-learning/learning the formal elements and colour theory as they are the fundamentals of art.	Students build upon the knowledge from term 1 by applying the formal elements to various outcomes.	Understanding of the formal elements Basic Colour Theory Knowledge Understanding of composition The meaning of culture.	Analysing an artist's work. How to use watercolour. How to mix colours in accordance with the colour wheel.	Analysing an artist's work. Formal elements - Line, colour, texture, shape, pattern, form, tone	Some 3D sculpture may be covered in Year 6 but all students will be taught about the process of sculpture through papier mache as this is a manageable introduction to sculpture.
Outcomes (Stickable- output that the student produces to demonstrate their knowledge)	Formal Elements DPS - A drawing for each element applied to the under the sea theme. Colour wheel worksheet - painted using watercolour.	Artist research worksheet. Watercolour under the sea painting inspired by Mike Salven.	Aboriginal Culture research page. Animal Observational drawing. Story Designs - 2 separate A4 designs.	Michael Tjakamarra artist research page. Grid Method - Enlarge final design onto A3 sugar paper. Watercolour A3 painting with aboriginal dot painting with acrylic paint.	A4 continuous monster line drawing with typography A4 Monster mood Paride Bertolin artist research DPS page A4 page Monster design with annotation and applied tone/form	A4 page Monster design with annotation and applied texture/colour. 3D papier mache sculpture of a monster. Painted using acrylic paint.

Art and Design - Long Term Plans

Year 8

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Typography and Printmaking 7 lessons	Typography and Printmaking 7 lessons	Natural Forms 5 lessons	Natural Forms 6 lessons	Video Game - Controller Pillow 6 lessons	Video Game - Controller Pillow 7 lessons
Learning objectives Substantive and procedural knowledge covered in the unit	<p>To be able to describe the terms typography and fonts.</p> <p>To understand that fonts have different characteristics such as bold, italics, serif, sans serif etc.</p> <p>To explain and describe the range of real life applications of typography.</p> <p>To use one point perspective to create 3D typography.</p> <p>To understand the process of researching, analysing and evaluating an artist's work.</p> <p>To be able to apply an understanding of typography to different printing methods: Monoprinting and polyboard printing</p>	<p>To be able to apply an understanding of typography to collograph printing.</p> <p>To be able to understand and summarise the history of Graffiti and apply the font style to an outcome.</p> <p>To understand how to create a scratchboard piece of artwork using motivational words inspired by Claire Allison.</p> <p>To understand the process of fabric painting and the use of positive and negative space.</p>	<p>To be able to use a mindmap to generate ideas.</p> <p>To be able to understand the term natural forms and how they can be represented in art form.</p> <p>To explore a range of materials (watercolour paint, tonal pencil, colouring pencil).</p> <p>To take inspiration from the artist Guiseppe Arcimboldo and evidence this through a fruit collage.</p>	<p>To be able to apply the formal elements of colour, tone and pattern to natural forms drawings.</p> <p>To recall and build upon existing sculpture and clay skills/techniques by creating a clay piece of fruit/vegetable.</p> <p>To apply an understanding of form and texture to a 3D clay sculpture using a variety of tools.</p> <p>To apply an understanding of colour theory, mixing and blending with acrylic paint to create a realistic outcome.</p>	<p>To be able to use moodboards to generate and inspire new ideas.</p> <p>To understand the elements of character design including shapes, proportion and personality qualities.</p> <p>To understand and describe the term architecture and be able to recognise real-world examples.</p> <p>To be able to know the difference between 2D and 3D drawings with a focus on one point perspective.</p> <p>To be able to use shapes to draw buildings that reflect the given brief.</p> <p>To be able to design a race track that incorporates both 2D and 3D elements.</p>	<p>To understand how to use a template to create the shape of your game controller pillow.</p> <p>To understand the role of a seam allowance within textiles.</p> <p>To explain how to complete various sewing techniques including running stitch, back stitch, over stitch, attaching a button, applique and embroidery.</p> <p>To apply a variety of sewing techniques and fill the video controller pillow with polyester stuffing to create a completed outcome.</p>
Key ideas/ Themes:	<p>Typography explored through printmaking and experimenting with different methods and techniques: Monoprinting - ink and oil pastel Polyboard print</p>	<p>Typography explored through different mediums and techniques: Collograph print Graffiti - marker pen and colouring pencil Scratchboard - made from oil pastel and a tooth pick Fabric painting - blocking out letters with tape and adding watercolour</p>	<p>Mind maps to generate ideas Observational drawing - Fruit/veg/leaves/flowers/sea shells Analysing an artist's work Creating an application of Guiseppe Arcimboldo's work in the form of a collage.</p>	<p>Experimentation and development of different materials: Patterns, shapes and with fineliners Colour mixing, creating tone and blending with acrylic paint Using ink and printing techniques to create different marks to form a collage. Clay technique and 3D sculpture.</p>	<p>Responding to a design brief Using moodboards to inspire character design Architecture and designing 2D buildings 3D buildings - One point perspective Rendering with colour, tone and texture Designing a race track using reference images</p>	<p>Drawing a template of a games controller Tracing a template onto fabric Painting the fabric and drawing and cutting out on a seam allowance Applique, embroidery and adding on buttons Assembly of the pillow using a back stitch</p>
Prerequisite knowledge:	<p>The term typography How to create an artist research page How to analyse an artists work How to present artwork</p>	<p>Typography Printing methods Composition Designing ideas</p>	<p>Mindmap Observational drawing Different materials - tonal pencil, colouring pencil, watercolour How to create an artist research page How to analyse an artists work Collage - Cutting, sticking and arranging images</p>	<p>Formal elements: Line, tone, texture, pattern, shape, colour and form. Composing an image Observational drawing of natural forms items Sculpture - building a 3D model</p>	<p>Moodboards Colour Theory - blending and gradient One point perspective Designing from a brief</p>	<p>Painting on fabric Sewing skills (Studied in year 7 tech)</p>
Outcomes (Stickable-output that the student produces to demonstrate their knowledge)	<p>At the beginning of year 8, students will receive a blue A4 sketch book.</p> <p>After HT1 we would expect to see:</p> <p>A4 Alphabet Typography 1 point perspective Name drawing Artist research page - Claire Allison Monoprinting - Ink and Oil pastel - Minimum of 1 of each outcome Polyboard Print of a motivational phrase</p>	<p>After HT2 we would expect to see:</p> <p>Collograph print - ART Graffiti name - colouring pencils A5 Scratchboard with its own motivational quote scratched into it. Fabric painting - Name/a word.</p>	<p>After HT3 we would expect to see:</p> <p>Natural Forms Mindmap A4 page Natural forms drawings (3) - different materials - Tonal pencil, watercolour, colouring pencil A4 Artist research page - Giuseppe Arcimboldo Fruit Portrait collage</p>	<p>After HT4 we would expect to see:</p> <p>A4 page Various fruit/veg pieces (acrylic paint - focus on colour mixing blending and tone) A4 page Various leaves/flowers (fine liner - focus on pattern) A4 page Various shells/fish (Ink and printing - focus on mark making and collage) Clay outcome - Shell, Fruit, Vegetable or flower</p>	<p>After HT5 we would expect to see:</p> <p>Mario Kart inspired moodboard A4 Character Design based on the brief - Colouring Pencil 2D building made using cut out shapes and pencil detail. One Point Perspective street and buildings - colouring pencil. Track design A5 - printed onto heat transfer paper and then onto fabric.</p>	<p>After HT6 we would expect to see:</p> <p>Pillow/Cushion in the shape of a controller: Drawn Template Painted - Acrylic paint Embroidered and added a button Pinned front and back (track piece) and sewn together Filled with polyester stuffing Sewn gap together.</p>

Art and Design - Long Term Plans

Year 9

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Alice in Wonderland - Fantasy Illustrations 7 lessons	Alice in Wonderland - Fantasy Illustrations 7 lessons	Portraiture and Cubism 5 lessons	Portraiture and Cubism 6 lessons	Mini GCSE Project - Objects 6 Lessons	Mini GCSE Project - Objects 7 Lessons
Learning objectives Substantive and procedural knowledge covered in the unit	<p>To understand the role of composition within designing a piece of artwork - Including overlapping, cropping and rotating elements.</p> <p>To understand how to include a variety of elements such as objects, characters, typography and patterns into a title page.</p> <p>To be able to describe, analyse and evaluate Wassily Kandinsky's work and use of mark making.</p> <p>To understand the link between music and art to inspire creativity and self-expression.</p> <p>To explore various styles of mark making including oil pastels, watercolour, biro pen and felt tips.</p>	<p>To experiment with different watercolour techniques and choose the most appropriate method to apply to a top hat painting.</p> <p>To use shapes, patterns and contrasting colours to create a background design for a mixed media spiral Alice in Wonderland artwork.</p> <p>To be able to understand how to create a collaged background as the foundation for a mixed media final outcome.</p> <p>To develop both colouring pencil and pencil tone to create a blended Alice and Wonderland character drawings to attach to your background.</p> <p>To be able to apply compositional skills and techniques to all drawn outcomes and pages.</p>	<p>To understand and explain that portraiture involves the artistic representation of the human face, focusing on features, expression and personality.</p> <p>To be able to apply the formal elements of shape, tone, form, colour, texture as well as proportion to create realistic, detailed and accurate portraits.</p> <p>To be able to analyse an artwork to deduce the materials that have been used to create it as well as being able to replicate the techniques.</p> <p>To be able to experiment with different materials such as watercolour, oil pastel, colouring pencil and tonal pencil with the intention of developing skills to mastery.</p>	<p>To understand and explain that Cubism, a movement pioneered by artists like Pablo Picasso, involves breaking down objects into geometric shapes and reassembling them in abstract ways.</p> <p>To understand that clay is a versatile material used to create three-dimensional objects.</p> <p>To be able to apply clay techniques such as key and slip, smoothing, adding texture, engraving, attaching clay and carving.</p> <p>To understand that priming the clay before painting will give a more professional finish.</p>	<p>To be able to create a mindmap to explore ideas and develop sub-themes for the project.</p> <p>To understand the importance of layout and composition in influencing how objects are arranged and viewed.</p> <p>To understand how artist research and applying an artist's style are important for understanding different artistic styles and how techniques can be applied to own outcomes.</p> <p>To complete an A4 observational drawing, focusing on the accurate representation of bottles, vases and jugs.</p> <p>To create a piece of artwork that explores the sub-theme of bottles through experimentation with different styles of bottles, materials and drawing techniques.</p>	<p>To explore the use of photography to record the way that light effects still life bottle arrangements.</p> <p>To be able to annotate and evaluate own photography and to be able to form an opinion of own work.</p> <p>To be able to develop ideas by exploring different compositions, materials, styles, colours and techniques.</p> <p>To create a final outcome inspired by Giorgio Morandi.</p>
Key ideas/ Themes:	Illustration Experimentation with media Colouring pencil blending/gradients Artist research page and layout Art in response to music Mark making techniques	Illustration Experimentation with media Pattern and texture Mark making techniques Mixed Media artwork Collage and composition	Mind maps to generate ideas Observational drawing - facial features Exploring various artists and materials Refining drawing skills and portraying realism	Cubism and its place within art history Key Cubism artists: Juin Gris, Georges Braque, Pablo Picasso 3D sculpture - Clay Cubism colour pallets Relief within sculpture	Creative mindmaps Creative mood boards Exploring the artist Giorgio Morandi and applying his style and technique to different bottles and pieces of work Explore a sub theme to narrow down and focus on a specific idea. To experiment with different materials	Photography - angles, light, filters, composition Drawing from photographs Composing ideas Composing a final outcome and refining painting and drawing skills.
Prerequisite knowledge:	Colour theory - colour groupings and pallets Colouring pencil techniques Pattern and mark making Artist Research pages	The term illustration The use of watercolour Recall of the formal element pattern Collage Observational drawing skills	Mindmaps Observational drawing Realism Proportions Artist techniques Watercolour techniques	Artist Movements Colour pencil blending Clay techniques and sculpture Colour pallets Colouring mixing Acrylic paint	Mindmaps Observational drawing Proportions Artist techniques Watercolour techniques Colour Theory	Formal elements Photography Observational drawing skills Composition Watercolour painting
Outcomes (Stickable-output that the student produces to demonstrate their knowledge)	At the beginning of year 9, students will receive a red A4 sketch book. After HT1 we would expect to see: Alice in Wonderland Title Page - Colouring Pencil Artist Research page - Vassily Kandinsky A4 page - Mark making in response to music A4 page Biro Pen mark making teapot	After HT2 we would expect to see: Watercolour techniques page Watercolour top hat painting Black and white pattern background with spiral Alice in Wonderland drawing Mixed Media DPS Final outcome - Collage, watercolour and Alice and Wonderland drawings.	After HT3 we would expect to see: DPS Portraiture Mindmap with facial feature drawings DPS of Artist techniques - Mark Powell, Julien Opie, Ant Carver, Marion Bolognesi Self Portrait - Experimentation with materials (Tonal pencil, Colouring pencil, Biro pen and watercolour.	After HT4 we would expect to see: Cubism self portrait - colouring pencil A4 page of 4 Cubism clay mask designs Clay slab cubism face - painted white - painted using Cubism style and colour palettes.	After HT5 we would expect to see: Creative Objects Mindmap Moodboard Artist research page - Giorgio Morandi A4 drawing of bottles in the style of Giorgio Morandi - Mark making biro Sub Theme DPS - Drawings of bottles in different materials (pen, pencil, watercolour, oil pastel)	After HT6 we would expect to see: Photography - DPS - Contact sheet of own photos from previous lesson and larger photos to draw from. First Idea - Composition of bottles Drawing Second Idea - Different composition of bottles Drawing Final Outcome - A3 painting/Drawing

Art and Design - Long Term Plans

Year 10 - AQA GCSE ART, CRAFT AND DESIGN

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Food	Food	Islamic Art and Printmaking	Islamic Art and Printmaking	Islamic Art and Printmaking	Portraiture
Learning objectives Substantive and procedural knowledge covered in the unit	<p>To be able to explore a given theme through the following means of recording:</p> <p>Creative Mindmap to showcase drawing skill as well as begin to explore the theme of food.</p> <p>Food moodboard and artist moodboard to represent ideas visually and begin to explore relevant artists to the theme.</p> <p>DPS of food drawings using different materials to experiment and practice as well as refining drawing skills.</p> <p>Artist research pages that include in-depth understanding, analysis and evaluation of an artist and their artwork/style.</p>	<p>To create applications of a chosen artist's work by applying the style, colour, technique and material that the artist uses to own work.</p> <p>To understand how to develop ideas through looking at different compositions, incorporating your own ideas, style and the use of complementary and contrasting materials.</p> <p>To make creative choices and draw conclusions based on development of ideas and further development pages to inform the final outcome.</p>	<p>To be able to explore a given theme through the following means of recording:</p> <p>Islamic Art Title Page that demonstrates composition/layout skill as well as Islamic related drawings that are relevant to the theme.</p> <p>Moodboard of relevant images of different types of Islamic Art that the student has researched and collected from the internet and relevant sources.</p> <p>DPS of Islamic art drawings (calligraphy, arabesque and geometric) using different materials to showcase proficiency and refinement in each one.</p>	<p>Artist Research Page - Sana Naveed - To show the ability to create in-depth research to summarise key points and includes clear descriptions of the artwork and the creative choices made.</p> <p>Artist Research Page - William Morris - To show the ability to create in-depth research to summarise key points and includes clear descriptions of the artwork and the creative choices made.</p> <p>4 quadrant designs inspired by Sana Naveed and William Morris using the artist's work as a reference point with a focus on repeating patterns.</p> <p>1 final design repeated 4 times to create a large square design which demonstrates student's ability to make decisions in relation to composition and creating a successful outcome.</p>	<p>Incise/Carve the chosen design into the Polyboard to create the final plate for printing.</p> <p>Experimental polyboard prints - positive and negative - Applying the use of colour theory to a set of prints, taking into consideration the colour of the ink and paper. This will also highlight the use of the formal element, space.</p> <p>Set of monoprints inspired by both Islamic Art and William Morris as well as applying the formal elements of line and mark making to the method of printmaking.</p> <p>Final outcome - Large wallpaper style print using incised polyboard where the students create their outcome within a printshop like environment and set up.</p>	<p>To be able to explore a given theme through the following means of recording:</p> <p>Creative mindmap to showcase drawing skills as well as begin to explore the theme of portraiture.</p> <p>Portraiture Moodboard to represent ideas visually and research the different ways artists and craftspeople explore the theme of portraiture.</p> <p>Research/Information page on Cubism that includes in-depth understanding, analysis and evaluation of the movement and its associated style.</p> <p>Self portrait in the style of chosen Cubism Artist with a clear understanding of the technique, colour pallet and material needed to be used.</p> <p>Research/Information page on Pop Art that includes in-depth understanding, analysis and evaluation of the movement and its associated style.</p> <p>Self portrait in the style of chosen Pop Art Artist with a clear understanding of the technique, colour pallet and material needed to be used.</p>
Key ideas/ Themes:	<p>Research</p> <p>Composition/Layout</p> <p>Food - developing a unique idea</p> <p>Still Life</p> <p>Realism</p> <p>Observational drawing skills</p> <p>Experimentation with media</p>	<p>Composition/Layout</p> <p>Application of an artist's style to own work</p> <p>Identifying material, movement, style, techniques and colours from an image</p> <p>Photography</p> <p>Set up for a final outcome</p>	<p>Research - Different types of Islamic Art</p> <p>Application of calligraphy, arabesque and geometric designs</p>	<p>Artist Research - Impact on the art movement, style and art world.</p> <p>Pattern and design making - Repetition, reflection and tessellation</p> <p>Composing a repeating pattern</p> <p>Combining inspiration from different artists</p>	<p>Incising/carving to create a relief design</p> <p>Printmaking - The properties and function of ink, plates and rollers.</p> <p>Colour theory in relation to printmaking</p> <p>Consistency of ink</p> <p>Wet and dry sections of printmaking and set up</p>	<p>Research</p> <p>Composition/Layout</p> <p>Portraiture</p> <p>Cubism</p> <p>Abstract Art</p> <p>Pop Art</p> <p>Simplicity and Stylised Art</p>
Prerequisite knowledge:	<p>Computer skills</p> <p>Composition</p> <p>Formal Elements</p> <p>Colour Theory</p> <p>Research and analytical skills</p> <p>Observational drawing techniques</p>	<p>Composition</p> <p>Formal Elements</p> <p>Colour Theory</p> <p>Observational drawing techniques</p> <p>How to choose images and materials</p>	<p>Printmaking</p> <p>Computer skills</p> <p>Image transfer methods</p> <p>Choice of materials</p>	<p>Printmaking</p> <p>Computer skills</p> <p>Effective artist research and analysis</p> <p>Image transfer methods</p> <p>Choice of materials</p> <p>Composition</p>	<p>Polyboard carving techniques</p> <p>Printmaking</p>	<p>Computer skills</p> <p>Formal Elements</p> <p>Painting Techniques</p> <p>Tonal Understanding</p> <p>Artist and Movement understanding</p> <p>Composition/Layout</p> <p>Application of style</p>
Outcomes (Stickable- output that the student produces to demonstrate their knowledge)	<p>Each student will be given an A4 GCSE sketchbook:</p> <p>After HT1 we would expect to see:</p> <p>Creative Mindmap - Food</p> <p>Food Moodboard</p> <p>Artist Moodboard</p> <p>DPS of Food drawings using different materials</p> <p>Artist Research Page x2</p>	<p>After HT2 we would expect to see:</p> <p>Applications of the chosen artist's style (Single or Double page) x2</p> <p>Development of ideas pages - looking at composition, colour, style and material.</p> <p>Final outcome - A3+ Painting or drawing</p>	<p>After HT3 we would expect to see:</p> <p>Islamic Art Title Page</p> <p>Moodboard</p> <p>DPS of Islamic art drawings using different materials - calligraphy, arabesque and geometric</p>	<p>After HT4 we would expect to see:</p> <p>Artist Research Page - Sana Naveed</p> <p>Artist Research Page - William Morris</p> <p>4 quadrant designs inspired by Sana Naveed and William Morris.</p> <p>1 final design repeated 4 times to create a large square design.</p>	<p>After HT5 we would expect to see:</p> <p>Design carved into polyboard</p> <p>Set of monoprints - positive and negative</p> <p>Experimental polyboard prints</p> <p>Final outcome - Large wallpaper style print using final design.</p>	<p>After HT6 we would expect to see:</p> <p>Creative Mindmap - Portraiture</p> <p>Portraiture Moodboard</p> <p>Research/Information page on Cubism</p> <p>Self portrait in the style of chosen Cubism Artist.</p> <p>Research/Information page on Pop Art</p> <p>Self portrait in the style of chosen Pop Art Artist.</p>

Art and Design - Long Term Plans

Year 11 - AQA GCSE ART, CRAFT AND DESIGN

Term	Autumn Term		Spring Term		Summer Term	
Half term	HT1	HT2	HT3	HT4	HT5	HT6
Unit Titles lengths:	Portraiture lessons	Portraiture lessons	Exam Unit lessons	Exam Unit lessons	Exam Unit lessons	Revision for other GCSE Subjects
Learning objectives Substantive and procedural knowledge covered in the unit	<p>Research/Information page on Mark Making that includes in-depth understanding, analysis and evaluation of the movement and its associated style.</p> <p>Self portrait in the style of chosen Mark Making Artist with a clear understanding of the technique, colour pallet and material needed to be used.</p> <p>Research/Information page on Distortion in Art with a clear understanding of the technique, colour pallet and material needed to be used.</p> <p>Self portrait in the style of chosen Distortion Style with a clear understanding of the technique, colour pallet and material needed to be used.</p> <p>To understand how to develop ideas through exploring different compositions, incorporating your own ideas, combining a variety of styles and the use of complementary and contrasting materials.</p>	<p>To understand how to develop ideas further through examining the completed development of ideas and picking out the areas that could be developed even further or in a different direction.</p> <p>To compose, create and refine a final outcome based on creative decisions and conclusions drawn from the development of ideas throughout the project.</p> <p>Final self-portrait outcome will be a sustained painting or drawing completed over 10 lessons to simulate the exam time period.</p>	<p>To be able to choose one theme from the seven provided in the exam paper and then explore a given theme whilst producing a project that meets all areas of the assessment objectives:</p> <p>AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 - Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>To be able to choose one theme from the seven provided in the exam paper and then explore a given theme whilst producing a project that meets all areas of the assessment objectives:</p> <p>AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 - Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>To be able to choose one theme from the seven provided in the exam paper and then explore a given theme whilst producing a project that meets all areas of the assessment objectives:</p> <p>AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>AO3 - Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Development of Idea - looking at composition, colour, style and material.</p> <p>Sub Theme First Idea Second Idea</p> <p>Photography Drawings from Photographs First Idea Second Idea Development of Ideas</p> <p>Development of Idea - looking at composition, colour, style and material. Mini Final Outcome</p> <p>10 hour Exam to be completed.</p>
Key ideas/ Themes:	<p>Research</p> <p>Portraiture</p> <p>Mark making</p> <p>Distortion</p> <p>Developing Ideas</p>	<p>Further Development</p> <p>Composition</p> <p>Colour Theory</p> <p>Material Experimentation</p> <p>Final Piece</p>	<p>Research</p> <p>Informed Choice of Theme</p> <p>Composition</p> <p>Developing Ideas</p>	<p>Developing Ideas</p> <p>Formal Elements</p> <p>Colour Theory</p> <p>Annotation</p> <p>Material Experimentation</p> <p>Photography</p>	<p>Formal Elements</p> <p>Colour Theory</p> <p>Annotation</p> <p>Material Experimentation</p> <p>Final Piece</p>	
Prerequisite knowledge :	<p>Formal Elements</p> <p>Painting Techniques</p> <p>Tonal Understanding</p> <p>Artist and Movement understanding</p> <p>Composition/Layout</p> <p>Application of style</p>	<p>How to develop an idea</p> <p>How to experiment with style, colour, composition and materials.</p> <p>How to set up for a final outcome.</p> <p>Colour theory and mixing</p>	<p>Formal Elements</p> <p>Painting Techniques</p> <p>Tonal Understanding</p> <p>Artist and Movement understanding</p> <p>Composition/Layout</p> <p>Application of style</p> <p>How to research effectively</p>	<p>How to develop an idea</p> <p>How to experiment with style, colour, composition and materials.</p> <p>Formal Elements</p> <p>Painting Techniques</p> <p>Tonal Understanding</p> <p>Artist and Movement understanding</p> <p>Composition/Layout</p> <p>Application of style</p> <p>How to research effectively</p>	<p>How to develop an idea</p> <p>How to experiment with style, colour, composition and materials.</p> <p>How to set up for a final outcome.</p> <p>Colour theory and mixing</p> <p>Annotation</p>	
Outcomes (Stickable-output that the student produces to demonstrate their knowledge)	<p>After HT1 we would expect to see:</p> <p>Research/Information page on Mark Making</p> <p>Self portrait in the style of chosen Mark Making Artist.</p> <p>Research/Information page on Distortion in Art</p> <p>Self portrait in the style of chosen Distortion Style.</p> <p>Development of Ideas - Combine two or more styles together. (Could be multiple pages of development.)</p>	<p>After HT2 we would expect to see:</p> <p>Further development of ideas pages - looking at composition, colour, style and material.</p> <p>Final outcome - A2/A1 Self Portrait Painting or drawing</p>	<p>At the beginning of January, students are introduced to the Exam Unit. Students will be working on A3 sheets of paper to record and present their ideas.</p> <p>After HT3 we would expect to see:</p> <p>Mind Map - Words and Drawings</p> <p>Moodboard</p> <p>Artist Moodboard</p> <p>Artist Research</p> <p>Artist Research</p>	<p>After HT4 we would expect to see:</p> <p>Sub Theme</p> <p>Photography sheets (Contact sheet and larger photos)</p> <p>Drawings from Photographs</p> <p>First Idea</p> <p>Second Idea</p> <p>Development of Idea - looking at composition, colour, style and material.</p>	<p>Student's final Art Exam will take place in the middle of April. They will have 10 hours to complete a final outcome (painting, sculpture, print, drawing ect).</p> <p>After HT5 we would expect to see:</p> <p>Development of Idea - looking at composition, colour, style and material.</p> <p>Mini Final Outcome</p> <p>Any outstanding work to be completed</p> <p>10 hour Exam to be completed.</p>	



Art and Design - Long Term Plans