

	Autumn	Spring	Summer
Y7	<u>Natural Forms</u>	<u>Man Made</u>	<u>Confectionary Project</u>
Curriculum content	<p>This project introduces the formal elements of art. We explore line, tone, colour, shape, pattern, texture and form by looking at a range of natural forms. The emphasis is on how to work from direct observation. A range of artists and secondary sources are also referenced. The students undertake work in a range of materials including clay, pencil, coloured pencil and oil pastels.</p> <p>Contextual Links; Ernst Haeckel.</p>	<p>This project builds upon knowledge of the formal elements of art. We explore line, tone, colour, shape, pattern, texture and form by looking at a range of man made objects. The emphasis is on connecting the work they make to that of other artists. A range of artists including Jim Dine are referenced. The students undertake work in a range of materials, building the foundations for relief printing and use of colour.</p> <p>Contextual Links: Jim Dine</p>	<p>In this project students apply what they have learnt so far about the formal elements of art. They learn how to design a final outcome and work in three dimensions.</p> <p>Contextual Links: Tom Hovey</p>
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will assess student's knowledge recall and application of knowledge.</p>		
Literacy links	<p>Students will develop literacy skills through regular use of subject specific vocabulary and command words such as describe, explain, assess and evaluate.</p>		

	Autumn		Spring	Summer	
Y8	<u>Identity</u>	<u>Cultural Masks</u>		<u>Street Art</u>	<u>Drawing skills</u>
Curriculum content	<p>In this project students learn about the artist Romero Britto. They develop their understanding by creating an artist research page.</p> <p>Contextual links; Romero Britto.</p>	<p>This project builds upon knowledge of the formal elements of art. We explore line, tone, colour, shape, pattern, texture and form by looking at how other cultures use masks. The emphasis is on drawing information from given sources and applying appropriate cultural patterns.</p> <p>Contextual Links: Day of the Dead/ <i>The Green Man</i></p>		<p>In this project students apply what they have learnt so far about the formal elements of art. They learn how to design a final outcome based around a range of street art practitioners.</p> <p>Contextual links include; Banksy, Shepard Fairey and Graffiti art.</p>	<p>In this short project students experiment with a range of different drawing-based techniques.</p>
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will assess student's knowledge recall and application of knowledge.</p>				
Literacy links	<p>Students will develop literacy skills through regular use of subject specific vocabulary and command words such as describe, explain, assess and evaluate.</p>				

	Autumn	Spring	Summer
Y9	<u>Steam Punk Animals</u>	<u>Containers</u>	<u>Artist Investigation</u>
Curriculum content	<p>In this project students learn about a mixed media approach to a variety of print based media. They learn various paint techniques. They learn how to put together a mixed media final outcome.</p> <p>Contextual links: Albrecht Dürer, Abbey Diamond and Vladimir Gvozdev.</p>	<p>In this project students develop their observational drawings skills. They use construction lines to draw containers from direct observation and secondary sources. They then develop their work into three dimensions by exploring clay and the work of artists.</p> <p>Contextual links: Pablo Picasso.</p>	<p>In this project students learn how to create an artists research page and samples. They learn to record information about the chosen contextual link and present it clearly and appropriately.</p>
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will assess student's knowledge recall and application of knowledge.</p>		
Literacy links	<p>Students will develop literacy skills through regular use of subject specific vocabulary and command words such as describe, explain, assess and evaluate.</p>		

	Autumn	Spring	Summer
Y10	<u>Food Project</u>		<u>Personal Investigation</u>
Curriculum content	<p>Students learn about the four GCSE assessment objectives and how to produce work to gain marks in each area of the assessment criteria. They develop their skills to record from observation by drawing and taking photographs. They develop their knowledge and skills in a wide variety of media and processes. They learn the basics required for GCSE annotations. They use the work of other artists appropriate to the theme of food to help them develop their own practical work and to review its progress and success.</p>		<p>Students use the knowledge and skills they have gained from their arts education so far to produce a personal investigation of one of the themes selected from past exam papers. They investigate a selection of appropriate artists and use this information to develop their own response to the theme. They record from observation using both photography and drawing. Students then develop experiments in a range of media ready to produce a final outcome in the first term of year 11.</p>
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge.</p>		
Literacy links	<p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p>		

	Autumn	Spring	Summer
Y11 Textiles GCSE	<u>Environment</u> (<u>Personal Investigation</u>)	<u>Externally Set Assignment</u>	
Curriculum content	Students use the knowledge and skills they have gained from their arts education so far to produce a personal inspired by the theme Environment. They investigate a selection of appropriate artists and use this information to develop their own response to the theme. They record from observation using both photography and drawing. Students then develop experiments in a range of media and produce a final outcome.	Externally Set Assignment materials are set by WJEC and are released to the students no earlier than 2 nd January. They consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period. One of the assignments is selected by the student and used as a starting point from which to elicit a personal, creative response. Responses are developed during the preparatory study period. They take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 hours sustained focus study. The preparatory study period finishes upon commencement of the sustained focus work (the 10 hour examination time).	
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge.		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.		

	Autumn	Spring	Summer
Y11 Art BTEC	<u>Pearson Set Assignment Component 1: Creative Practice in Art and Design 2023 “Landmarks”</u>	<u>Externally Set Assignment Component 2: Responding to a Brief</u>	
Curriculum content	<p>Students produce a portfolio of work in response to the PSA. They:</p> <ul style="list-style-type: none"> • Investigate and experiment with a range of processes. • They generate and communicate ideas against the brief. • They develop and review practical skills and their application. • They record and communicate skills development (this will be completed in January 2024 before the release of the ESA) Students produce a digital presentation of the work produced to be presented alongside the physical body of work. 	<p>Students will produce a portfolio of work and a development review in response to a creative brief. They:</p> <ul style="list-style-type: none"> • Develop and evidence their understanding of the requirements of the brief. • Develop and produce practical work in response to a brief. • Present a final response to a brief and a digital presentation of the work produced. They explain how their work has met the brief. 	
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student’s knowledge recall and application of knowledge.		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.		

	Autumn	Spring	Summer
Y12 Art	<u>Decay</u>	<u>Decay</u> <u>Personal Development</u>	<u>Personal Investigation</u>
Curriculum content	<p>Students learn about the four A level assessment objectives and how to produce work to gain marks in each area of the assessment criteria.</p> <p>Recording Observations: They develop their skills to record from observations by drawing and taking photographs.</p> <p>Creative Making: They develop their knowledge and skills in a wide variety of media and processes.</p> <p>Contextual Understanding: They learn about analysing artist imagery using the Form, Process, Content, Mood format.</p> <p>Personal Response: They use the work of other artists appropriate to the theme of 'Decay' to help them develop their own practical work and to review its progress and success.</p>	<p>Students select an area of personal interest within the theme 'Decay'. They investigate a relevant artist/ contextual source to support the development of their work as it progresses through experiments and into a mini final outcome.</p>	<p>Students are supported by staff to select an appropriate theme/ area of investigation for their personal investigation. They use the knowledge and skills they have gained from their arts education so far to produce a sustainable body of work exploring and investigating their theme. They investigate a selection of appropriate artists and use this information to develop their own response to the theme. They record from observation using both photography and drawing. Students then develop experiments in a range of media ready to produce a final outcome in the first term of year 13. They also produce a written contextual study about their artists using the Form, Process, Content, Mood format to analyse the work of the artists/ contextual sources that have supported their practical work.</p>
Assessment	<p>Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge.</p>		
Literacy links	<p>Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.</p>		

	Autumn	Spring	Summer
Y12 Photography	<u>Tactile and Vibrant</u>	<u>Tactile and Vibrant</u> <u>Personal Development</u>	<u>Personal Investigation</u>
Curriculum content	Students learn about the four A level assessment objectives and how to produce work to gain marks in each area of the assessment criteria. They learn a broad base of photographic skills. Including: how to use a digital SLR camera, basic dark room skills, digital and hand image manipulation skills. They learn about analysing artist imagery using the Form, Process, Content, Mood format. They use the work of other artists appropriate to the theme of 'Tactile and Vibrant' to help theme develop their own practical work and to review its progress and success.	Students select an area of personal interest within the theme 'Tactile and Vibrant'. They investigate a relevant artist/ contextual source so support the development of their work as it progresses through experiments and into a mini final outcome.	Students are supported by staff to select an appropriate theme/ area of investigation for their personal investigation. They use the knowledge and skills they have gained from their arts education so far to produce a sustainable body of work exploring and investigating their theme. They investigate a selection of appropriate artists and use this information to develop their own response to the theme. They record from observation using both photography and drawing. Students then develop experiments in a range of media ready to produce a final outcome in the first term of year 13. They also produce a written contextual study about their artists using the Form, Process, Content, Mood format to analyse the work of the artists/ contextual sources that have supported their practical work.
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge.		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.		

	Autumn	Spring	Summer
Y13 Art	<u>Personal Investigation</u>	<u>Externally Set Assignment</u>	
Curriculum content	Students complete their personal investigation producing a sustainable body of work exploring and investigating their theme. They also complete the written contextual study about their artists using the Form, Process, Content, Mood format to analyse the work of the artists/ contextual sources that have supported their practical work. Students complete their media experiments and planning followed by producing a final outcome.	Externally Set Assignment materials are set by WJEC and are released to the students no earlier than 2 nd February. They consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period. One of the assignments is selected by the student and used as a starting point from which to elicit a personal, creative response. Responses are developed during the preparatory study period. They take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 15 hours sustained focus study. The preparatory study period finishes upon commencement of the sustained focus work (the 15 hour examination time)	
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge.		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.		

	Autumn	Spring	Summer
Y13 Photography	<u>Personal Investigation</u>	<u>Externally Set Assignment</u>	
Curriculum content	Students complete their personal investigation producing a sustainable body of work exploring and investigating their theme. They also complete the written contextual study about their artists using the Form, Process, Content, Mood format to analyse the work of the artists/ contextual sources that have supported their practical work. Students complete their media experiments and planning followed by producing a final outcome.	Externally Set Assignment materials are set by WJEC and are released to the students no earlier than 2 February. They consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period. One of the assignments is selected by the student and used as a starting point from which to elicit a personal, creative response. Responses are developed during the preparatory study period. They take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 15 hours sustained focus study. The preparatory study period finishes upon commencement of the sustained focus work (the 15 hour examination time)	
Assessment	Students are assessed through marking of red zones (self, peer and/or teacher) and assessments every half term. These will test student's knowledge recall and application of knowledge.		
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.		