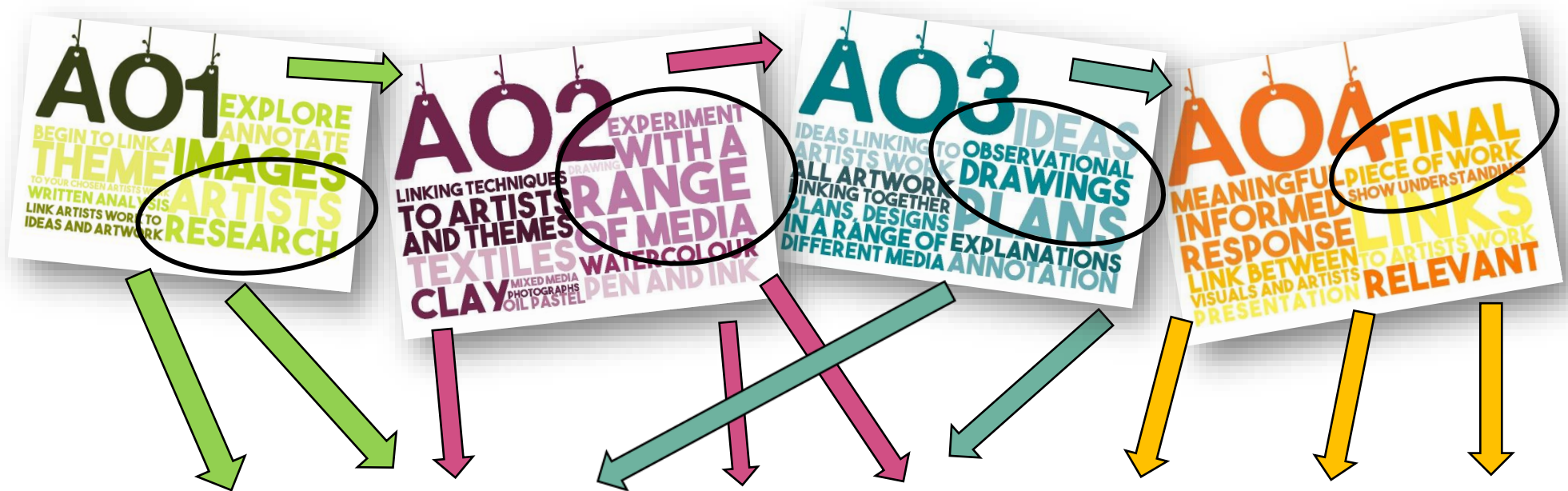


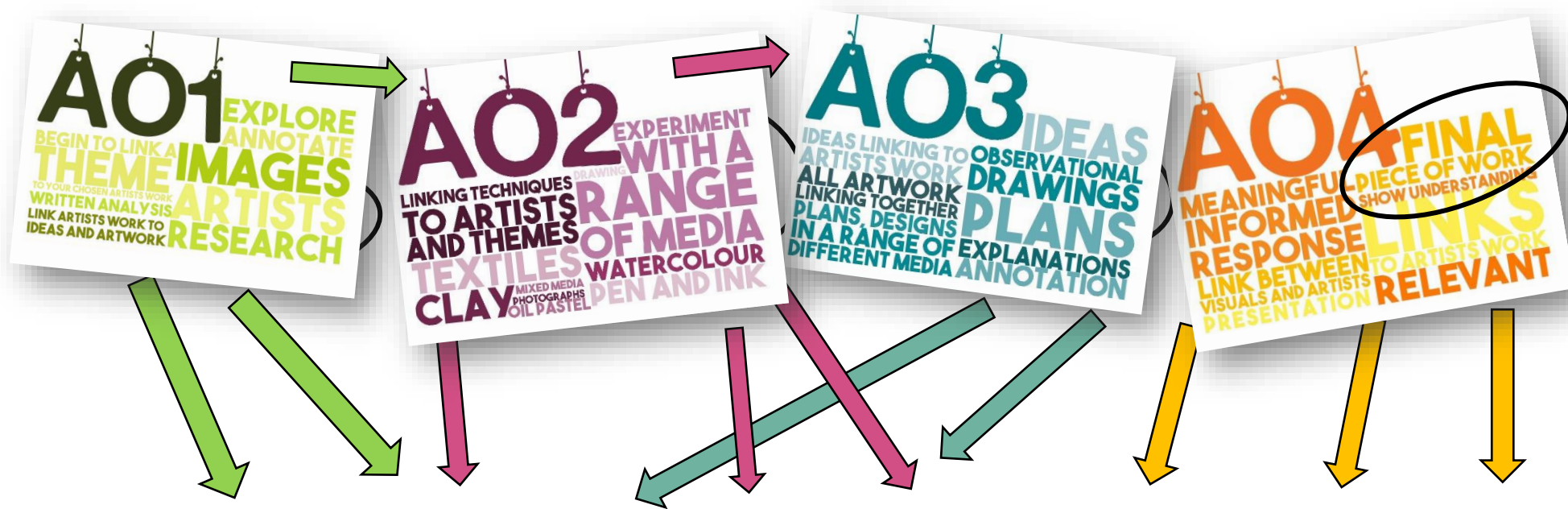
KS3 ART - WHAT YOU WILL LEARN, WHEN AND HOW...



YEAR	PROJECT	Artists/ Influences	CONTENT	KNOWLEDGE & SKILLS	ASSESSMENT	OUTCOMES	SMSC	CORE VALUES	HINTERLAND
7	JUNGLES	Rousseau Delita Martin Frida Kahlo	Organic shape and form	Critical analysis Observational drawing Collage Clay/joining techniques Working in 3D Health and safety	Sketchbook Final piece	Clay monkey and diorama	Cultural Environmental Conversation	Natural world	Global warming Frida Kahlo Delita Martin Clay processes Glazing Observations of other animals Great British Throwdown
	DAY OF THE DEAD	Mexico Traditional Festival	Pattern Textiles	Hand stitching, Applique/revers applique Sgraffito Recycled materials Analysis	Sketchbook Final piece	Fabric skull Papel Picado bunting Nicho box Air dry skull	Cultural awareness/multicultural traditions Connections with other religious and secular festivals	Culture Symbolism Expression	Coco Book of Life Tim Burton Research the day of the dead traditions

						(dependent on ability)	Emigration of cultural icons and traditions		Make Day of the Dead sweet bread.
8	EARTH	Paco Kennard Mattison Kilgast	Environmental issues highlighted within artwork	Presentation Composition Message Various techniques	Sketchbook 3D Final Piece	Developed piece of art with message	Environment Sustainability Pollution	Environment Sustainability Surroundings	G7 summit Greta Thunberg Climate change
	COLLECTIONS & CONTAINMENT	Michael Craig Martin Patrick Caulfield Mandy Barker Lisa Milroy Audrey Flack	Proportion Scale Everyday objects Relationship Meaning Presentation	Painting Composition Line Design Formal elements	Sketchbook Final piece	Containment artwork	Surroundings Contemporary issues Personal identity Relationships	Appreciate Observe/care Culture Symbolism Meaning	Damien Hirst – animal impact on the art world Collections at museums Odd collections! Photography
9	SCUTTLE	Steampunk Overlord	Organic shapes Steampunk investigation	Observational drawing Designing Sculptural materials Metal work	Sketchbook Clay constructed final piece	Sculptural steampunk clay tile	Appreciating links between art and craft Contemporary and historical issues	Community Surroundings Beautiful buildings Structure	Visit the Steampunk festival Construction research Metal construction – workshops Junk construction
	IDENTITY	Marion Bolognesi Ben Heine Kris Trappeniers Shepard Fairey David Hockney Delita Martin Deborah Roberts	Portraits Proportions Directional shading Brush control Style Flat tone Micrography	Observational drawing Weight of line Use of tone Formal elements Macro photos Critical analysis Use of text and colours to convey emotions	Sketchbook Final piece	Inspired style self portrait	Cultural awareness Emotional connections Personal preference	Self-identity Surroundings	Listen, read music-lyrics, poems

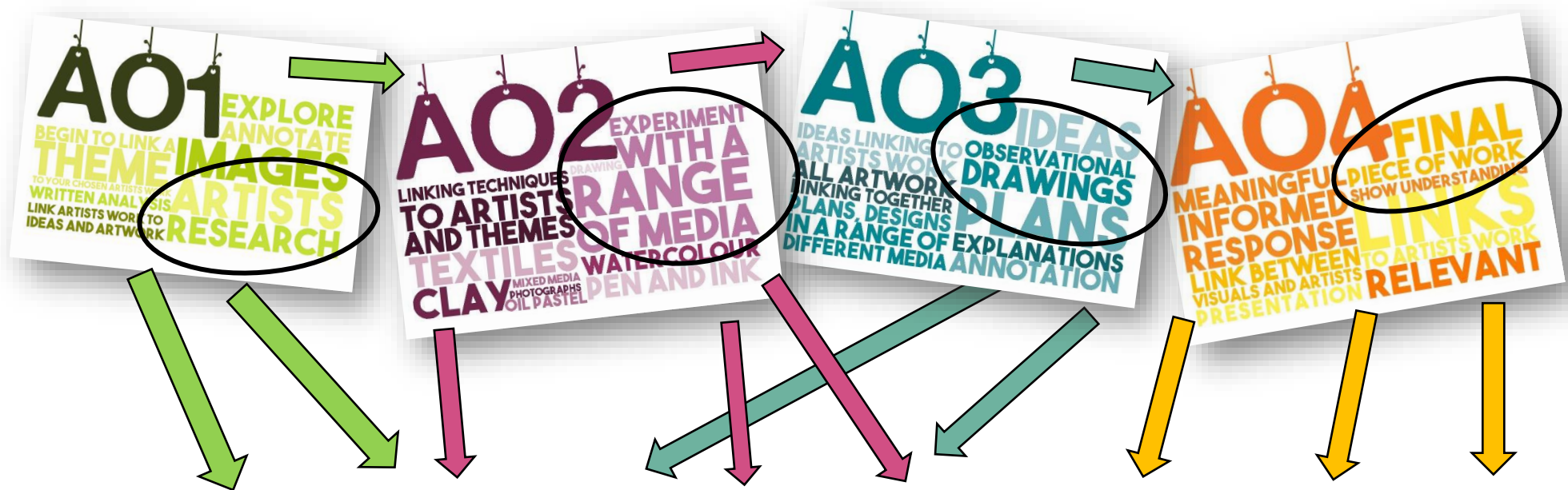
KS4 ART - WHAT YOU WILL LEARN, WHEN AND HOW...



YEAR	PROJECT	Artists/Influences	CONTENT	KNOWLEDGE & SKILLS	ASSESSMENT	OUTCOMES	SMSC	CORE VALUES
10	REFLECTION AND DISTORTION	Escher Bacon Yayoi Kusama	Images, layering, viewpoints	Mixed media Environment Form	GCSE LEVEL - 60% COURSEWORK SKETCHBOOKS A2 PORTFOLIO FINAL PIECE	Mixed media piece/varied	Cultural Environment Personal preferences	Natural world Environment Surroundings
	IDENTITY	Close Kandinsky Kahlo	Who am I? How do I represent me? How do I fit into society?	Scale Proportion Messages/emotion in art		Developed piece of art with symbolism/message	Identity Relationships Moral Emotions/Connections with others	Self-identity Cultures/symbols Feelings
	REFRESHER	Various	Building on knowledge, content and skills particularly:		GCSE -	A range of observational drawings	Surroundings Environment Cultural awareness	A whole range of core values can be established

11	DEVELOPMENT	Year 10 chosen artists, used to develop projects further.	<ul style="list-style-type: none"> • Recognising the AO's process and identifying areas for development in your work • Making links with the work of others • Observations and ideas • Drawing, painting, printing and 3D techniques • Refinement of skills • Exploring materials, techniques and different media • Realising intentions 	40% EXAM PREPARATION WORK AND FINAL REALISATIONS	Projects developed to improve marks	Connections with others Cultural Environment	given the chosen themes, a high level of expectation, maturity, meaning and mood is encouraged.
	EXTERNALLY SET TASK	Various dictated tasks/questions set externally			Final realisation produced in exam conditions	Contemporary and historical issues Appreciating links between art and craft	

KS5 ART – WHAT YOU WILL LEARN, WHEN AND HOW...



YEAR	PROJECT	Artists/Influences	CONTENT	KNOWLEDGE & SKILLS	ASSESSMENT	OUTCOMES	SMSC	CORE VALUES
12	NATURAL FORM	Own choices relevant and appropriate to intentions	Gaining a full understanding of A01, 2, 3, 4. Organic Proportion Media exploration	Painting and printing Lino and collagraph 3D – clay, wire, Modroc Textiles techniques Mixed media	A LEVEL – 60% COURSEWORK	Paint Printing Lino/Collograph Clay/3D Other	Environment Cultural Connections with others Personal preferences	Appreciate Observe/Care Culture Symbolism Expression Natural world Structure
	IDENTITY	Students own personal choice, relevant to appropriate intentions	Developing a full understanding of A01, 2, 3, 4. Developing skills	Painting and printing Lino and collagraph 3D – clay, wire, Modroc Textiles techniques Mixed media	SKETCHBOOKS A1 PORTFOLIO FINAL PIECE	Paint Printing Lino/Collograph Clay/3D Other	Identity Relationships Moral Connections with others Emotional connections Personal preferences	Expression Self-esteem Care/respect Appreciate Symbolism

	PERSONAL INVESTIGATION (START MAY HALF TERM)	Students own personal choice, relevant to appropriate intentions	<p>Building on knowledge, content and skills particularly:</p> <ul style="list-style-type: none"> • Recognising the AO's process and identifying areas for development in your work • Making links with the work of others • Observations and ideas • Drawing, painting, printing and 3D techniques • Refinement of skills • Exploring materials, techniques and different media • Realising intentions • Written element supporting the personal investigation practical artwork 	<p>A LEVEL -</p> <p>40% EXAM</p> <p>PREPARATION WORK AND FINAL REALISATIONS</p>	<p>Outcomes are based on intentions for each project, guided by your strengths and skills</p>	<p>Identity</p> <p>Relationships</p> <p>Moral</p> <p>Connections with others</p> <p>Emotional connections</p> <p>Personal preferences</p>	<p>A whole range of core values can be established given the chosen themes, a high level of expectation, maturity, meaning and mood is encouraged.</p>
	CONTINUATION OF THE PERSONAL INVESTIGATION	Students own personal choice, relevant to appropriate intentions					
13	EXTERNALLY SET TASK	Chosen ESA (externally set assessment) task determines your focus					