

Curriculum on a page

Art and Design	Autumn Term	Spring term	Summer term	Assessment of learning	Enrichment opportunities / wider reading
<p><b>Year 7</b></p>	<p><u>Kimmy Cantrel research and Development</u></p> <p>This part of the unit of work explores the pupil's journey of exploring and understanding the work of the artist Kimmy Cantrel; his influences and the way in which he communicates his thoughts and feelings. Pupils will research the artist and produce their own designs linked to the artist, which will be presented in their sketchbook. This research and exploration will result in them designing their own version of a Kimmy Cantrel low relief mask, which will have clear links to the artist's work, which pupils will produce and complete in the Spring term.</p>	<p><u>Kimmy Cantrel – Final Outcome</u> <u>Mask Making</u></p> <p>Pupils will produce their own version of their Kimmy Cantrel mask and put their ideas into action. Pupils will learn and apply a variety of making, painting and mark making techniques to produce their final outcome</p> <p><u>Evaluation</u> Pupils will reflect on their learning in a written evaluation including: Where did they get their ideas from and why did they make their decisions? Does their work link clearly with the artist? What is the purpose of the artist's work? What are the pupils trying to convey in their work?</p> <p><u>Final Reflection</u> Success criteria and any changes would you make in your work</p>	<p><u>Hundertwasser- Urban Landscapes</u></p> <p>Pupils will be researching the artist Hundertwasser for this unit of work to allow them to understand and appreciate his work and other artists who influenced his thought process. Pupils will produce research pages on the artist and produced their own designs linked to the artist, which will be presented in their sketchbook. This research and exploration will result in them designing their own Hundertwasser Landscape, which will have clear links to the artist's work.</p> <p><u>Evaluation</u> Pupils will reflect on their learning in a written evaluation including: Where did they get their ideas from and why did they make their decisions? Does their work link clearly with the artists? What is the purpose of the artist's work? What are the pupils trying to convey in their work?</p> <p><u>Final Reflection</u> Success criteria and any changes would you make in your work</p>	<p><u>Assessment:</u></p> <p>Students are given verbal feedback very lesson, from the teacher. Students are given written and visual formative assessment feedback in their sketchbooks throughout the term followed by a summative comment and mark at the end of every EPS</p>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/z6f3cdm">https://www.bbc.co.uk/bitesize/subjects/z6f3cdm</a></p>

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<p><b>Year 8</b></p>	<p><u>Jason Scarpacci fish</u></p> <p>This part of the unit of work explores the pupil's journey of exploring and understanding the work of the artist Jason Scarpacci; his influences and the way in which he communicates his thought process through his work. Pupils will research the artist and produced their own designs linked to the artist; which will be presented in their sketchbook. This research and exploration will result in them designing their own version of a Jason Scarpacci fish, which will have clear links to the artist's work. This will be produced and completed by students in the Autumn / Spring term.</p>	<p><u>Jason Scarpacci- Final Outcome of a wire fish.</u></p> <p>Pupils will produce their inspired version fish firstly in a series of finished studies and then leading to producing their own creative fish design modelled from wire and decorated with sections of fabric and embroidery thread manipulation Pupils will learn and apply a variety of techniques including observational drawing , creative responses, drawing shading and watercolour Learning the process of wire manipulation and modelling, sewing and surface decoration <u>Evaluation</u> Pupils will reflect on their learning in a written evaluation including: Where did they get their ideas from and why did they make their decisions? Does their work link clearly with the artist? What is the purpose of the artist's work? What are the pupils trying to convey in their work?</p>	<p><u>Keemo- Portraits</u></p> <p>Pupils will be researching the artist Keemo for this unit of work to allow them to understand and appreciate his work and other artists who influenced his thought process. Pupils will produce research pages on the artist and produce their own designs linked to the artist, which will be presented in their sketchbook. This research and exploration will result in them designing their own portrait, which will have clear links to the artist's work.</p> <p><u>Evaluation</u> Pupils will reflect on their learning in a written evaluation including: Where did they get their ideas from and why did they make their decisions? Does their work link clearly with the artists? What is the purpose of the artist's work? What are the pupils trying to convey in their work?</p> <p><u>Final Reflection</u> Success criteria and any changes would you make in your work</p>	<p><u>Assessment:</u></p> <p>Students are given verbal feedback very lesson, from the teacher. Students are given written and visual formative assessment feedback in their sketchbooks throughout the term followed by a summative comment and mark at the end of every EPS</p>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/z6f3cdm">https://www.bbc.co.uk/bitesize/subjects/z6f3cdm</a></p>

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		<p><u>Final Reflection</u> Success criteria and any changes would you make in your work</p>			
<p><b>Year 9</b></p>	<p><u>Natural forms- research and development</u></p> <p>Pupils will research the work of the renowned artists Ernst Haeckel and Karl Blossfeldt This part of the unit of work explores the pupil’s journey of exploring and understanding the work of these artists who explored the structural and architectural elements of nature. Pupils will research Blossfeldt’s photography and Haeckel’s Lithographs, analyse their work through producing a series of their own designs linked to the artists, which will be presented in their sketchbook. This research and exploration will result in them designing their own version of a natural form/ composition, which will have clear links to their chosen artist’s work.</p>	<p><u>Natural Forms- Final Outcome of Natural form composition.</u></p> <p>Pupils will produce their inspired version of a Natural Form composition and put their ideas into action. Pupils will learn and apply a variety of layering, shading, pattern and mark making techniques to produce their final outcome</p> <p><u>Evaluation</u> Pupils will reflect on their learning in a written evaluation including: Where did they get their ideas from and why did they make their decisions? Does their work link clearly with the artist? What is the purpose of the artist’s work? What are the pupils trying to convey in their work?</p> <p><u>Final Reflection</u></p>	<p><u>Doris Gingingara - Aboriginal Art</u></p> <p>Pupils will be researching the artist Doris Gingingara for this unit of work to allow them to understand and appreciate aspects of aboriginal artworks, culture and beliefs. Pupils will produce research pages on the artist and produce their own designs linked to the artist, which will be presented in their sketchbook.</p> <p>This research and exploration will result in them creating their own aboriginal designs, which will have clear links to the artist’s work.</p> <p><u>Evaluation</u> Pupils will reflect on their learning in a written evaluation including: Where did they get their ideas from and why did they make their decisions? Does their work link clearly with the artists? What is the purpose of the artist’s work? What are the pupils trying to convey in their work?</p> <p><u>Final Reflection</u></p>	<p><u>Assessment</u></p> <p>Students are given verbal feedback very lesson, from the teacher. Students are given written and visual formative assessment feedback in their sketchbooks and on the reverse of their work throughout the term to allow for maximum development followed by a summative comment and mark at the end of every EPS</p>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/z6f3cdm">https://www.bbc.co.uk/bitesize/subjects/z6f3cdm</a></p>

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	This will be produced and completed by students in the winter/ spring term.	Success criteria and any changes would you make in your work	Success criteria and any changes would you make in your work	Assessment	
<b>Year 10</b>	<p><u>Component 1 Portfolio 60% of qualification. Unit 1</u></p> <p>The force of nature</p> <p>Artist TBD</p> <p>Students will respond to a teacher led chosen series of artists on the above themes across the year and students will produce a series of work for their extended project across the disciplines of drawing, painting, making, mixed media and print</p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes</p>	<p><u>Component 1 Portfolio 60% of qualification.</u></p> <p>Culture and civilisations</p> <p>Artist Robert Conybear Portraits</p> <p>Students will respond to a teacher led chosen series of artists on the above themes across the year and students will produce a series of work for their extended project across the disciplines of drawing, painting, making, mixed media and print</p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes Evaluation- a written explanation of their journey</p>	<p><u>YR10 Mock Examination 10 hrs Component 1 Portfolio (60%) of qualification</u></p> <p>Culture and civilisations/ The force of Nature 3D mask project</p> <p>Students will respond to a teacher led chosen series of artists on the above themes for the mock exam and students will produce an outcome in a 10-hour exam across two days.</p> <p><u>In the lead up to the mock exam</u></p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes Evaluation- a written explanation of their journey and decisions made along the way.</p>	<p>Students are given verbal feedback very lesson, from teacher. Students are given written and visual formative assessment feedback in their sketchbooks and on the reverse of their work throughout the term to allow for maximum development followed by a summative comment and mark at the end of every EPS. The marking criteria used is AQA AO's Mock exam work will feature a breakdown of marks awarded and written teacher feedback listing AQA AO's marking criteria of; research, analysis, development and outcome.</p>	<p><a href="https://www.bbc.co.uk/bitesize/subjects/z6f3cdm">https://www.bbc.co.uk/bitesize/subjects/z6f3cdm</a></p>

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	<p>Evaluation- a written explanation of their journey and decisions made along the way.</p> <p>Production of a final product(s) with clear visual/ written links to the chosen artist(s).</p>	<p>and decisions made along the way.</p> <p>Production of a final product(s) with clear visual/ written links to the chosen artist(s).</p>	<p>Production of a final preparation piece with clear visual/ written links to the chosen artist(s).</p>	<p>Assessment</p> <p>Students are given verbal feedback very lesson, from teacher. Students are given written and visual formative assessment feedback in their sketchbooks and on the reverse of their work throughout the term to allow for maximum development followed by a summative comment and mark at the end of every EPS. The marking criteria used is AQA externally set Assessment Objectives. All marking will</p>	
<p><b>Year 11</b></p>	<p><u>Component 1 Portfolio (100%) of qualification</u></p> <p>Natural forms Insects EA SEGUY Wild Flowers ANGIE LEWIN</p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes</p>	<p><u>Component 2 Portfolio (100%) of qualification.</u></p> <p>Individual projects Fabric Screen printing</p> <p>Students must produce annotated sketchbook work to include Artist research Artist analysis Development and exploration of ideas Exploration and development of materials and processes</p>		<p>After school one to one fabric printing EPS (Monday fortnightly) with Non subject specialist</p>	

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	<p>Evaluation- a written explanation of their journey and decisions made along the way.</p> <p>Production of a preparation piece with clear visual/ written links to the chosen artist(s).</p> <p>Production of a purely independent and unaided piece(s) of work</p>	<p>Evaluation- a written explanation of their journey and decisions made along the way.</p> <p>Production of a final preparation piece with clear visual/ written links to the chosen artist(s).</p> <p>Production of a purely independent and unaided study(s)</p>		<p>conducted by art staff and an external moderator will be assigned to check marking is in line with AQA's AO's.</p>	
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