

ART

Half Term 1

	Year 7	Year 8	Year 9	Year 10	Year 11
Topic	The Formal Elements of Art: To know, describe and identify the formal elements of art. To improve observational drawing skills through an understanding of the formal elements.	Portraiture: To understand the proportions of the face. Develop tonal and observational drawing. Understand how to draw facial features correctly.	Under the Sea: A project that develops and deepens knowledge of the formal elements and key observational skills. It also explores and experiments with a variety of different media through a series of short workshops.	Close Ups: Become familiar with a range of different medium and application techniques and have an understanding of self-evaluation and refinement to improve work. Continue to develop observational skills and build knowledge on building a GCSE project preparing them for the personal project later in the year.	Identity or Natural Form: This is a personal response to their chosen theme; each student will follow their own interests and explore their own ideas.
Assessment	Baseline assessment, homework tasks and classroom assessment to monitor observational drawing skills.	Drawing assessment and classroom assessment at the end of the project to monitor observational drawing skills and portraiture knowledge.	Drawing assessment, Homework to monitor independent work. Unit assessment at the end of each artist workshop to monitor their understanding of each new skill.	Assessment is ongoing throughout GCSE, students will be given regular targets on how to improve their work and presentation. There will be two deadlines for sketchbook progression this half term. Sketchbooks will be assessed holistically using the AQA marking scheme.	Assessment is ongoing throughout GCSE, students will be given regular targets on how to improve their work and presentation. There will be two deadlines for sketchbook progression this half term. Sketchbooks will be assessed holistically using the AQA marking scheme. After each deadline individual targets

					will be set and a discussion on what is required to improve.
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Half Term 2

	Year 7	Year 8	Year 9	Year 10	Year 11
Topic	The Formal Elements of Art: To understand how to build up tone using a range of application techniques. To understand the grid technique to assist observational drawing.	Portraiture: To be able to use their developing skills and knowledge of facial features to produce a detailed portraiture study using pencil.	A more focused study on presentation and compositions with students creating work in the style of Duncan Cameron and Amiria Gale.	Close Ups: Introducing the work of other artists to inspire and develop skills. Over this term students will understand the importance of looking at artists and how they inspire personal art development. Chris Gryder will influence clay work and Sarah Graham will assist with colour application and composition.	Identity: Students will experiment, refine and design a final outcome linked to the theme Identity. Produce a final piece based on their final design.
Assessment	Classroom assessment to check understanding of process. End of term drawing assessment.	Classroom assessment to check understanding of process. End of term drawing assessment.	Classroom assessment to check understanding of process. End of term drawing assessment.	Ongoing classroom assessment. Ten-hour Identity mock exam and portfolio deadline (Natural Form and Identity projects), the portfolio assessment is worth 60%. Students will have a short period of time to revisit their coursework after the externally set 12-week project	Ongoing classroom assessment. Ten-hour Identity mock exam and portfolio deadline (Natural Form and Identity projects), the portfolio assessment is worth 60%. Students will have a short period of time to revisit their coursework after the externally set 12-week project

Half Term 3

	Year 7	Year 8	Year 9	Year 10	Year 11
Topic	Colour in Landscape: An understanding of the colour wheel and colour theory. Students will explore the artist Hundertwasser whilst developing paint application and mixing skills.	Exploring Animals. A series of short artist studies that explore the style of individual artists and how they represent animals in art. Julie Rhodes - Tonal and observation and Christal Langan - Ink and resist.	Continuing with the theme Under the Sea. Students will produce a 3D piece inspired by the ceramic work of Lisa Stevens. Students will learn about various clay techniques, including coils, slabs, modelling and glazing.	Close Ups: To conclude their project 'Close-Ups', with a final piece based inspired by their coursework and understanding of their chosen artist.	Externally Set Assignment: Develop a 12-week project based on an individual theme selected from the ESA paper.
Assessment	Classroom assessment to check understanding of process. End of term drawing assessment.			Ongoing assessment with regular feedback and targets for improvement. On completion of the project Students will be awarded a final mark using the AQA mark scheme.	Progress checks through deadlines.

Half Term 4

	Year 7	Year 8	Year 9	Year 10	Year 11
Topic	Colour in Landscape: Showing their understanding of colour theory and the artist Hundertwasser, students will	Text in Art: Mel Bochner - Multimedia Richard Long - sensory exploration of a journey. Using words to create a piece of art. Barbra Kruger - Conceptual art using photography and Photoshop.	Behind the Mask: Explore masks from different cultures through experimentation of mediums and applications. Students will	Personal Project -Students will start their own project with a starting point of Natural Form or Identity. This project will be self guided and become the main project for their 60% coursework. Student's will	Externally Set Assignment: Develop a 12-week project based on an individual

	create their own A3 landscape painting.		question what a mask is and how they have been used throughout history.	be supported and introduced to new techniques as their ideas and work develop.	theme.
Assessment	Classroom assessment to monitor technical understanding. End of topic assessment of product created.	End of topic assessment of that looks holistically at the Text in Art project.		Ongoing assessment with regular feedback and targets for improvement. Progress checks through deadlines.	Progress checks through deadlines.

Half Term 5

	Year 7	Year 8	Year 9	Year 10	Year 11
Topic	Art with a difference? Explore line and pattern through landscape and question, what is art? Students will work on a 3D surface inspired by the work of Cheeming Boey.	Text in Art: A series of workshops that explore different medium and artists that use text in the art. Jasper Johns - acrylic paint application. Mark Langan - Cardboard relief and knife skills. Graffiti - colour theory and colour	Working individually or in pairs Students will concluding their project by designing and making a cardboard sculptural mask influenced by the work of Dag Weiser and the cultural masks studied at the start of the project. This will be a personal response collating the things that interest them.	Natural Form or Fantastic and Strange: Students main focus will be researching and developing ideas based on the work of their chosen artists.	Completion of their ESA with a 10- hour independent study period. Revisit coursework: To complete any unfinished work and annotations from the Close ups, Natural Form and Identity project.

		blending.			
Assessment	Weekly classroom assessment and end of topic assessment.	End of topic assessment of that looks holistically at the Text in Art project.	Weekly classroom assessment to track progress.	Ongoing assessment with regular feedback and targets for improvement. Progress checks through deadlines.	All work will be marked on the 17 th and 18 th May to the AQA Art and Design marking structure. 60% - Coursework. 40% - ETA

Half Term 6

	Year 7	Year 8	Year 9	Year 10	Year 11
Topic	Clay Critters: Experimenting and exploring with clay to create a clay alien that express emotions and character through colour theory.	Text in Art: Mel Bochner - Multimedia Richard Long - sensory exploration of a journey. Using words to create a piece of art. Barbra Kruger - Conceptual art using photography and Photoshop.	Food: A short project on looking at how Still Life has been represented in Pop Art. Students will create an individual piece showcasing popular food including the key features of the Pop Art movement.	Natural Form or Identity: Students will continue to explore their chosen theme and develop an independent and personal project exploring different artists, mediums and application techniques.	
Assessment	Classroom assessment to monitor understanding of application and medium. End of topic assessment of product created.	End of topic assessment of that looks holistically at the Text in Art project.	Classroom assessment to monitor understanding of application and medium. End of topic assessment of product created.	Ongoing assessment with regular feedback and targets for improvement. Progress checks through deadlines.	

Exam Specification

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>

How can I support my child?

Encourage your child to draw at home, they can also increase their subject knowledge by watching tutorials on YouTube on the techniques they are learning in lessons.