

Revised 27.09.2023

# ART

Subject ART	Autumn Term		Spring term		Summer term	
Year 7	1	2	3	4	5	6
<b>Topic Summary</b>	Formal Elements & Michael Craig Martin	Formal Elements & Final Piece	Mark Making & Van Gogh	Mark Making , Van Gogh & Final Piece	Journey's & Lizzie Mary Cullen	Journey's & Final Piece
<b>Thinking Hard</b>	<b>Acquiring Knowledge</b> - development of visual literacy through exploration of the formal elements of Art (line, tone, colour).	<b>Being Creative</b> - students develop their own final piece inspired by that incorporates their knowledge of line, shape and colour.	<b>Acquiring Knowledge</b> - development of analytical ability of artists work and deeper exploration of mark making techniques.	<b>Creating Independence</b> - students will select a medium to produce a final outcome base on the sunflower.	<b>Not Fearing Failure</b> - students learn to trust the process and develop a sense of self belief in their own abilities.	<b>Creating Independence</b> - students will use their own local knowledge and imagination to produce their own creative maps.
<b>Developing Character</b>	<b>Curiosity</b> - igniting interest in the visual arts by exposure to contemporary artists and the practice of a range of skills and techniques.	<b>Self Assurance</b> - students must develop their own final piece, showcasing skill and individuality.	<b>Grit</b> - students will learn new techniques, which they will understand, practice, refine and improve.	<b>Kindness</b> - student will collaborate in groups (tables) to bring together their individual work as a final piece for display.	<b>Curiosity</b> - students experiment and practice with new techniques including mono printing and oil pastel transfers.	<b>Self Assurance</b> - students will design an expressive final piece, that showcases their knowledge of techniques and contemporary art.
<b>Understanding Diversity</b>	<b>Cultural Capital</b> - analysing the work of local artist Luke Storey and his Orchard Road, Portsmouth basketball court murals 'Proper Faces'.	<b>No Limits</b> - students will apply the skills of gridding up, colour mixing and painting skills to develop their final piece.	<b>Mental &amp; Physical Diversity</b> - analysing the work and life of Vincent Van Gogh and the struggles he had with mental illness.	<b>Cultural Capital</b> - Characteristics of the Impressionist art movement of the 19th-century	<b>Local Context</b> - students map their own journey to school and study/draw local landmarks	<b>Cultural Capital</b> - Linking project with Portsmouth's marine history as the home of the Royal Navy.
<b>Literacy Reading, Oracy</b>	Reading - ready and find key words in an article on why artists are inspired by everyday objects.	Writing - using art work analysis question sheets/mats to deepen thought and to develop use of artistic language.	Oracy - development of confident artistic language throughout lessons in response to questioning relating to works of art.	Writing - homework piece on the significance of the yellow sunflowers to Van Gogh.	Writing - using art work analysis question sheets/mats to deepen thought and to develop use of artistic language.	Oracy - development of confident artistic language throughout lessons when discussing and/or presenting their work and the work of their peers.
<b>Gatsby, Careers</b>	The importance of creativity - <a href="https://www.youtube.com/watch?v=vKjx6PzajE">https://www.youtube.com/watch?v=vKjx6PzajE</a>	Creative Jobs - <a href="https://www.trade-schools.net/articles/creative-jobs">https://www.trade-schools.net/articles/creative-jobs</a>	Artistic Curator - what do they do? <a href="https://www.thebalancecareers.com/what-do-art-curators-do-1295684">https://www.thebalancecareers.com/what-do-art-curators-do-1295684</a>	Licensing Artwork - <a href="https://artquest.org.uk/artlaw-article/licensing/">https://artquest.org.uk/artlaw-article/licensing/</a>	Cartographers, Typographers, Graphic Designers	Commercial Artists, Artistic merchandise,
<b>Mental and Physical Well-being</b>	Student explore their appreciation for everyday objects by learning about the life and work of Michael Craig-Martin. <a href="https://www.youtube.com/watch?v=bJ3rHd5IPkE&amp;t=224s">https://www.youtube.com/watch?v=bJ3rHd5IPkE&amp;t=224s</a>	Discussion on the positive impact creativity can have on mental health and how arts engagement can provide relaxation, distraction and absorption. <a href="https://www.rsph.org.uk">https://www.rsph.org.uk</a>	Students will learn about the struggles Van Gogh experienced with his mental wellbeing during his life and how this influenced his art. <a href="https://www.vangoghmuseum.nl/en">https://www.vangoghmuseum.nl/en</a>	Students will create a zentangle sunflower as mindfulness drawing task.	How drawing can have a positive impact on mental health. 'In the zone' is the mental state in which a person performing an activity (painting) is fully immersed in a feeling of energised focus.	Home Learning - creating a design for the Forth Plinth at Trafalgar Square as a means of expression.
<b>Cross-Curricular Links</b>	Maths - ratios of paints for colour mixing, segments of the colour wheel. SMSC - developing a sense of enjoyment and fascination in learning about themselves, others and the world around them.	History - Links to segregation in USA, English, Maths SMSC - use of imagination and creativity in their learning.	History - looting by Nazis WW2, English, Maths SMSC - understanding and appreciation of the wide range of cultural influences.	Maths - geometry and ratios, English - written analysis, SMSC - developing students ability to communicate their ideas	Geography - local and wider geographical context, SMSC - developing a sense of enjoyment and fascination in learning about themselves, others and the world around them	Geography - local and wider geographical context, SMSC - ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
<b>Extra-Curricular Links</b>	Black History Month - celebrating black artists such as Alma Woodsey Thomas (links to colour theory). KS3 Art Club	Anti Bullying Week - learning how to show kindness to others in the classroom, sharing resources and giving peer feedback. KS3 Art Club	International Women's Day - Students will debate why fine art by women is valued less than men's pieces. KS3 Art Club	Random Acts of Kindness - peer to peer feedback (post it notes). KS3 Art Club	21st May - World day for Cultural Diversity, look at other cultures and regions that inspire the students.	Pride Month - explore Artists from LGBT+ community in starter tasks.
<b>RSHE</b>	Developing friendships by sharing and collaborative working.	Developing friendships by sharing and collaborative working.	How emotions can be expressed through art.	How emotions can be expressed through art.	Developing a sense of self awareness through exploration of the local environment.	Developing a sense of self awareness through exploration of the local environment.
<b>Precise Learning Endpoints. We want students to learn/be able to:</b>	1. Understand and demonstrate how to use a variety of media to create tone. 2. Understand and demonstrate how to use a range on mark making to show tone and texture. 3. Understand and demonstrate knowledge of the 7 Formal Elements of art.	1. Understand and demonstrate how mix colours to produce secondary colours, tints and shades. 2. Understand and demonstrate how to use a grid to copy a drawing. 3. Understand and demonstrate monoprinting techniques.	1. Understand and demonstrate how to scale up a drawing using a grid. 2. Understand and demonstrate how to copy a drawing using tracing paper. 3. Understand and demonstrate how to create an artist research page.	1. Understand and demonstrate how to use different mediums (collage, water colour paints, oil pastel and coloured pencil) to apply colour. 2. Understand and demonstrate how to combine mark making and different mediums to create a range of artistic outcomes. 3. Understand and demonstrate how to select and further refine a technique to produce a final piece.	1) Understand and demonstrate what cartography is and to create an imaginative map of the immediate local area. 2) Understand and demonstrate how to use artistic language to describe an artists work. 3) Understand and demonstrate how to draw landmark buildings using a range of media including oil pastel transfer.	1) Understand and demonstrate how to use a viewfinder to select, study and copy an area of a drawing or painting. 2) Understand and demonstrate how to create a surreal landscape based on the wider local area. 3) Understand and demonstrate how to be selective in the patterns, colours, marks and media used to create a final piece of work.

Subject ART Autumn Term

Spring term

Summer term

Year 8	1	2	3	4	5	6
<b>Topic Summary</b>	Portraiture & Identity	Portraiture & Identity & Final Piece	Sea Life & The Environment	Sea Life & The Environment & Final Piece	Art as Activism	Art as Activism & Final Piece
<b>Thinking Hard</b>	<b>Acquiring Knowledge</b> - students learn how to draw faces using lines of proportion and how to detail feature such as eyes, lips and nose.	<b>Being Creative</b> - students experiment with a variety of techniques inspired by 4 contrasting portrait artists.	<b>Mastery of Learning</b> - students learn new techniques including line and wash and further develop skills already acquired.	<b>Changing the World</b> - students use a combination of techniques and knowledge about environment factors in their final piece.	<b>Acquiring Knowledge</b> - contemporary artists and societal/cultural current affairs that these artworks address.	<b>Changing the World</b> - students understand why artist use their works to challenge ideas and stereotypes.
<b>Developing Character</b>	<b>Grit</b> - Students will display grit when applying proportions correctly to self-portrait.	<b>Optimism</b> - students will learn to follow and trust the process and be confident in their outcomes.	<b>Self-Control</b> - students will develop and refine their drawings ability showing a high level of concentration and skill.	<b>Self-Assurance</b> - students will develop confidence in their own abilities and be able to apply this in a final piece.	<b>Curiosity</b> - awareness of current affairs that are affecting themselves or other.	<b>Self-Assurance</b> - students must develop their final piece using techniques from previous topics in conjunction with this topic.
<b>Understanding Diversity</b>	<b>Understanding Diversity</b> - How features are different between individuals. Examples of portraits from a diverse and varied range of artists and models.	<b>Cultural Capital</b> - Exploring the life and work of Bisa Butler, Vince Low, Frida Kahlo and Luke Dixon	<b>Local Context</b> - students will use their local knowledge of the sea, beaches and shoreline to inspire their creative choices and outcomes.	<b>Environmental Diversity</b> - students learn about the work of Tan Zi Xi's and how this relates to challenges regarding ocean pollution.	<b>Cultural Capital</b> - understanding how art is used as a form of activism looking at Barbara Kruger, Banksy and Jenny Kendler	<b>Environment Diversity</b> - researching and understanding endangered species from around the world.
<b>Literacy Reading, Oracy</b>	Reading - artist research sheets used in creation of artist research pages in sketchbooks.	Writing - using art work analysis question sheets/mats to deepen thought and to develop use of artistic language.	Oracy - development of confident artistic language throughout lessons in response to questioning relating to works of art.	Writing - students will create an artist research page complete with analysis of the artist work	Reading - analysing the words used in Banksy and Kruger's work and the meaning behind them.	Oracy - Students present their final pieces and explain their reasoning for choosing their endangered animal.
<b>Gatsby, Careers</b>	Make-Up Artist, Portrait Artist, Photographer, Influencer	Graphic Designer, Marketing & Creative Industries	Print Maker, Illustrator	Environmental Campaigner, Installation Artist	Street Artist, Graphic Designer,	Scientific Illustrator, Environmental Activist
<b>Mental and Physical Well-being</b>	Frida Kahlo - how she uses art to deal with	Identity - look at what makes you 'you', what	Developing creative freedom to make	How colour and design can be used	Photography session for Kruger inspired	Understanding how art can be used to open
<b>Cross-Curricular Links</b>	Maths - proportions & ratios, SMSC - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	English - use of key vocabulary to describe an artists work, SMSC - ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.	Music - pupils will listen to Sealife inspired music to aid working mindfully, SMSC - understanding of the consequences of their behaviour and actions.	Geography, Science (Biology), English (calligrams), SMSC - use of imagination and creativity in their learning.	History - women's rights and gender stereotypes, SMSC - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	Geography, Science - endangered species, SMSC - understanding of the consequences of their behaviour and actions.
<b>Extra-Curricular Links</b>	Black History Month - Textile artist Bisa Butler articles <a href="https://www.bisabutler.com/projects-3">https://www.bisabutler.com/projects-3</a>	Anti Bullying Week - embracing others and their differences.	Random Acts of Kindness - peer to peer feedback (post it notes). KS3 Art Club	International Women's day 8th March - look into life and work of Tan Zi Xi	21st May - World day for Cultural Diversity, look at other cultures and regions that inspire the students.	Pride Month - explore Artists from LGBT+ community in starter tasks.
<b>RSHE</b>	Developing a sense of personal identity in art work.	Developing a sense of personal identity in art work.	Looking at how the media highlights environmental issues (Blue Planet).	Looking at how the media highlights environmental issues (Blue Planet).	Exploring issues surrounding stereotypes, diversity and equality.	Exploring issues surrounding stereotypes, diversity and equality.
<b>Precise Learning Endpoints. We want students to learn/be able to:</b>	1) Understand and demonstrate what typography is and use this to create a title page. 2) Understand and demonstrate how to draw facial features using a range of mediums including pencil and chalk & charcoal. 3) Understand and demonstrate how to use the grid method to create a copy of a portrait.	1) Understand and demonstrate how to identify themes in an artists work. 2) Understand and demonstrate how to create a portrait showing 4 different techniques from 4 different artists. 3) Understand and demonstrate how to select and further refine a technique to produce a final piece.	1) Understand and demonstrate how to identify themes in an artists work and create an artist research page. 2) Understand and demonstrate how to use line and wash technique. 3) Understand and demonstrate how to identify the lines, shapes and patterns within a piece of work and be able to replicate these accurately.	1) Understand and demonstrate how to create a background for a piece of work. 2) Understand what an installation is (Plastic Ocean by Tan Zi Xi) and demonstrate an understanding of why artists use them. 3) Understand and demonstrate how to create a final piece, highlighting environment issues, using a combination of the techniques learned in this topic.	1) Understand and demonstrate how historic injustices have influenced the artist Barbara Kruger. 2) Understand and demonstrate how to use photoshop to create a digital piece of art. 3) Understand and demonstrate how to use stencils in the style of Banksy to create a piece of art.	1) Understand and demonstrate how to identify themes in an artists work. 2) Understand and demonstrate more advanced drawing painting techniques. 3) Understand and demonstrate how to create a final piece based on a theme (environment/endangered animals).
<b>Subject ART</b>	<b>Autumn Term</b>		<b>Spring term</b>		<b>Summer term</b>	
<b>Year 9</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Topic Summary</b>	Pop Art	Pop Art	Pop Art & Final Piece	Tropical Nature	Tropical Nature	Tropical Nature & Final Piece
<b>Thinking Hard</b>	<b>Acquiring Knowledge</b> - understanding where the Pop movement came from and key Pop Artists including Andy Warhol and Roy Lichtenstein.	<b>Being Creative</b> - developing colour mixing and acrylic painting skills. Using alternative methods of paint application.	<b>Creating Independence</b> - students develop their own ideas for a final piece based on the techniques and artists studied as part of this theme.	<b>Acquiring Knowledge</b> - exploring a range of artists who use nature as their inspiration. Rosalind Monks, Marianne North, Insect Lab and Christopher Marley.	<b>Being Creative</b> - developing fine drawing, fine painting, printing, sculpting with wire, and digital editing skills.	<b>Creating Independence</b> - students develop their own ideas for a final piece based on the techniques and artists studied as part of this theme.
<b>Developing Character</b>	<b>Curiosity</b> - students learn their strengths and work to develop weaker skills.	<b>Optimism</b> - understanding of and trusting the process of alternative image transfer techniques.	<b>Self-Assurance</b> - students will feel confident to work with increased independence using the skills the have acquired.	<b>Curiosity</b> - students learn their strengths and work to develop weaker skills.	<b>Grit</b> - understanding of and trusting the process by demonstrating resilience.	<b>Self-Assurance</b> - students will feel confident to work with increased independence using the skills the have acquired.

<b>Understanding Diversity</b>	<b>Cultural Capital</b> - Exploring Pop culture and how it has influenced contemporary designers and artists.	<b>Local Context</b> - application of Pop Art inspired design onto local building facades.	<b>No Limits</b> - students will have creative freedom to experiment without fearing making mistakes.	<b>Environmental Diversity</b> - exploring other species from alternative or tropical climates.	<b>No Limits</b> - students will have creative freedom to experiment without fearing making mistakes.	<b>World Citizen</b> - developing an appreciation for other ecosystems, plants, animals, insects and birds.
<b>Literacy Reading, Oracy</b>	Writing - students will create an artist research page complete with analysis of the artist work and annotate their primary studies.	Reading - as homework students are to research and present why the Pop are movement was so significant.	Oracy - Students present their final pieces and explain their influences and the meaning of their work.	Writing - students will create an artist research page complete with analysis of the artist work and annotate their primary studies.	Reading - as homework students are to research and present why nature is often represented in art.	Oracy - Students present their final pieces and explain their influences and the meaning of their work.
<b>Gatsby, Careers</b>	Develop portfolios for college interviews. Artist, Graphic Designer, Architect, Interior Designer, Fashion Designer, Make up Artist etc	Develop portfolios for college interviews. Artist, Graphic Designer, Architect, Interior Designer, Fashion Designer, Make up Artist etc	Develop portfolios for college interviews. Artist, Graphic Designer, Architect, Interior Designer, Fashion Designer, Make up Artist etc	Develop portfolios for college interviews. Artist, Graphic Designer, Architect, Interior Designer, Fashion Designer, Make up Artist etc	Develop portfolios for college interviews. Artist, Graphic Designer, Architect, Interior Designer, Fashion Designer, Make up Artist etc	Develop portfolios for college interviews. Artist, Graphic Designer, Architect, Interior Designer, Fashion Designer, Make up Artist etc
<b>Mental and Physical Well-being</b>	How Pop Art has inspired a new generation of artists (Tracy Emin, Damien Hurst etc)	How art helped Yayoi Kusama's struggles with mental health.	Art for all (Low Art v's High Art) and the positive effect it can have on a community. See Morag Mysercroft and Camille Walala.	How nature in Art can be used for calming purposes (hospitals, waiting rooms, prints, wallpaper etc)	How creating can have a positive impact on mental health. 'In the zone' in which a person performing an activity is fully immersed in a feeling of energised focus.	How nature can inspire us and how we can learn to look more closely at nature. Homework detailed photographs of natural forms.
<b>Cross-Curricular Links</b>	Maths - ratios & pattern, History - Pop culture 1950's & 1960's, D&T product and fashion design. SMSC - sense of enjoyment and fascination in learning about themselves, others and the world around them.	Maths - ratios & pattern, History - Pop culture 1950's & 1960's, D&T product and fashion design. SMSC - use of imagination and creativity in their learning and willingness to reflect on their experiences.	Maths - ratios & pattern, History - Pop culture 1950's & 1960's, D&T product and fashion design. SMSC - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	Science - biology, Maths - sacred geometry, D&T product and fashion design. SMSC - understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.	Science - biology, Maths - sacred geometry, D&T product and fashion design. SMSC - sense of enjoyment and fascination in learning about themselves, others and the world around them	Science - biology, Maths - sacred geometry, D&T product and fashion design. SMSC - use of imagination and creativity in their learning and willingness to reflect on their experiences
<b>Extra-Curricular Links</b>	Black History Month - revisit Bisa Butler. Y9 After School Art Club.	Anti Bullying Week - embracing others and their differences. Y9 After School Art Club.	Random Acts of Kindness - peer to peer feedback (post it notes). Y9 After School Art Club.	International Women's day 8th March. Revisiting Rosalind Monks & Marianne North.	21st May - World day for Cultural Diversity, look at other cultures and regions that inspire the students.	Pride Month - explore Artists from LGBT+ community in starter tasks.
<b>RSHE</b>	Exploring how Pop Art was created for a mass audience and how it is used to improve neglected spaces.	Exploring how Pop Art was created for a mass audience and how it is used to improve neglected spaces.	Exploring how Pop Art was created for a mass audience and how it is used to improve neglected spaces.	Developing an understanding of how the media influences fashion and trends and the impact of this.	Developing an understanding of how the media influences fashion and trends and the impact of this.	Developing an understanding of how the media influences fashion and trends and the impact of this.
<b>Precise Learning Endpoints. We want students to learn/be able to:</b>	1) Understand and demonstrate what typography is and use this to create a title page. 2) Understand and demonstrate how to research an artist and re-apply this research in the creation of a new piece (shoe design). 3) Understand and demonstrate an understanding of colour theory and be able to apply this in the mixing of paints.	1) Understand and demonstrate the cultural significance of the Pop Art movement and be able to name a 4 Pop Artist. 2) Understand and demonstrate a range of alternative ways of image transfer.	1) Understand and demonstrate how to use a variety of printing methods. 2) Understand and demonstrate how to plan and create a successful final outcome based on a theme. 3) Understand and demonstrate how to critically reflect upon the process and final outcome 4) to know how Pop Art has, and continues to have, a huge impact on culture and society.	1) Understand and demonstrate what typography is and use this to create a title page. 2) Understand and demonstrate how to research an artist and re-apply this research in the creation of a new piece. 3) Understand and demonstrate proficiency in the following materials: Pen, Pencil, Paint (acrylic & water colour), coloured pencil and apply them with a variety of techniques.	1) Understand and demonstrate ways to form a 3D sculpture based on a theme 2) Understand and demonstrate how to use photoshop to create a digital kaleidoscopic or reflective pattern. 3) Understand and demonstrate why nature is often used by artist for inspiration and representation.	1) Understand and demonstrate how to find and research an artist based on a theme using a variety of sources (books, galleries, Internet). 2) Understand and demonstrate how to plan and create a successful final outcome based on a theme. 3) Understand and demonstrate how to critically reflect upon the process and final outcome.
<b>Subject ART</b>	<b>Autumn Term</b>		<b>Spring term</b>		<b>Summer term</b>	
<b>Year 10</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Topic Summary</b>	Sweet Treats	Sweet Treats	Sweet Treats & Final Piece	Expressive Portraiture	Expressive Portraiture	Expressive Portraiture & Final Piece
<b>Thinking Hard</b>	<b>Acquiring Knowledge</b> - understanding where the history of food in art through the ages.	<b>Being Creative</b> - developing colour mixing and acrylic painting skills. Using alternative methods of paint application.	<b>Creating Independence</b> - students develop their own ideas for a final piece based on the techniques and artists studied as part of this theme.	<b>Acquiring Knowledge</b> - exploring a range of artists who use Portraiture in their work. For example: Francoise Nielly, Michael Corr, Irene Hoff.	<b>Being Creative</b> - developing fine drawing, fine painting, printing, relief, and digital editing skills.	<b>Creating Independence</b> - students develop their own ideas for a final piece based on the techniques and artists studied as part of this theme.
<b>Developing Character</b>	<b>Curiosity</b> - students learn their strengths and work to develop weaker areas in relation to the AQA AO's 1, 2, 3 and 4	<b>Grit</b> - understanding of and trusting the process by demonstrating resilience.	<b>Self-Assurance</b> - students will feel confident to work with increased independence using the skills the have acquired.	<b>Self-Control</b> - students will develop and refine their drawings ability showing a high level of concentration and skill.	<b>Optimism</b> - understanding of and trusting the process of using proportions to draw portraits.	<b>Self-Assurance</b> - students will feel confident to work with increased independence using the skills the have acquired.

<b>Understanding Diversity</b>	<b>Cultural Capital</b> - Exploring the importance of food in art and how it has influenced contemporary designers and artists.	<b>Mental &amp; Physical</b> - understanding of how artists use creativity as an outlet for emotions and feelings.	<b>No Limits</b> - students have creative freedom to experiment without fearing making mistakes.	<b>World Citizen</b> - developing an appreciation for other cultures by exploring a range of diverse portrait artists.	<b>No Limits</b> - students have creative freedom to experiment without fearing making mistakes.	<b>Understanding Diversity</b> - How features are different between individuals. Examples of portraits from a diverse and varied range of artists and models.
<b>Literacy Reading, Oracy</b>	Reading - Sarah Graham cover coming mental health struggles	Writing - use sentence starters to analyse an artists work using the formal elements keywords	Oracy - presentation of final piece and group critique involving Q+A	Reading - Vince Low overcoming struggles with Dyslexia and how it has influenced his art	Writing - use sentence starters to analyse an artists work using the formal elements keywords	Oracy - presentation of final piece and group critique involving Q+A
<b>Gatsby, Careers</b>	Develop portfolios for college interviews - Artist, Graphic Artist, Architect, Fashion Designer, Make up Artist etc	Develop portfolios for college interviews - Artist, Graphic Artist, Architect, Fashion Designer, Make up Artist etc	Develop portfolios for college interviews - Artist, Graphic Artist, Architect, Fashion Designer, Make up Artist etc	Develop portfolios for college interviews - Artist, Graphic Artist, Architect, Fashion Designer, Make up Artist etc	Develop portfolios for college interviews - Artist, Graphic Artist, Architect, Fashion Designer, Make up Artist etc	Develop portfolios for college interviews - Artist, Graphic Artist, Architect, Fashion Designer, Make up Artist etc
<b>Mental and Physical Well-being</b>	How creating can have a positive impact on mental health. 'In the zone' in which a person performing an activity is fully immersed in a feeling of energised focus.	How art helped Sarah Graham's struggles with mental health.	Art for all (Low Art v's High Art) and the positive effect it can have on a community.	Talking about emotions, expressing their feelings through art	How creating can have a positive impact on mental health. 'In the zone' in which a person performing an activity is fully immersed in a feeling of energised focus.	Stress - workload and time management advice.
<b>Cross-Curricular Links</b>	Maths - ratios & pattern, History - Food in Art, D&T product and fashion design. SMSC - sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning, willingness to reflect on their experiences	Maths - ratios & pattern, History - Food in Art, D&T product and fashion design. SMSC - sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning, willingness to reflect on their experiences	Maths - ratios & pattern, History - Food in Art, D&T product and fashion design. SMSC - sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning, willingness to reflect on their experiences	Science - biology, Maths - sacred geometry, D&T product and fashion design. SMSC - sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning, willingness to reflect on their experiences	Science - biology, Maths - sacred geometry, D&T product and fashion design. SMSC - sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning, willingness to reflect on their experiences	Science - biology, Maths - sacred geometry, D&T product and fashion design. SMSC - sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning, willingness to reflect on their experiences
<b>Extra-Curricular Links</b>	Black History Month- exploring life and work	Anti Bullying Week - Human Rights Day 10th	Random Acts of Kindness - peer to peer	International Women's day 8th March.	20th May - World day for Cultural Diversity,	Pride Month - explore Artists from LGBT+
<b>RSHE</b>	Understanding how art can be useful for people with metal health difficulties (Sarah Graham).	Understanding how art can be useful for people with metal health difficulties (Sarah Graham).	Understanding how art can be useful for people with metal health difficulties (Sarah Graham).	Exploring issues of discrimination faced by contemporary artists.	Exploring issues of discrimination faced by contemporary artists.	Exploring issues of discrimination faced by contemporary artists.
<b>Precise Learning Endpoints. We want students to learn/be able to:</b>	1) Understand and demonstrate how to research an artist and re-apply this research in the creation of a series of recreations using a variety of media. 2) Understand and demonstrate proficiency when using The 7 Formal Elements Line, Shape, Form, Tone, Colour, Texture and Space. 3) Understand and demonstrate proficient use of Pen, Pencil, Paint (acrylic & watercolour) and apply them with a variety of techniques.	1) Understand and demonstrate the ability to produce written analysis incorporating the 7 Formal Elements. 2) Understand and demonstrate alternative (non traditional) ways of creating art including relief insipid by El Anatsui. 3) Understand and know the cultural significance of Food in Art throughout history. 4) Understand and demonstrate how to scale up and to draw from still life.	1) Understand and demonstrate how to experiment, combine, select and refine with a variety media. 2) Understand and demonstrate how to plan and create a successful final outcome based on a theme. 3) Understand and demonstrate how to critically reflect upon the process and final outcome 4) to know how Food Art has, and continues to have, a huge impact on culture and society.	1) Understand and demonstrate how to research an artist and re-apply this research in the creation of a series of recreations using a variety of media. 2) Understand and demonstrate proficiency when using ratios, guides and grids in the creation of portrait art. 3) Understand and demonstrate proficient use of Pen, Pencil, Paint, Chalk & Charcoal and apply them with a variety of techniques.	1) Understand and demonstrate the ability to produce written analysis incorporating the 7 Formal Elements. 2) Understand and demonstrate alternative (sculpture, printing) ways of creating portraiture. 3) Understand and know the cultural significance of Portraiture throughout history. 4) Understand and demonstrate how to draw using a life model (students to draw other students portraits).	1) Understand and demonstrate how to experiment, combine, select and refine with a variety media. 2) Understand and demonstrate how to plan and create a successful final outcome based on a theme. 3) Understand and demonstrate how to critically reflect upon the process and final outcome 4) to know how Portraiture has, and continues to have, a huge impact on culture and society.
<b>Subject ART</b>	<b>Autumn Term</b>		<b>Spring term</b>		<b>Summer term</b>	
<b>Year 11 (2023-2024)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Topic Summary</b>	Surrealism		Exam Project			
<b>Thinking Hard</b>	<b>Acquiring Knowledge</b> - exploring a range of artists who use Surrealism in their work.	<b>Creating Ambition</b> - students to work towards a exhibition standard final piece.	<b>Creating Independence</b> - students develop their own ideas for a final piece based a stimulus word/s.			
<b>Developing Character</b>	<b>Self-Assurance</b> - students will feel confident to work with increased independence using the skills the have acquired.	<b>Self-Control</b> - students will develop and refine their drawings ability showing a high level of concentration and skill.	<b>Grit</b> - students must create a personal journey and final piece in a short period of time			

<b>Understanding Diversity</b>	<b>No Limits</b> - students have creative freedom to experiment without fearing making mistakes. Encouraged to choose artists that explore and examines their own beliefs/having liberty and choice.	<b>No Limits</b> - Students have their own choice in choosing inspirational artists, it is an independent project to showcase their personal interests, passions and skills.	<b>No Limits</b> - Exam questions or topics released in January, students choose which question or topic to pursue and create an independent project based on this stimulus.. Important that students show an independent personal response according to the marking criteria, cannot be teacher-led.	
<b>Literacy Reading, Oracy</b>	Writing - detailed analysis of arts and own work including formal elements and design principles.	Oracy - presentation of final piece and group critique involving Q+A	Writing - detailed analysis of arts and own work including formal elements and design principles.	
<b>Gatsby, Careers</b>	Develop portfolios for college interviews - Artist, Graphic Artist, Architect, Fashion Designer, Make up Artist etc	Develop portfolios for college interviews - Artist, Graphic Artist, Architect, Fashion Designer, Make up Artist etc	Develop portfolios for college interviews - Artist, Graphic Artist, Architect, Fashion Designer, Make up Artist etc	
<b>Mental and Physical Well-being</b>	Talking about emotions, expressing their feelings through art	Stress - workload and time management advice.	Stress - workload and time management advice.	
<b>Cross-Curricular Links</b>	Dependent on chosen artist/stimulus could link to History, Geography, Maths, D&T etc. SMSC - sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning, willingness to reflect on their experiences	Dependent on chosen artist/stimulus could link to History, Geography, Maths, D&T etc. SMSC - sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning, willingness to reflect on their experiences	Dependent on chosen artist/stimulus could link to History, Geography, Maths, D&T etc. SMSC - sense of enjoyment and fascination in learning about themselves, others and the world around them, use of imagination and creativity in their learning, willingness to reflect on their experiences	
<b>Extra-Curricular Links</b>	Black History Month- exploring life and work Learning to celebrate successes.	Anti Bullying Week - Human Rights Day 10th Learning to celebrate successes.	Random Acts of Kindness - peer to peer Learning to celebrate successes.	
<b>RSHE</b>				
<b>Precise Learning Endpoints. We want students to learn/be able to:</b>	1) Create a fluent journey of research, experimentation, reflection and personal response concluding with a final piece in line with the 4 assessment objectives (AOs) set by Ofqual for GCSE Art.	1) Create a fluent journey of research, experimentation, reflection and personal response concluding with a final piece in line with the 4 assessment objectives (AOs) set by Ofqual for GCSE Art.	1) Create a fluent journey of research, experimentation, reflection and personal response concluding with a final piece in line with the 4 assessment objectives (AOs) set by Ofqual for GCSE Art.	