Subject: Art Year group: 7

Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5	Rotation 6
Drawing - Ernst Haeckel, Morandi, Jim Dine	Painting -David Hockney	Textile – Ugl <mark>y dolls</mark> Sun Min Jim David Hogarth	Print – Andy Warhol	Digital Art – G Giuseppe Arcimboldo, Jason Mecier, Ian Wright	Illustration – John Burgerman, Quentin Blake
 Observational skills Mark making using a range of drawing materials Drawing texture Tonal rendering Define the formal elements 	 Understand basic colour theory Colour mixing, blending, tone and texture using pastel Learn about the properties of paint 	 Ugly dolls Upcycling Learning about the effect of textiles industry on environment Design a textile product 	 Learn how to create a pattern Positive and negative Mono-printing Creating a design Poly printing Lino printing 	 Creating a self-portrait using digital Learn to use Photoshop Learn how to use layers and layers mode 	 Illustrating a story Learn how to create a character Observational drawing Incorporating text
 Blending Draw 3D shapes Learn how to draw in proportion Analyse the work of artists Create a personal outcome 	 Drawing accurate perspective Analyse the work of artists Respond to the work of an artist Create a personal outcome 	 Learn hand stitching techniques: including running stich, cross stitch blanket stitch Learn to sew on a button Create a personal outcome 	 Lino printing Creating a comparison between artist's work Research the work of artists Create a personal outcome 	 Learn how to use selection tools Analyse and compare my work using specialist vocabulary. Evaluate own work Create a personal outcome 	 Creating a comparison between artist's work Research the work of artists Create a personal outcome
These are rotations and so are on a carousel basis	These are rotations and so are on a carousel basis	These are rotations and so are on a carousel basis	These are rotations and so are on a carousel basis	These are rotations and so are on a carousel basis	These are rotations and so are on a carousel basis

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
CW/ HW	CW/ HW	CW/ HW	CW/ HW	CW/ HW	CW/ HW
In class assessments,	In class assessments,	In class assessments,	In class assessments,	In class assessments,	In class assessments,
data reviews, verbal	data reviews, verbal	data reviews, verbal	data reviews, verbal	data reviews, verbal	data reviews, verbal
feedback weekly, written	feedback weekly, written	feedback weekly, written	feedback weekly, written	feedback weekly, written	feedback weekly, written
feedback fortnightly,	feedback fortnightly,	feedback fortnightly,	feedback fortnightly,	feedback fortnightly,	feedback fortnightly,
homework set Satchel	homework set Satchel	homework set Satchel	homework set on Satchel	homework set Satchel	homework set on Satchel
One, work reviews	One, work reviews	One, wor <mark>k rev</mark> iews	One, work reviews	One, work reviews	One, work reviews
			4		

Skills developed through the year:

Students learn how to develop their observational skills in drawing and painting including still life and perspective. Students further their understanding of a range of media including drawing, painting, printmaking, ceramics, illustration, dry graphics, and digital. A broad range of artists from diverse cultures are introduced as students learn how to appreciate and talk about art. Students work with specialist teachers through a rotation model.

In Y7 students build on a range of skills based in the workshop developing in:

Fine art, Textiles, Graphics, 3D, and Design Technology

Extra-Curricular Opportunities:

Key Stage 3 Art Club, Artist of the Month, Artist of the Year, and external competitions

Subject: Art Year group: 8

Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5	Rotation 6
Drawing - Morandi	Painting- Cezanne, Joel Penkman	Textile- Pop art - Lichtenstein	Print -Endangered species- Andy Warhol	Digital -Hybrid Creature Salvador Dali	Illustration – John Burgerman, Quentin Blake
 Observational skills Experiment with mark making and texture using a range of drawing materials 	 Colour theory Colour mixing, blending, tone and texture Learn about the properties of paint 	 Heat transfer paint Fabric paint Positive and negative shapes Incorporating text 	 Mono-printing Creating a design Poly printing Create a multilayer Lino print 	 Creating a hybrid creature using photoshop Learn how to use layers and edit an image selection tools 	 Learn about the work of contemporary illustrators Learn how to work with clay
 To be able to draw 3D objects using tone Creating a comparison between artist's work Research the work of artists 	 Block paints Compare a historical and contemporary artist Analyse the work of a contemporary artist 	 Creating a comparison between artist's work Analyse the work of a contemporary artist 	 Creating a comparison between artist's work Analyse the work of a contemporary artist 	 Creating a comparison between artist's work Learn how to use transform and rotation tools Analyse the work of a contemporary artist 	 Learn how to create a character Learn how to work in a range of materials Learn different ways to create a story
 To produce a personal outcome which carefully consider the formal elements of drawing Evaluate work 	 Respond in the style of an artist Create a personal outcome Evaluate work 	 Create a personal outcome Evaluate work 	 Develop independent working Create a personal outcome Evaluate work 	 Develop independent working Create a personal outcome Evaluate work 	 Create a personal outcome Evaluate work

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
CW/ HW	CW/ HW	CW/ HW	CW/ HW	CW/ HW	CW/ HW
In class assessments,	In class assessments,	In class assessments,	I <mark>n class asses</mark> sments,	In class assessments,	In class assessments,
data reviews, verbal	data reviews, verbal	data reviews, verbal	d <mark>ata reviews, v</mark> erbal	data reviews, verbal	data reviews, verbal
feedback weekly, written	feedback weekly, written	feedback weekly, written	feedba <mark>ck week</mark> ly, written	feedback weekly, written	feedback weekly, written
feedback fortnightly,	feedback fortnightly,	feedback fortnightly,	feedback fortnightly,	feedback fortnightly,	feedback fortnightly,
homework set on Satchel	homework set on Satchel	homewor <mark>k se</mark> t on Satchel	homework se <mark>t o</mark> n Satchel	homework set on Satchel	homework set on Satchel
One, ork reviews	One, work reviews	One, wor <mark>k rev</mark> iews	One, work reviews	One, work reviews	One, work reviews

Skills developed through the year:

Students learn how to develop their observational skills in drawing and painting including still life and perspective. Students further their understanding of a range of media including drawing, painting, printmaking, ceramics, illustration, dry graphics, and digital. A broad range of artists from diverse cultures are introduced as students learn how to appreciate and talk about art. Students work with specialist teachers through a rotation model.

In Y8 students build on a range of skills based in the workshop developing in:

Fine art, Textiles, Graphics, 3D, and Design Technology

Extra-Curricular Opportunities:

Key Stage 3 Art Club, Artist of the Month, Artist of the Year, and external competitions

Subject: Art GCSE Year group: 9

GCSE title: In Year 9 the student's progress through four rotations textiles and print, drawing and sculpture, paint and digital, graphics and photography

At the end of Y9 students will choose the exam in which they want to specialize.

Exam Board: Edexcel

Unit 1 and Unit 2

Practical work completed in class and HW 80%

Fine Art/ Unendorsed

Practical: 10-hour exam -Taken over two days

20%

Rotation 1	Rotation 2	Rotation 3	Rotation 4
Textiles and print	Drawing and sculpture:	Paint and digital	Graphics and photography
 Heat press Transfer paints embroidery Inks Work with a range of fabrics 	 Observational skills Experiment with mark making and texture using a range of drawing materials 	 Developing Colour theory Learn how to use different paint: Acrylic, Water colour, Gouache, Colour mixing, blending, Tone and texture Learn about the properties of paint 	 Using Illustrator to plan a 3D typographic piece. Using manual techniques to make a physical model Record and edit images using camera and Photoshop Use digital images to create and installation or painting
 Hand sewing machine stitch applique, transfer paint poly print & weaves Developing pattern 	 To be able to draw 3D objects using tone Creating a comparison between artist's work Research the work of artists 	 Learn how to use layers and edit an image selection tools Adobe Photoshop 	Adobe Illustrator

Artist response	 To work with clay using different hand building techniques To work with wire To work with papier mache 		
Personal outcomeEvaluation	 To produce a personal outcome which carefully consider the formal elements of drawing Evaluation 	 To produce a personal outcome which carefully consider the formal elements of drawing Evaluation 	 To produce a personal outcome which carefully consider the formal elements of drawing Evaluation
Assessment	Assessment	Assessment	Assessment
CW/ HW	CW/ HW	CW/ HW	CW/ HW
In class assessments,	In class assessments,	In class assessments,	In class assessments,
data reviews, verbal feedback weekly,	data reviews, verbal feedback weekly,	data reviews, verbal feedback weekly,	data reviews, verbal feedback weekly,
written feedback fortnightly, homework	written feedback fortnightly, homework	written feedback fortnightly, homework	written feedback fortnightly, homework
set on Show My Homework	set on Show My Homework	set on Show My Homework	set on Show My Homework
Work reviews	Work reviews	Work reviews	Work reviews

Skills developed through the year:

In Y9 students build on a range of skills based in the workshop.

As part of a recover curriculum Students are on a carousel system and will rotate across four subjects over the course of the year.

Students will choose an area to focus on at the end of Year 9 for year 10 and 11.

Art Rotation: textiles and print, drawing and sculpture, paint and digital, graphics and photography

At the end of year 9 students will opt for one of these 5 specialisms for Art GCSE:

- 1. FINE ART
- 2. TEXTILES
- 3. GRAPHICS
- 4. SCULPTURE
- 5. PHOTOGRAPHY
- 6. UNENDORSED

Extra-Curricular Opportunities:

Key Stage 3 after school club, external competitions and intervention

Resources to support independent learning – Include titles of text/revision books and useful other resources:

Useful websites

BBC bitesize:

https://www.bbc.co.uk/bitesize/subjects/z8tnvcw

Tate: https://www.tate.org.uk/art/student-resource

National portrait Gallery: https://www.npg.org.uk/

British Museum: https://www.britishmuseum.org/

Victoria and Albert: https://www.vam.ac.uk/

Subject: Fine Art, Textile Design, Graphic Communication. Unendorsed (Art Craft and Design) Year group: 10

GCSE title: Write name here (Write number here if applicable or delete)

Exam Board: Edexcel

Component 1: 60%- Year 10

Component 2: 40% - Year 11 Externally set assessment (ESA). Paper is available from 1 February

In art and design students will be given individual learning plans (ILP). This contains personalised targets for each student specifically written to guide them individually to the next stage and to pinpoint areas for improvement or development. Students are expected to contribute to these targets using green pen.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FINE ART	FINE ART	FINE ART	FINE ART	FINE ART	FINE ART
COMPONENT 1: Personal	COMPONENT 1: Personal	COMPONENT 1: Personal	COMPONENT 1: Personal	COMPONENT 1: Personal	COMPONENT 1: Personal
Portfolio	Portfolio	Portfolio	Portfolio	Portfolio	Portfolio
THEME:	THEME:	THEME:	THEME:	THEME:	THEME:
Landscape vs cityscape	Landscape vs cityscape	LIFESTYLE FOOD AND	LIFESTYLE FOOD AND	LIFESTYLE FOOD AND	LIFESTYLE FOOD AND
Mono print	Lino Print 4 colour	DRINK	DRINK	DRINK	DRINK
Painting textures where	reduction print	The main focus is	Producing a series of	Respond and develop	Produce outcomes
appropriate		painting.	pastiche <mark>s de</mark> mon <mark>strating</mark>	co <mark>mpositi</mark> onal work to	(paintings) based on their
		Researching the work of	colour <mark>mixi</mark> ng, b <mark>len</mark> ding,	produce a series of	developmental work on
	11 -0=	artists (AO1)	tone and texture	paintings on their chosen	their chosen theme.
	110			theme.	
TEXTILE DESIGN	TEXTILE DESIGN	TEXTILE DESIGN	TEXTILE DESIGN	TEXTILE DESIGN	TEXTILE DESIGN
COMPONENT 1: Personal	COMPONENT 1: Personal	COMPONENT 1: Personal	COMPONENT 1: Personal	COMPONENT 1: Personal	COMPONENT 1: Personal
Portfolio	Portfolio	Portfolio	Portf <mark>olio</mark>	Portfolio	Portfolio
THEME:	THEME:	THEME:	THEME:	THEME:	THEME:
Kew Gardens	Kew Gardens	Kew Gardens	Kew Gardens	Kew Gardens	Kew Gardens
Students are familiarised	Students are guided	Students start to develop	Students start to respond	Students develop and	Students start to
with the exam style.	through the Assessment	and explore theme and	to artists, Picasso, Andrea	present design ideas, final	construct outcomes.
Research on	Objectives (A.Os.)	skills – mark making,	Lauren and Timorous	design, exploring theme.	
independently chosen	Students record colour	trapping, heat press,	Beasties. Students create	Drawing skills and	
topic based on design and	pattern, a shape and form	transfer paint. Students	lino prints in response to	techniques introduced for	
	from primary Kew photos.	create digital		fashion designs.	

making products for the		experiments, line	arts whilst exploring own		
Kew gift shop.		drawings.	theme.		
GRAPHIC COMMUNICATION COMPONENT 1: Personal Portfolio THEME: Typography Students are familiarised with the rules of typography. They use Adobe Illustrator (AI) to make selections. They research, respond to and evaluate work of artists and designers.	GRAPHIC COMMUNICATION COMPONENT 1: Personal Portfolio Typography Students are able to choose and download appropriate fonts. They are aware of layout and relevant placement of text. They are introduced to logo design and create a logo and poster for a charity.	GRAPHIC COMMUNICATION COMPONENT 1: Personal Portfolio THEME: Character Design Students create a character based on an animal, using traditional and digital recording	GRAPHIC COMMUNICATION COMPONENT 1: Personal Portfolio THEME: Character Design The make merchandise to promote their character	GRAPHIC COMMUNICATION COMPONENT 1: Personal Portfolio THEME: Exam style project: Students are given an exam style topic to research and produce experimental and developmental work for. They have the choice to select a topic or theme which interests them	GRAPHIC COMMUNICATION COMPONENT 1: Personal Portfolio THEME: Exam style project: Students complete outcomes for their exam style project
ART, CRAFT AND DESIGN COMPONENT 1: Personal Portfolio THEME: Identity Students work on developing analytical skills alongside drawing for 2D and 3D projects.	ART, CRAFT AND DESIGN COMPONENT 1: Personal Portfolio THEME: Identity Students work with we and dry materials to experiment with a range of traditional and digital media.	ART, CRAFT AND DESIGN COMPONENT 1: Personal Portfolio THEME: Identity Students work on refining 2D and 3D skills in photography, wire and clay	ART, CRAFT AND DESIGN COMPONENT 1: Personal Portfolio THEME: Identity Students select an area of focus for their theme and work towards a series of mini experimental outcomes.	ART, CRAFT AND DESIGN COMPONENT 1: Personal Portfolio THEME: Identity Students respond and develop compositional work to produce a series of paintings on their chosen theme.	ART, CRAFT AND DESIGN COMPONENT 1: Personal Portfolio THEME: Identity Students complete outcomes for their Identity project

Assessment

GCSE – In class folder assessments. Students should refer to their ILP (Individual Learning Plan). These are placed in their folders. Internal standardisation occurs termly to ensure consistency across the art and design specifications.

Work completed in mock examinations in art and design is integrated into Component 1 in Year 10 and into Component 2 in Year 11 (a separate grade is also given to assess how they work in examination conditions)

Skills developed through the year:

- Analysis of artists' work
- Responding to the work of artists and designers
- Experimenting with materials and techniques. Refining work and skills
- Realising their own ideas visually.

Extra-Curricular Opportunities:

After school classes (days will differ according to individual staff)

Resources to support independent learning – Include titles of text/revision books and useful other resources:

Examination Board textbooks

Subject: Fine Art, Textile Design, Graphic Communication. Unendorsed (Art Craft and Design) Year group: 11

GCSE title: Write name here (Write number here if applicable or delete)

Exam Board: Edexcel

Component 1: 60%- Year 10

Component 2: 40% - Year 11 Externally set assessment (ESA). Paper is available from 1 February

In art and design students will be given individual learning plans (ILP). This contains personalised targets for each student specifically written to guide them individually to the next stage and to pinpoint areas for improvement or development. Students are expected to contribute to these targets using green pen.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FINE ART	FINE ART	FINE ART	FINE ART	FINE ART	FINE ART
COMPONENT 1: Personal	COMPONENT 1: Personal	COMPONENT 2:	COMPONENT 2:	COMPONENT 2:	
Portfolio	Portfolio	Externally Set Assignment	Externally Set Assignment	Externally Set Assignment	
Working towards targets	Working towards targets	(ESA)	(ESA)	(ESA)	
set in ILP to refine and	set in ILP to refine and	THEME: TBC	THEME: TBC	THEME: TBC	
extend work and to	extend work and to	Is set by the exam board	Students work in line with	Students will sit a 10 hour	
ensure that all	ensure that all	and the paper is released	the A.O.'s to produce a	exam in their normal art	
assessment objectives	assessment objectives	on 01 February. Students	body of work to the	clas <mark>sroom</mark> (over 2 days)	
(AO) are met to the best	(AO) are met to the best	will research the theme	theme. They will evaluate	during this time they will	
of a student's ability	of a student's ability	set and develop ideas in	and res <mark>pond to the</mark> work	produce an outcome or	
	11-0	line with their spe <mark>ci</mark> alism.	of artists and designers.	outcomes based on the	
			They will experiment with	preparatory work they	
	11-0		mate <mark>rials and techn</mark> iques	have completed since 01	
	119		and develop work using	February. They are	
			the knowledge they have	allowed to bring their	
		1	gained over the course.	preparatory work	
			/	(sketchbooks and	
	//			research) with them.	
TEXTILE DESIGN	TEXTILE DESIGN	TEXTILE DESIGN	TEXTILE DESIGN	TEXTILE DESIGN	TEXTILE DESIGN
COMPONENT 1: Personal	COMPONENT 1: Personal	COMPONENT 2:	COMPONENT 2:	COMPONENT 2:	
Portfolio	Portfolio	Externally Set Assignment	Externally Set Assignment	Externally Set Assignment	
		(ESA)	(ESA)	(ESA)	

Working towards targets set in ILP to refine and extend work and to ensure that all assessment objectives (AO) are met to the best of a student's ability.	Working towards targets set in ILP to refine and extend work and to ensure that all assessment objectives (AO) are met to the best of a student's ability.	THEME: Is set by the exam board and the paper is released on 01 February. Students will research the theme set and develop ideas in line with their specialism.	THEME: TBC Students work in line with the A.O.'s to produce a body of work to the theme. They will evaluate and respond to the work of artists and designers. They will experiment with materials and techniques and develop work using the knowledge they have gained over the course.	THEME: TBC Students will sit a 10 hour exam in their normal art classroom (over 2 days) during this time they will produce an outcome or outcomes based on the preparatory work they have completed since 01 February. They are allowed to bring their preparatory work (sketchbooks and research) with them.	
GRAPHIC	GRAPHIC	GRAPHIC	GRAPHIC	GRAPHIC	GRAPHIC
COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION
COMPONENT 1: Personal	COMPONENT 1: Personal	COMPONENT 2:	COMPONENT 2:	COMPONENT 2:	
Portfolio	Portfolio	Externally Set Assignment	Externally Set Assignment	Externally Set Assignment	
THEME:	Typography	(ESA)	(ESA)	(ESA)	
Typography	Students are able to	THEME:	THEME: TBC	THEME: TBC	
Students are familiarised	choose and download	Is set by the exam board	Students work in line with	Students will sit a 10 hour	
with the rules of	appropriate fonts. They	and the paper is released	the A.O <mark>.'s to produc</mark> e a	exam in their normal art	
typography. They use	are aware of layo <mark>ut and</mark>	on 01 February. Students	body o <mark>f work to the</mark>	classroom (over 2 days)	
Adobe Illustrator (AI)	relevant placement of	will research the theme	theme. They will evaluate	during this time they will	
to make selections. They	text. They are introduced	set and develop ideas in	and r <mark>espond to the</mark> work	produce an outcome or	
research, respond to and	to logo design and create	line with their specialism.	of artists and designers.	outcomes based on the	
evaluate work of artists	a logo and poster for a		They will experiment with	preparatory work they	
and designers.	charity.		materials and techniques	have completed since 01	
			and develop work using	February. They are	
	1		the knowledge they have	allowed to bring their	
			gained over the course.	preparatory work	
				(sketchbooks and	
				research) with them.	

ART, CRAFT AND DESIGN	ART, CRAFT AND DESIGN	ART, CRAFT AND DESIGN	ART, CRAFT AND DESIGN	ART, CRAFT AND DESIGN	ART, CRAFT AND DESIGN
COMPONENT 1: Personal	COMPONENT 1: Personal	COMPONENT 2:	COMPONENT 2:	COMPONENT 2:	,,
Portfolio	Portfolio	Externally Set Assignment	Externally Set Assignment	Externally Set Assignment	
Working towards targets	Working towards targets	(ESA)	(ESA)	(ESA)	
set in ILP to refine and	set in ILP to refine and	THEME:	THEME: TBC	THEME: TBC	
extend work and to	extend work and to	Is set by the exam board	Students work in line with	Students will sit a 10 hour	
			No.		
ensure that all	ensure that all	and the paper is released	the A.O.'s to produce a	exam in their normal art	
assessment objectives	assessment objectives	on 01 Fe <mark>bruary. Students</mark>	body of work to the	classroom (over 2 days)	
(AO) are met to the best	(AO) are met to the best	will resea <mark>rch</mark> the theme	theme. They will evaluate	during this time they will	
of a student's ability	of a student's ability	set and d <mark>eve</mark> lop ideas in	and respond to the work	produce an outcome or	
		line with their specialism.	of artists and designers.	outcomes based on the	
			They will experiment with	preparatory work they	
			materials and techniques	have completed since 01	
			and develop work using	February. They are	
			the knowledge they have	allowed to bring their	
			gained over the course.	preparatory work	
				(sketchbooks and	
				research) with them.	
			100	research, with them.	
A			76.25		

Assessment

GCSE – In class folder assessments. Students should refer to their ILP (Individual Learning Plan). These are placed in their folders. Internal standardisation occurs termly to ensure consistency across the art and design specifications.

Skills developed through the year:

- Analysis of artists' work
- Responding to the work of artists and designers
- Experimenting with materials and techniques. Refining work and skills
- Realising their own ideas visually.

Extra-Curricular Opportunities:

After school classes (days will differ according to individual staff)

Resources to support independent learning – Include titles of text/revision books and useful other resources:

Examination Board textbooks

