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| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 |  | To learn how to select and apply a range of media to their work  To learn how to analyse, discuss and evaluate images and their meanings.  To learn how to generate and explore their ideas and intentions by selecting appropriate materials, techniques and processes.  To learn how to review, refine and modify their artwork to produce a meaningful and personal response.  To learn how to work as individuals and in collaboration with others in a range of situations. |  |
| Autumn 2 |  |  |  |
| Spring 1 |  |  |  |
| Spring 2 |  |  |  |
| Summer 1 |  |  |  |
| Summer 2 |  |  |  |
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| **Building Block 1 ≈ Lower KS2 (3 years)** | | | |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 |  |  |  |
| Autumn 2 |  |  |  |
| Spring 1 |  |  |  |
| Spring 2 |  |  |  |
| Summer 1 |  |  |  |
| Summer 2 |  |  |  |
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| **Building Block 2 ≈ Lower KS2 (2 years)** | | | |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 |  |  |  |
| Autumn 2 |  |  |  |
| Spring 1 |  |  |  |
| Spring 2 |  |  |  |
| Summer 1 |  |  |  |
| Summer 2 |  |  |  |
|  |  |  |  |
| **Building Block 3 ≈ KS3 (Y7)** | | | |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | * Colour * Hundertwasser | How to work Safely  Pencil Control how to hold it and how to use it effectively  **To develop knowledge and understanding of the formal element – Colour.**  **To develop painting skills and presentation skills.**  **To develop their knowledge and understanding of other artists and cultures.**  **To develop presentation skills.**  **To develop critical thinking skills.**  **To develop 2D mark making skills.**  **To develop painting skills**  **To develop compositional skills.**  **To develop designs**  **To develop knowledge of other materials, techniques and processes**  **To develop 3D making skills.** | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills |
| Assessment |  | | |
| Autumn 2 | * World Masks | introduction to different cultures and different belief systems  We cover the Egyptian Masks, Mardi Gras Masks, Mexico’s Day of the Dead, Chinese Opera Masks  **To understand what a mask is and how we use them**  **To learn what Egyptian masks look like and what they are used for**  **To learn what African masks look like and what they are used for**  **To learn how to create a range of alternative designs and be able to select ideas.**  **To learn how to select appropriate materials to create a mask**  **To learn how to present and evaluate work** | Time management, self-awareness, life skills, working safely, sharing resources, communication, problem solving, teamwork, understanding the wider world |
| Assessment |  | | |
| Spring 1 | * Line Art | To understand what a line is and how to make different lines  To reflect on an artist in order to make connections in student’s own work  To will organise and present work in different ways  To will explore the use of mixed media within art  To Combine different examples of line to produce a Miro inspired design  To Combine different examples of line to produce a Miro inspired design | Teamwork, independence, leadership, staying safe, Communication, problem solving |
| Assessment |  | | |
| Spring 2 | * Aboriginal Art | To learn what Aboriginal Art is and what it is about.  To learn what Aboriginal Art is and what it is about.  To learn what the Aboriginal Art symbols are and use them in own work.  To learn what the Aboriginal Art symbols are and use them in own work.  To show knowledge of Aboriginal Art and create work in this style.  To show knowledge of Aboriginal Art and create work in this style. | Understanding of the wider world, culture and the environment, communication, life skills, staying safe, self-awareness, problem solving |
| Assessment |  | | |
| Summer 1 | * Puppets | **To become aware of the different types of puppets.**  **Design brief introduced and key words identified. Man-made and natural fibres.**  **Look at the different properties of fabrics.**  **Create design ideas of their puppet.**  **Developing design ideas using the booklet.**  **Developing design ideas using the booklet.**  **Safety and cutting**  **Planning Development**  **How to thread a needle and practice hand stitching**  **Tracing and cutting out**  **Cutting and pinning**  **Hand stitching**  **Practice labelling machine and threading machine**  **Practice on machine and hand stitching**  **Pinning and seam allowance** | Staying safe, time managements, independent working, Teamwork, communication. |
| Assessment |  | | |
| Summer 2 | * Puppets * Transition | **Hand stitching or machine stitching**  **Evaluation**  **Presentation of finished puppet with completed evaluation sheets**  **Transition activities – making and drawing** | Staying safe, time managements, independent working, Teamwork, communication. |
| Assessment |  | | |
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| **Building Block 4 ≈ KS3 (Y8)** | | | |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | * Lettering | Developing Understanding the formal elements. Line, Tone, Texture, Space, Shape, Form and Pattern  **Learn how a grid helps you to draw lettering free hand**  **Learn how to create 3D lettering with shadow and perspective**  **Learn how to use and select materials and processes to create artwork**  **Using knowledge learned to evaluate the art work which has been created.**  **Exploring creative ideas and producing imaginative work**  **Exploring creative ideas and producing imaginative work**  **Learn how to use and select materials and processes to create artwork**  **What is Graffitti? Debate an idea** | Building Self Confidence, Building Self-Esteem, Building Positive Wellbeing  Developing Fine Motor Skills and Developing Gross Motor Skills |
| Assessment |  | | |
| Autumn 2 | * Pattern and Texture | To learn what pattern is and know different types of patterns.  To learn what texture is and know different types of texture.  Who is William Morris? What is his work about? Discover where in history he fits in.  To learn how to create a pattern in the style of William Morris  To learn how to create a pattern in the style of William Morris and prepare it for printing.  To be able to use a poly-block for printing.  To be able to complete a final print presented appropriately | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills |
| Assessment |  | | |
| Spring 1 | * Music in Art | Developing Layout design skills  Researching images that present Music and Art  Use google to gather ideas  Letter formation when constructing Large bubble lettering  Drawing  Use of colour | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, self-awareness, Problem Solving, Developing Fine and Gross Motor skills, self-expression, personal identity |
| Assessment |  | | |
| Spring 2 | * Under The Sea | Developing your observational drawing skills  Blind Drawing  Weak hand Drawing  Continuous line drawing  Developing use of tone  Layering colour with pencil crayon  Experimenting with using dot work and mark making to create drawings of sea life  Learn to create a range of textures in your drawings by making different marks with your pen or pencil.  Learn about the artist J.Vincent Scarpace  Creating their own Scarpace inspired fish.  Learn about the Importance of Recycling  Creating designs or a bag  Making in textiles  Use of batik technique  Evaluating | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills |
| Assessment |  | | |
| Summer 1 | * Portraits | To develop observational drawing skills and use of shape, line and space.  To understand the proportions of and relationships between the features of the human face.  To develop drawing skills and increase proportional accuracy.  To improve observational skills  To explore the use of tone to create features, highlights and definition when drawing a portrait.  Outcome Pencil portrait sketches  To explore the theme of personal identity.  To explore how artists communicate ideas about identity through portraiture.  To explore a range of artistic techniques and processes that can be used to create portraits.  To explore how artists communicate ideas about identity through portraiture.  To explore a range of artistic techniques and processes that can be used to create portraits.  To be able to gather record and communicate information about artists and their work  To explore a range of artistic techniques and processes that can be used to create portraits.  To develop composition and painting skills  To analyse the work of Roy Lichten stein and compare his work to the work of Julian Opie.  To understand how artists use new and digital technologies to create portraits  To understand how to use computer software to manipulate a digital image  To analyse the work of Pablo Picasso  To understand how cubist artists created portraits.  To be able to use a range of mixed media to compose and create a collage background.  To explore surface properties of different materials and drawing on different surfaces  To develop an understanding of designing for print, engraving, positive and negative. Exploring printmaking techniques.  To develop printmaking skills and learn how to create multiple prints/multiple colours on one print.  To explore and experiment with Collage techniques.  To explore and experiment with Collage techniques.  To refine and develop your confidence and creativity using collage techniques.  To be able to select source material and respond creatively with your own original ideas.  To refine your observational drawing skills and develop your independent and creative thinking skills.  To be able to communicate the intentions meanings behind your ideas and reflect upon the work that you have produced.  To be able to generate your own ideas for a piece of art work taking influence from the artists that you have studied.  To be able to select appropriate materials and develop and refine your use of these materials.  To be able to develop your ideas creatively and imaginatively to produce an original piece of art work.  To be able to reflect upon your work and make comparisons between your work and the work of your peers and other artists.  To be able to consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers  And reflect upon the outcomes of your own work. | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills |
| Assessment |  | | |
| Summer 2 | * Digital Image * Transition project | Use ICT for researching and developing ideas > create appropriate primary source materials or select appropriate secondary sources.  Use ICT to aid in the creative process > manipulate primary and secondary resource materials digitally and use the result to develop further work.  Use ICT to create a finished piece of work > this could be in printed or electronic form, a single image, an animated sequence, a digital video or a multimedia presentation.  Use ICT to contribute to an extension activity > photograph and manipulate images of sculpture or works created in other art media.  Use ICT to provide a medium that can be used to explore visual phenomena and experiment with visual language > through producing & modifying images using effects such as layering, blending and changing colours.  Use ICT to extend the range of tools used in art >to transfer images from one medium to another  > to manipulate an image to convey different meanings  >to control a sequence through animation or time-based work such as digital video  Use ICT to enable pupils to maintain a visual record of process and final outcome > save versions of work in progress in electronic sketchbooks for formative assessments; publish work to a virtual gallery for summative assessment or print and display.  Use ICT to extend pupils’ knowledge, experience & critical skills > use the internet & CD-ROMs to access the work of artists, makers and designers from different periods, contexts and cultures.  Use ICT to enable pupils to share their own and other pupils’ artwork > via the internet, intranet, email, video conferencing, PowerPoint presentations, digital video of installations or performance art, the school website or virtual gallery..  Use ICT to help locate resources and interpretations of contemporary art practice which can be adapted for use in the classroom > search engines, gallery websites, artists’ websites, the National Grid for Learning, online registers of artists for residencies and workshops, suppliers. | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills |
| Assessment |  | | |
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| **Building Block 5 ≈ KS3-4 bridging year (Y9)** | | | |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | * Food In Art | How to annotate work  Developing Observational drawing skills  Skills  Within the context of fine art, students must demonstrate the ability to:  • use fine art techniques and processes, appropriate to students’ personal intentions, for example:  • mark-making  • monoprint, collagraph and block printing  • assemblage  • construction  • carving  • film and video  • digital working methods  • use media and materials, as appropriate to students’ personal intentions, for example:  • charcoal, pastels, pen and ink, crayons and pencil  • watercolour, gouache, acrylic and oil paint  • found materials  • clay, wood and metal  • digital imagery  • different papers and surfaces on which to work.  • AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  • AO3: Record ideas, observations and insights relevant to intentions as work progresses.  • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Building Self Confidence, Building Self-Esteem, Building Positive Wellbeing  Developing Fine Motor Skills and Developing Gross Motor Skills |
| Assessment |  | | |
| Autumn 2 | * Cubism | Refreshing prior learning, i.e., Tone, mark making, observation, line etc. Develop and build on previous observational skills learned. Understand and practise the methods and processes used in Cubism.  Ability to apply a range of materials to the act of observational drawing.  Enhanced ability through greater experience in drawing with a variety of mediums: Pencil, Charcoal, Oil pastel, Chalk/Chalk pastel, Charcoal Pencil, Water colour, pencil crayon and mixed media.  Enhanced understanding and appreciation through familiarity: students being shown examples of drawings by various artists and examples from books etc., on technique.  Technique, form, shape, line, tone, modelling, light, hatching/cross-hatching, drawing, sketching, illumination, draughtsman, shading, pencil, medium, discipline.  Research artists work  Responding to an artist | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills, understanding history |
| Assessment |  | | |
| Spring 1 | * Henry Moore | Make pupils aware of the term war artist. Introduce wax resist an sgraffito techniques. ICT (if computer suit available.)  Knowledge and understanding- Henry Moore. Make simplified drawings of figures and convert into semi-abstract sculptures  Wax relief, Terracotta, Casting Iron foundry  Artist research  Responding to an artist | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills |
| Assessment |  | | |
| Spring 2 | * Surrealism | Learn about Surrealism and what are popular Surrealism Motifs.  Improve drawing and painting skills.  Use photo software to create concepts.  Metaphor Viewfinder Anamorphic | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills |
| Assessment |  | | |
| Summer 1 | * Portraits and Identity   Photography | Learn to hold your camera properly  Understand the exposure triangle  Wide aperture is best for portraits  Narrow aperture is best for landscapes  Learn to use Aperture Priority and Shutter Priority modes  Learn about the ISO  Make a habit of checking the ISO before you start shooting | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills |
| Assessment |  | | |
| Summer 2 | * Location Based photography | Creativity  Technical photography skills  Patience and concentration  Attention to detail  Be careful with your on-camera flash  Learn to adjust white balance  Learn to read the histogram  Play with perspective  Understand the rule of thirds  Eyes should always be in focus  Pay attention to the background  Shoot in the early morning and evening  Learn about photo editing software  Be selective  Learn how to manipulate images | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills  Life skills, networking skills, Team working skills, self motivation, communication |
| Assessment |  | | |
|  |  |  |  |
| **Building Block 6a ≈ KS4 (Y10)** | | | |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | Observational Drawing Unit | • AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  • AO3: Record ideas, observations and insights relevant to intentions as work progresses.  • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills |
| Assessment |  | | |
| Autumn 2 | Skills Workshops | • AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  • AO3: Record ideas, observations and insights relevant to intentions as work progresses.  • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills, time management |
| Assessment |  | | |
| Spring 1 | Natural Forms | • AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  • AO3: Record ideas, observations and insights relevant to intentions as work progresses.  • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills, time management |
| Assessment |  | | |
| Spring 2 | Natural Forms | • drawing  • painting  • sculpture  • installation  • lens-/light-based media  • photography and the moving image  • printmaking  • mixed media  • land art.  • AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  • AO3: Record ideas, observations and insights relevant to intentions as work progresses.  • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |  |
| Assessment |  | | |
| Summer 1 | Natural Forms | • how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues based contexts  • how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.  The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:  • figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation  • visual and tactile elements, such as:  • colour  • line  • form  • tone  • texture  • shape  • composition  • rhythm  • scale  • structure  • surface.  • AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  • AO3: Record ideas, observations and insights relevant to intentions as work progresses.  • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills, time management |
| Assessment |  | | |
| Summer 2 | Fantastic and Strange | Skills  Within the context of fine art, students must demonstrate the ability to:  • use fine art techniques and processes, appropriate to students’ personal intentions, for example:  • mark-making  • monoprint, collagraph and block printing  • assemblage  • construction  • carving  • film and video  • digital working methods  • use media and materials, as appropriate to students’ personal intentions, for example:  • charcoal, pastels, pen and ink, crayons and pencil  • watercolour, gouache, acrylic and oil paint  • found materials  • clay, wood and metal  • digital imagery  • different papers and surfaces on which to work.  • AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  • AO3: Record ideas, observations and insights relevant to intentions as work progresses.  • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills, time management |
| Assessment |  | | |
|  |  |  |  |
| **Building Block 6b ≈ KS4 (Y11)** | | | |
| **Half-Term** | **Topic/Content** | **Skills** | **Personal Development** |
| Autumn 1 | Fantastic and Strange | • how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues based contexts  • how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.  The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:  • figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation  • visual and tactile elements, such as:  • colour  • line  • form  • tone  • texture  • shape  • composition  • rhythm  • scale  • structure  • surface.  • AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  • AO3: Record ideas, observations and insights relevant to intentions as work progresses.  • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills, time management |
| Assessment |  | | |
| Autumn 2 | Fantastic and Strange | • AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  • AO3: Record ideas, observations and insights relevant to intentions as work progresses.  • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills, time management |
| Assessment |  | | |
| Spring 1 | EXAM PREPARATION | • how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues based contexts  • how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.  The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:  • figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation  • visual and tactile elements, such as:  • colour  • line  • form  • tone  • texture  • shape  • composition  • rhythm  • scale  • structure  • surface.  • AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  • AO3: Record ideas, observations and insights relevant to intentions as work progresses.  • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills, time management |
| Assessment |  | | |
| Spring 2 | EXAM PREPARATION  And EXAM | • AO1: Develop ideas through investigations, demonstrating critical understanding of sources.  • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.  • AO3: Record ideas, observations and insights relevant to intentions as work progresses.  • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.  Presenting a Portfolio | Building Self-Esteem, Building Confidence, Building positive wellbeing, Independence, Communication, Life skills, staying safe, socialising, manners, self-awareness, Problem Solving, Developing Fine and Gross Motor skills, time management |
| Assessment |  | | |
| Summer 1 | **COURSE COMPLETED** |  |  |
| Assessment |  | | |
| Summer 2 | **COURSE COMPLETED** |  |  |
| Assessment |  | | |

**Rationale** –

**BB3-5**



**BB6ab**

As above, plus: