



Art

Year 7 - Half Term 1 – Observational Drawing

Prior Learning	Prior drawing work and observational work at KS2 (This varies from primary school to primary school as for some their experience in Art is limited).
What will I learn?	<p>During this half term, students will develop their fundamental drawing skills, learning how to correctly hold and use a pencil to create different lines and techniques. Students will learn key drawing terminology such as hatching and scumbling. Students will learn about variation in tone and how to draw 3D shapes. Students will experience blending and rendering with coloured pencil crayons. Students will learn how to draw what they see rather than what they think. (Observational)</p> <p>Students will self and peer assess their work throughout the project, using key terminology. Students will study the artwork of Durer and Van Gogh, drawing influences from both artists. Please see relevant knowledge organiser for further details and information.</p>
Next Steps	<p>Students have a basis for all other future artwork as they have covered the formal art elements this term as a foundation for all future projects. In HT2 students will utilise all of the drawing skills acquired to produce their own A4 observational study of a soft toy and an imaginative drawing of a super hero. Drawing is a key integral skill to their art journey as students progress through KS3, 4 and beyond. Drawing is fundamental to AO3 when their work is graded. Drawing is an integral part of the GCSE and Post 16 courses. In Year 7 term 3, students will draw a design for their cultural project. In Year 8 term 1, students will utilise drawing skills but transfer these to a design-based piece of work. (Mexican Tile design). In Year 8 term 2, students will transfer pencil observational drawing skills to pen. Students will also draw natural forms with an alternative media – pastel. In Year 9 students will draw designs and portraits. At GCSE level, students will be required to draw for both Art and Design and Photography courses.</p>
Personal Development	Practical ability, critical thinking, communication skills, research skills, resilience, imaginative skills, creativity, knowledge, confidence, reflect on experiences.
Key vocabulary	<p>Line, Tone, Pattern, Texture, Hatching, Cross hatching, Contour hatching, Random hatching, Scumbling, Stippling</p> <p>Albrecht Durer, Vincent Van Gogh</p> <p>Similar, analyse, assess, concept, context, create, define, method, research, section, vary, achieve, acquire, affect, appropriate, evaluate, feature, final, focus, previous, range, relevant, select, transfer, specific, technique, project, undertake, modify.</p>
How and when will I be assessed?	<p>Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term- in sketchbook and during lessons.</p> <p>Summative: All sketchbook work will be assessed using the set criteria, at the end of the half term and then again on completion of the project at the end of HT2. All associated homework's will be included within this process. Associated homework's set will be given written feedback; WWW, EBIs as per the school homework schedule. All work will be self and peer assessed throughout the project.</p>
Resources to use	Refer to Knowledge Organisers and associated PowerPoints on class charts to assist with class work and homework tasks.
Enrichment opportunities	<p>Students can participate in the various art clubs – see your Art Teacher for further details. Students can attend art club to assist them with their drawing skills and homework. This half term we will also have Halloween themed art clubs!</p> <p>There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children.</p>

Year 7 - Half Term 2 – Observational Drawing

Prior Learning	Prior drawing work and observational work at KS2 (This varies from primary school to primary school as for some their experience in Art is limited). Knowledge and skills acquired in HT1 where the practise of drawing techniques accumulates in final outcomes this HT.
What will I learn?	During this half term, students will continue to develop their fundamental drawing skills, learning how to apply texture and tone correctly. Students will learn how to draw what they see rather than what they think . Students will imitate techniques used by artists studied. Students will also draw from imagination, influenced by comic book artists. Students will self and peer assess their work throughout the project, using key terminology. At the end of this project, students will have created an observational drawing of their own soft toy, focusing on <i>proportion, detail, tone</i> and <i>texture</i> . Students will have also created their own imaginative superhero drawing. Please see relevant knowledge organiser for further details and information.
Next Steps	Students have a basis for all other future artwork as they have covered the formal art elements this term as a foundation for all future projects. In Year 7 term 3, students will draw a design for their cultural project. In Year 8 term 1, students will utilise drawing skills but transfer these to a design-based piece of work. (Mexican Tile design). In Year 8 term 2, students will transfer pencil observational drawing skills to pen. Students will also draw natural forms with an alternative media – pastel. In Year 9 students will draw designs and portraits. At GCSE level, students will be required to draw for both Art and Design and Photography courses.
Personal Development	Practical ability, critical thinking, communication skills, research skills, resilience, imaginative skills, creativity, knowledge, confidence, reflect on experiences.
Key vocabulary	Shape, Observation, Symmetry, Ellipse, Design, Imaginative, Proportions, Angles, Accuracy, Soft/heavy outlines. Albrecht Durer, Vincent Van Gogh, Jack Kirby, Todd McFarlane Similar, analyse, assess, concept, context, create, define, method, research, section, vary, achieve, acquire, affect, appropriate, evaluate, feature, final, focus, previous, range, relevant, select, transfer.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term- in sketchbook and during lessons. Summative: All sketchbook work, final observational drawing of soft toy and superhero design will be assessed against the criteria, in its entirety on completion of the project at the end of the half term. All associated homework's will be included within this process. Associated homework's set will also receive written feedback and will form part of the assessment. WWW, EBIs as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to Knowledge Organisers and associated PowerPoints on class charts to assist with class work and homework tasks.
Enrichment opportunities	Students can participate in the various art clubs to assist with drawing skills – see your Art Teacher for further details. This half term we will have Christmas themed art clubs! There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children.

Year 7 - Half Term 3 – Colour

Prior Learning	Experiences with paint at KS2 and building on their basic knowledge of colour theory and practical. (This varies from primary school to primary school as for some their experience in Art is limited).
What will I learn?	<p>Colour Theory: During this project students will study Itten’s colour wheel. Students will be able to understand and identify key art terms such as primary, secondary and tertiary colours. Students will develop their painting skills, learning how to control their paintbrush and how to create different colours, tints, tones and shades. Students will be able to mix and recognise harmonising, complementary, warm/ cool colours. Students will be able to write definitions of colour types.</p> <p>Students will investigate the art of David Hockney, learning how to research and analyse art works. Students will self and peer assess their work throughout the project, using key terminology. Please see relevant knowledge organiser for further details and information.</p>
Next Steps	Students will have a basis for all other future painting projects. Skills acquired this half term will aid their completion of an A3 tree painting in HT4, thus improving their understanding of colour combinations and how to paint effectively mixing their own colours, tints, tones and shades. This work will also lead onto compositional ideas and colour combinations for design work in Term 3, painting their clay tiles in Year 8, flower painting project in Year 9, and media development at GCSE level.
Personal Development	Practical ability, critical thinking, communication skills, research skills, resilience, imaginative skills, creativity, knowledge, confidence, reflect on experiences.
Key vocabulary	<p>Colour theory, primary, secondary, tertiary, warm colours, cool colours, harmonising, complementary, tints, tones.</p> <p>Johannes Itten, David Hockney.</p> <p>Indicate, similar, individual, area, specific, analyse, assess, concept, context, create, define, method, research, section, vary, achieve, acquire, affect, appropriate, evaluate, feature, focus, range, relevant, select, transfer, section, identify, final, range, text, layer, outcome, partner, specify, task, technique, contrast, label, ratio, accurate, media, intense, attain, medium, refine.</p>
How and when will I be assessed?	<p>Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term- in sketchbook and during lessons.</p> <p>Summative: All sketchbook work will be assessed at the end of the half term and then the completed project will be marked in its entirety at the end of HT4 to set criteria. All associated homework’s will be included within this process. Associated homework’s set will have written feedback; WWW, EBIs as per the school homework schedule. All work will be self and peer assessed throughout the project.</p>
Resources to use	Refer to Knowledge Organisers and associated PowerPoints on class charts to assist with homework tasks.
Enrichment opportunities	Students can create art entries for the Gazette Young Seaside’s Competition. Students can participate in the various art clubs – see your Art Teacher for further details. Students can attend art club to assist them with their painting skills and homework. This half term we will have Valentine’s day themed art clubs! There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children.

Year 7 - Half Term 4 – Colour

Prior Learning	Experiences with paint at KS2 and pertinently technical paint work and knowledge of colour mixing developed during HT3. Students will also build on knowledge acquired for homework regarding our artist of study, David Hockney studied during HT3 and Itten's colour theory studied in HT3.
What will I learn?	Building on the painting skills acquired in the previous half term, each student will create their own painting of a tree (A3 size), utilising all the painting skills they have developed and trialled. Some students will base their paintings from their own photography of trees. Students will learn about colour and mood association and will further develop their knowledge of Hockney to inspire their own tree paintings. Students will also look at seasonal changes and apply it to their own work and they will create their own positive affirmations linked to the colour and form of the painting. Students will self and peer assess their work throughout the project, using key terminology. Please see relevant knowledge organiser for further details and information.
Next Steps	Knowledge and skills acquired this half term will lead onto colour combinations for design work in Term 3, painting clay tiles in year 8, painting project in Year 9 and media development at GCSE level. (AO3)
Personal Development	Practical ability, critical thinking, communication skills, research skills, resilience, imaginative skills, creativity, knowledge, confidence, reflect on experiences.
Key vocabulary	Colour, tints, tones, shades, vibrant, subtle, semi-abstract, seasons, positive affirmations, typography, Johannes Itten, David Hockney indicate, similar, individual, area, specific, analyse, assess, concept, context, create, define, method, research, section, vary, achieve, acquire, affect, appropriate, evaluate, feature, focus, range, relevant, select, transfer, section, identify, intense, unique, final, range, text, layer, outcome, partner, specify, task, technique, contrast, label, ratio, accurate, media, intense, attain, medium, refine, concentrate, range, final, environment.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term- in sketchbook and during lessons. Summative: All sketchbook work and completed project will be assessed in its entirety at the end of this HT4. All associated homework's will be included within this process. Associated homework's set will also have additional written feedback; WWW, EBIs as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to Knowledge Organisers and associated PowerPoints on class charts to assist with homework tasks. Students may use their own photographs that they have taken of trees.
Enrichment opportunities	Students can create art entries for the Gazette Young Seaside's Competition. Students can participate in the various art clubs – see your Art Teacher for further details. Students can attend art club to assist them with their painting skills and homework. This half term we will have Valentine's day themed art clubs! There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children.

Year 7 - Half Term 5 – Islamic Art

Prior Learning	Drawing skills acquired in Term 1, colour blending and rendering skills acquired in Term 1 and knowledge of Colour theory acquired in Term 2 – e.g. complementary colours, harmonising colours.
What will I learn?	During this project, students will learn about the art and beliefs of Islam. Pupils will develop their mathematical drawing skills, learning how to create geometric and symmetrical patterns. Students will learn key art and mathematical terminology and be able to apply these terms to their own work. Students will develop blending and rendering of colour introduced in HT1 and apply to their practise designs. Students will self and peer assess their work throughout the project, using key terminology. Please see relevant knowledge organiser for further details and information.
Next Steps	Students utilise their best practise designs to create their own large-scale Islamic style mathematical pattern. Students may also then develop these designs into print.
Personal Development	Practical ability, critical thinking, communication skills, research skills, resilience, imaginative skills, creativity, knowledge and confidence. Pupils engage with views, beliefs and opinions that are different from their own in considered ways, broadening their cultural horizons. They gain a mutual respect and tolerance of those with different faiths and beliefs and the similarities shared, thus reflecting on their own beliefs – religious or otherwise.
Key vocabulary	Islamic, pattern, tessellation, interlocking, repetition, symmetry, pattern, rendering, blending, symmetry diverse, challenge, aware, style, symbol, indicate, obtain, culture, relevant, select, similar, individual, area, specific, analyse, assess, concept, context, create, define, method, research, section, vary, achieve, acquire, affect, appropriate, evaluate, feature, focus, range, relevant, select, transfer, section, identify, intense, unique, final, text, layer, outcome, partner, specify, task, technique, contrast, label, ratio, accurate, media, intense, attain, medium, refine, concentrate, final.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term- in sketchbooks and during lessons referring to ongoing class design and development work. Summative: All sketchbook work and completed project work will be assessed in its entirety at the end of HT6 against set criteria. All associated homework's will be included within this process. Associated homework's set will also have written feedback; WWW, EBIs as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to Knowledge Organisers and associated PowerPoints on class charts to assist with homework tasks. Potential cross-curricular skills with RE. Cross-curricular with Maths.
Enrichment opportunities	Students can create art entries for in-school art competition. Students can participate in the various art clubs - see your Art Teacher for further details. Students can attend art club to assist them with their design skills and homework. This half term we will also have printing themed art clubs! There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children.

Year 7 - Half Term 6 – Islamic Art

Prior Learning	Drawing skills acquired in Term 1, colour blending and rendering skills acquired in Term 1 and knowledge of Colour theory acquired in Term 2 – e.g. complementary colours, harmonising colours, etc. The design work and mathematical skills acquired and practised in HT5 , e.g. rotation, symmetry, interlocking etc.
What will I learn?	During this project, students will continue to learn about the art and beliefs of Islam. Pupils will utilise their developmental Islamic style drawings and designs, to create their own unique design, influenced by Islamic art, utilising mathematical drawing techniques acquired in HT5. Students will continue to develop their mathematical drawing skills, learning how to create geometric and symmetrical patterns. Students will learn key art and mathematical terminology and be able to apply these terms to their own work. Students will develop blending and rendering of colour introduced in HT1 and apply these to their final enlarged mathematical, Islamic pattern designs. Students will self and peer assess their work throughout the project, using key terminology. Students will develop this work further by transferring their designs into print using the medium of printing ink to create monoprints. Please see relevant knowledge organiser for further details and information.
Next Steps	Students will design in future year 8 projects such as; Term 1 - Mexican Tile design and Land Art design extension task in Year 8 Term 3. It will also lead onto Tattoo designs in Term 2 of year 9 and future design projects at GCSE. These fundamental design skills will be utilised during the Natural Forms project in year 10 linking to the work of William Morris/Georgia O’Keeffe when designing clay tiles and associated sketchbook work.
Personal Development	Practical ability, critical thinking, communication skills, research skills, resilience, imaginative skills, creativity, knowledge and confidence. Pupils engage with views, beliefs and opinions that are different from their own in considered ways, broadening their cultural horizons. They gain a mutual respect and tolerance of those with different faiths and beliefs and the similarities shared, thus reflecting on their own beliefs – religious or otherwise.
Key vocabulary	Islamic, religion, design, interlocking, tessellation, interlocking, repetition, symmetry, vibrant, monoprint diverse, challenge, aware, style, symbol, indicate, obtain, culture, relevant, select, similar, individual, area, specific, analyse, assess, concept, context, create, define, method, research, section, vary, achieve, acquire, affect, appropriate, evaluate, feature, focus, range, relevant, select, transfer, section, identify, intense, unique, final, text, layer, outcome, partner, specify, task, technique, contrast, label, ratio, accurate, media, intense, attain, medium, refine, concentrate, final.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term- in sketchbooks and during lessons referring to ongoing class design and development work. Summative: All sketchbook work and completed project work will be assessed in its entirety at the end of this half term against the set criteria. All associated homework’s will be included within this process. Associated homework’s set will also gain additional written feedback; WWW, EBIs as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to Knowledge Organisers and associated PowerPoints on class charts to assist with homework tasks. Potential cross-curricular skills with RE. Cross-curricular with Maths.
Enrichment opportunities	Students can create art entries for in-school art competition. Students can participate in the various art clubs – see your Art Teacher for further details. Students can attend art club to assist them with their printing skills and homework. There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children.

Year 8 - Half Term 1– Mexican Art

Prior Learning	Last academic year, students have acquired drawing and shading techniques, colour blending and rendering techniques, knowledge about colour theory and practical with paint. Students have studied the work of a variety of artists and cultures to support their learning, completing written analyses about their artwork. These fundamental skills will aid them in completing work this academic year and many skills will be transferable and developed further using additional media.
What will I learn?	During this project, students will learn about Mexican folk art, focusing on the art and culture of the Mayan civilisation. Students will develop their fundamental drawing and designing skills, creating traditional Mexican designs and a tile design for future clay work, based on Mayan/Mexican Folk Art. Students will learn key art terminology and be able to apply these terms to their own work. Students will learn to annotate their work clearly, showing depth of understanding of newly acquired knowledge and skills, clearly explaining the significance of their design elements and techniques to be used for impending clay work. Students will self and peer assess, annotating the progression of their work.
Next Steps	Students will continue to learn about Mexican folk art, focusing on the art and culture of the Mayan civilisation. Pupils will be introduced to the medium of clay, creating a 3D ceramic tile. Pupils will learn further key art terminology and be able to apply these terms to their own 3D work. Students will self and peer assess, annotating the progression of their work. Students will continue to design and work with clay in future projects such as; Land Art design extension task in Year 8 Term 3, tattoo designs in Term 2 of year 9 and future design projects at GCSE- Flowers and Plants when creating clay tiles/pots and associated sketchbook work.
Personal Development	Practical ability, critical thinking, communication skills, research skills, resilience, imaginative skills, creativity, knowledge and confidence. Pupils engage with views, beliefs and opinions that are different from their own in considered ways, broadening their cultural horizons. They gain a mutual respect and tolerance of those with different faiths and beliefs and the similarities shared, thus reflecting on their own beliefs – religious or otherwise.
Key vocabulary	Design, Mayan, Yucatan Peninsula, Mexico, Day of the Dead, ancient ruins, sculptures, sugar skulls, Alebrijes diverse, challenge, aware, style, symbol, indicate, obtain, culture, relevant, select, similar, individual, area, specific, analyse, assess, concept, context, create, define, method, research, section, vary, achieve, acquire, affect, appropriate, evaluate, feature, focus, range, relevant, select, transfer, section, identify, unique, final, text, layer, outcome, partner, task, technique, label, accurate, media, attain, medium, refine, concentrate, final.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term- in sketchbooks and during lessons referring to ongoing class design and development work. Summative: All sketchbook work and completed project work will be assessed in its entirety at the end of this half term against the assessment criteria. All associated homework's will be included within this process. Associated homework's set will also be graded separately with written feedback; WWW, EBIs as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to Knowledge Organisers and associated PowerPoints on class charts to assist with homework tasks. Potential cross-curricular skills with RE.
Enrichment opportunities	Students can participate in the various art clubs – see your Art Teacher for further details. Students can attend art club to assist them with their design skills and homework. This half term we will have Halloween themed art clubs! There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children.

Year 8 - Half Term 2– Mexican Art

Prior Learning	Last academic year, students have acquired drawing and shading techniques, colour blending and rendering techniques, knowledge about colour theory and practical with paint. Students have studied the work of a variety of artists and cultures to support their learning, completing written analyses about their artwork. In HT1, students were introduced to the Mexican/Mayan culture and produced Mexican art work and clay tile designs based from their research and studies in class.
What will I learn?	During this half term, students will continue to learn about Mexican folk art, focusing on the art and culture of the Mayan civilisation. Pupils will be introduced to the medium of clay, creating a 3D ceramic tile. Pupils will learn further key ceramic art terminology and be able to apply these terms to their own 3D work. Students will self and peer assess, annotating the progression of their work.
Next Steps	Students will continue to design and work with clay in future projects such as; Land Art design extension task in Year 8 Term 3, tattoo designs in Term 2 of year 9 and future design projects at GCSE- Flowers and Plants when creating clay tiles/pots. Students will next study the work of Kim Young Sung and produce their own version of realism. (Insect drawings).
Personal Development	Practical ability, critical thinking, communication skills, research skills, resilience, imaginative skills, creativity, knowledge and confidence. Pupils engage with views, beliefs and opinions that are different from their own in considered ways, broadening their cultural horizons. They gain a mutual respect and tolerance of those with different faiths and beliefs and the similarities shared, thus reflecting on their own beliefs – religious or otherwise.
Key vocabulary	Design, Mayan calendar, clay, sgraffito, impressed, relief, carve, kneading, wedging, rolling. diverse, challenge, aware, style, symbol, indicate, obtain, culture, relevant, select, similar, individual, area, specific, analyse, assess, concept, context, create, define, method, research, section, vary, achieve, acquire, affect, appropriate, evaluate, feature, focus, range, relevant, select, transfer, section, identify, unique, final, text, layer, outcome, partner, task, technique, label, accurate, media, attain, medium, refine, concentrate, final.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term- in sketchbooks and during lessons referring to ongoing class design and development work. Summative: All sketchbook work and completed project work will be assessed in its entirety at the end of this half term against the set criteria. All associated homework's will be included within this process. Associated homework's set will receive separate written feedback; WWW, EBIs as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to Knowledge Organisers and associated PowerPoints on class charts to assist with homework tasks. Potential cross-curricular skills with RE.
Enrichment opportunities	Students can participate in the various art clubs – see your Art Teacher for further details. Students can attend art club to assist them with their design skills and homework. This half term we will have Christmas themed art clubs! There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children.

Year 8 - Half Term 3– Insect drawings

Prior Learning	Students have acquired drawing and shading techniques, colour blending and rendering techniques, knowledge about colour theory and practical with paint. They have studied the work of a variety of artists and cultures to support their learning, completing written analyses about their artwork. In HT1 and 2, students were introduced to the Mexican/Mayan culture and produced clay tiles and designs based from their research and studies in class.
What will I learn?	Insect Drawings inspired by Hyper-Realistic artist, Kim Young-Sung: During this project, students will develop their fundamental drawing skills, learning how to correctly hold and use a biro pen to create different lines, textures and tones. Students will develop their understanding of key drawing terminology such as hatching and scumbling. Pupils will learn how to draw what they see rather than what they think, drawing from observation. Students will experiment with further media such as paint and produce further observational studies. Students will analyse the Photo Realistic work of Kim Young Sung.
Next Steps	During HT4, students will produce an A4 drawing of an Insect displaying their best work from observation using the new media of ink. Drawing is a key integral skill to their art journey as students progress through KS3, 4 and beyond. Skilful drawing is a key component for AO3 at GCSE and A level.
Personal Development	Students learn about a contemporary artist from a different cultural background. (Korean). Students improve their practical ability, critical thinking, communication skills, research skills, resilience, imaginative skills, creativity, knowledge and confidence throughout the project.
Key vocabulary	Insect, Hyper-realism, observation, media, stippling, scumbling, contour hatching, composition, symmetry, proportions. Kim Young-Sung diverse, challenge, aware, style, indicate, obtain, culture, relevant, select, similar, individual, area, specific, analyse, assess, concept, context, create, define, method, research, section, vary, achieve, acquire, affect, appropriate, evaluate, feature, focus, range, relevant, select, transfer, section, identify, unique, final, text, layer, outcome, partner, task, technique, label, accurate, media, attain, medium, refine, concentrate, final.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term- in sketchbooks and during lessons referring to ongoing class drawings and sketchbook development work. (WWW/EBIs) Summative: All sketchbook work and completed project work will be assessed in its entirety at the end of this half term against assessment criteria. All associated homework's will be included within this process. Associated homework's set will also have written feedback; WWW, EBIs as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to Knowledge Organisers and associated PowerPoints on class charts to assist with homework tasks.
Enrichment opportunities	Students can participate in the various art clubs – see your Art Teacher for further details. Students can attend art club to assist them with their drawing skills and written analysis homework. This half term we will have Valentine's themed art clubs! There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children.

Year 8 - Half Term 4– Insect drawings

Prior Learning	Students have acquired drawing and shading techniques, colour blending and rendering techniques, knowledge about colour theory and practical with paint. They have studied the work of a variety of artists and cultures to support their learning, completing written analyses about their artwork. In HT1 and 2, students were introduced to the Mexican/Mayan culture and produced clay tiles and designs based from their research and studies in class. In HT3, Students developed and practiced their drawing skills using the medium of ink, inspired by their studies of Hyper-Realistic artist, Kim Young Sung.
What will I learn?	During this half term, students will continue to develop and utilise their fundamental ink drawing skills, and will create an A4 final outcome observational drawing of an insect, focusing on proportion, detail, tone and texture. Students will be inspired by their linked artist (Kim Young Sung). Students will self and peer assess, annotating the progression of their work. Some students may also create an insect painting.
Next Steps	During HT5, students will produce large A2 sized pastel drawings based on natural forms such as shells and seed pods. Drawing is a key integral skill to their art journey as students progress through KS3, 4 and beyond. Skilful drawing is a key component for AO3 at GCSE and A level and range of media has to be exemplified for AO2.
Personal Development	Students learn about a contemporary artist from a different cultural background. (Korean). Students learn to practise their drawing skills to improve and demonstrate a process and journey of development. Students make informed decisions about their work (e.g. their personal choice of insect). Students improve their practical ability, critical thinking, communication skills, research skills, resilience, imaginative skills, creativity, knowledge and confidence throughout the project.
Key vocabulary	Insect, Hyper-realism, Kim Young-Sung, observation, Three-dimensional, influence, ellipse, shading, proportions, angles, diverse, challenge, aware, style, indicate, obtain, culture, relevant, select, similar, individual, area, specific, analyse, assess, concept, context, create, define, method, research, section, vary, achieve, acquire, affect, appropriate, evaluate, feature, focus, range, relevant, select, transfer, section, identify, unique, final, text, layer, outcome, partner, task, technique, label, accurate, media, attain, medium, refine, concentrate, final.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term- in sketchbooks and during lessons referring to ongoing A4 drawing and sketchbook development work. (WWW/EBIs) Summative: All sketchbook work and completed project work will be assessed in its entirety at the end of this half term against AQA assessment objectives. All associated homework's will be included within this process. Associated homework's set will also be given written feedback; WWW, EBIs as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to Knowledge Organisers and associated PowerPoints on class charts to assist with homework tasks.
Enrichment opportunities	Students can participate in the various art clubs – see your Art Teacher for further details. Students can attend art club to assist them with their drawing skills. This half term we will have Easter themed art clubs! There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children.

Year 8 - Half Term 5– Natural Forms

Prior Learning	Students have acquired drawing and shading techniques, colour blending and rendering techniques, knowledge about colour theory and practical with paint. They have studied the work of a variety of artists and cultures to support their learning, completing written analyses about their artwork. In HT1 and 2, students were introduced to the Mexican/Mayan culture and produced clay tiles and designs based from their research and studies in class. In HT3 and 4, students developed and practiced their drawing skills using the medium of ink, inspired by the Hyper-Realistic artist, Kim Young Sung.
What will I learn?	Natural Forms: Students will create focused drawings of shells/ seedpods in a variety of media. During this project, students will also learn how to transfer their drawing skills to a new topic of study – (natural forms) leading to a new media (oil pastel/ chalk pastel/paint). Students will be introduced to macro studies in pen, pencil, pencil crayon, utilising and building on their observational drawing skills. Students will self and peer assess, annotating the progression of their work. Students will also learn about Land art and associated land artists.
Next Steps	During HT6, students will produce large A2 sized pastel drawings based on natural forms such as shells and seed pods. Drawing is a key integral skill to their art journey as students progress through KS3, 4 and beyond. Skilful drawing is a key component for AO3 at GCSE and A level and range of media has to be exemplified for AO2.
Personal Development	Students learn to practise their drawing skills to improve and demonstrate a process and journey of development. Students make informed decisions about their work (e.g. WWW EBIs). Students improve their practical ability, critical thinking, communication skills, research skills, resilience, imaginative skills, creativity, knowledge and confidence throughout the project.
Key vocabulary	Natural form, Land art, sculpture, sculptor, macro, observation, pattern, texture, contour hatching, 3-dimensional challenge, aware, style, indicate, obtain, culture, relevant, select, similar, individual, area, specific, analyse, assess, concept, context, create, method, research, section, vary, achieve, acquire, affect, appropriate, evaluate, feature, focus, range, relevant, select, transfer, section, identify, unique, final, text, layer, outcome, partner, task, technique, label, accurate, media, attain, medium, refine, concentrate, final.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term- in sketchbooks and during lessons referring to ongoing media development work. (WWW/EBIs) Summative: All sketchbook work and completed project work will be levelled in its entirety at the end of this half term against the assessment criteria. All associated homework's will be included within this process. Associated homework's set will also have written feedback; WWW, EBIs as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to Knowledge Organisers and associated PowerPoints on class charts to assist with homework tasks.
Enrichment opportunities	Students can participate in the various art clubs – see your Art Teacher for further details. Students can attend art club to assist them with their drawing skills. This half term we will have photography themed art clubs! Linking to the Land art homework task, I would also recommend Grizedale forest in the Lake district where you will find a stunning range of Land Art by artists including Andy Goldsworthy! There are also an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children.

Year 8 - Half Term 6– Natural Forms

Prior Learning	<p>Students have acquired drawing and shading techniques, colour blending and rendering techniques, knowledge about colour theory and practical with paint. They have studied the work of a variety of artists and cultures to support their learning, completing written analyses about their artwork. In HT1 and 2, students were introduced to the Mexican/Mayan culture and produced clay tiles and designs based from their research and studies in class. In HT3 and 4, students developed and practiced their drawing skills using the medium of ink, inspired by the Hyper-Realistic artist, Kim Young Sung. In HT5 students were introduced to macro studies and produced studies of Natural forms.</p>
What will I learn?	<p>Natural Forms: Students will utilise their drawing skills and will produce enlarged studies of natural forms, such as shells/seedpods, thus building on their blending, shading and observational drawing skills.</p> <p>Students will refer to the work of artists who have used the same theme within their work. (E.g. Land Artists; Andy Goldsworthy, Richard Long and Richard Schilling.) Some students will produce an extension task- land art photography response, creating land art sculptures and photographing their work as a permanent record.</p> <p>Students will self and peer assess, annotating the progression of their work.</p>
Next Steps	<p>Next academic year, building on the painting skills acquired in year 7 and 8, each student will practise tints, tones and shades based from their flower image. Students will build up mini trials and will annotate these in their sketchbooks. Students will study the work of Georgia O’Keeffe to inspire their own flower paintings.</p> <p>Students will self and peer assess their work throughout the project, using key terminology.</p>
Personal Development	<p>Students learn to practise their drawing skills to improve and demonstrate a process and journey of development. Students make informed decisions about their work (e.g. WWW EBIs). Students have the freedom to produce work outdoors in group situations, thus building collaborative and communication skills. Students improve their practical ability, critical thinking, research skills, resilience, imaginative skills, creativity, knowledge and confidence throughout the project.</p>
Key vocabulary	<p>Natural form, enlargement, observation, contour shading, texture, oil pastel, vibrant, blending, proportions, sculpture.</p> <p>Andy Goldsworthy, Richard Long, Richard Shilling, Robert Smithson</p> <p>challenge, aware, style, indicate, obtain, culture, relevant, select, similar, individual, area, specific, analyse, assess, concept, context, create, method, research, section, vary, achieve, acquire, affect, appropriate, evaluate, feature, focus, range, relevant, select, transfer, section, identify, unique, final, text, layer, outcome, partner, task, technique, label, accurate, media, attain, medium, refine, concentrate, final.</p>
How and when will I be assessed?	<p>Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term- in sketchbooks and during lessons referring to ongoing media development work. (WWW/EBIs)</p> <p>Summative: All sketchbook work and completed project work will be assessed in its entirety at the end of this half term against assessment criteria. All associated homework’s will be included within this process. Associated homework’s set will have written feedback; WWW, EBIs as per the school homework schedule. All work will be self and peer assessed throughout the project.</p>
Resources to use	<p>Refer to Knowledge Organisers and associated PowerPoints on class charts to assist with homework tasks.</p>
Enrichment opportunities	<p>Students can participate in the various art clubs – see your Art Teacher for further details. Students can attend art club to assist them with their pastel drawing skills. This half term we will have photography themed art clubs! Linking to the Land art homework task, I would also recommend Grizedale forest in the Lake district where you will find a stunning range of Land Art by artists including Andy Goldsworthy! There are also an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children.</p>

Year 9 – Half Term 1 – Flower & Plants

Prior Learning	During Year 7 and 8 students learn key drawing techniques, such as mark making, observational drawing, and geometric patterns. Students learn about colour theory and how to apply this utilising different media. Students learn about and analyse different artists, designers, craftspeople, religions and cultures, drawing inspiration from them.
What will I learn?	Students will build upon prior understanding of colour theory and painting skills. Students will practice creating a range of tints, tones and shades. Students will develop their control of their paint brush, learning how to not over work the paper. Students will learn about the American Modernist Georgia O’Keeffe. Students will develop their observational drawing and painting skills, creating mini trials of flower studies. Students will develop their photography skills, taking their own close-up images of flowers and/or plants inspired by O’Keeffe. Students will develop their analytical skills. Students will annotate all ideas and experiments, refining and reflecting upon progress made.
Next Steps	During HT2 students will create a painting of a flower or plant in the style of Georgia O’Keeffe. Students will utilise painting skills and techniques acquired during HT1. Students will develop observational skills, drawing inspiration from natural forms. This will lead onto the following project in which students will experiment with natural forms to create patterns inspired by the Victorian artist William Morris. Students will assess work to Assessment Criteria. Students will be introduced to a variety of career prospects such as artist, photographer, designer, tattooist etc.
Personal Development	This project encourages students to take time to notice and appreciate the beauty in the world around them. Students will develop their creative thinking, ability to refine and reflect, independence in their learning, working to deadlines, confidence in presenting work and ideas, all of which supports students in their future development.
Key vocabulary	Tints, Tones, Shades, Primary, Secondary, Tertiary, Harmonising, Complementary, Observation, Semi-abstract, Georgia O’Keeffe, Analyse, Assess, Context, Create, Define, Method, Research, Enlarge, Vary, Achieve, Acquire, Affect, Effect, Appropriate, Evaluate, Focus, Media, Experiment, Select.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term – in sketchbooks and during lessons. Summative: All sketchbook work will be assessed at the end of the half term and then the completed project will be marked in its entirety at the end of HT2. All associated homework will be included within this process. Associated homework set will also be given separate written feedback; WWW, EBI’s as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to knowledge organiser and PowerPoint resources and worksheets on student group work and class charts. www.okeeffemuseum.org www.artsy.net/article/artsy-editorial-5-simple-watercolour-techniques-beginners
Enrichment opportunities	Students can attend art club -see the art notice board/ class teacher for days and times. During art club students can development homework and/ or classwork and receive additional teacher support. During HT1 there will be Halloween workshops in which students develop craft skills to create decorations which they may keep. Sites of natural beauty are a great opportunity for natural forms photography development, such as Stanley Park, Fleetwood Memorial Park, Williamson Park Lancaster etc. There are an abundance of fantastic galleries in the North West. Many have specific child friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/ carers should ensure that the specific exhibitions are suitable for children.

Year 9 – Half Term 2 – Flower & Plants

Prior Learning	During HT1 students have developed their painting and colour mixing skills. Students have studied and analysed the work of modernist Georgia O’Keeffe. Students have been inspired by O’Keeffe’s close-up studies of flowers and plants and have started to develop their own response to this work. This includes development of photography skills and test trials of observational paint studies. Skills acquired and developed during year 7 and 8 have been further enhanced such as drawing techniques, observation and colour theory.
What will I learn?	Using the painting skills acquired during HT1 students will create their final response; an A4 or A3 painting of a flower or plant in the style of O’Keeffe. Students will ideally work from their own photography work, though are permitted to utilise class images. Students will learn how to use and create a viewfinder to focus on a specific area of their chosen image. Students will use drawing guides/ rules to accurately transfer what they see lightly to cartridge paper before slowly adding paint, using their colouring mixing skills to create a range of tints, tones and shades. Students will annotate all ideas and experiments, refining and reflecting upon progress made.
Next Steps	During HT3 students will be introduced to the Victorian artist William Morris. Students will continue to study and experiment with natural forms, this time to create patterns inspired by Morris. Whilst still carefully observing nature, students will experiment with illustrative drawing. Students will be introduced to a variety of career prospects such as artist, photographer, designer, tattooist etc.
Personal Development	This project encourages students to take time to notice and appreciate the beauty in the world around them. Students will develop their creative thinking, ability to refine and reflect, independence in their learning, working to deadlines, confidence in presenting work and ideas, all of which supports students in their future development.
Key vocabulary	Tints, Tones, Shades, Harmonising, Complementary, Observation, Semi-abstract, Watercolour, Blend, Focal point. Georgia O’Keeffe Analyse, Assess, Context, Create, Define, Method, Research, Enlarge, Vary, Achieve, Acquire, Affect, Effect, Appropriate, Evaluate, Focus, Media, Experiment, Select.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term – in sketchbooks and during lessons. Summative: All sketchbook work will be assessed at the end of the half term and then the completed project will be assessed in its entirety at the end of HT2. All associated homework will be included within this process. Associated homework set will also be given feedback separately with written feedback; WWW, EBI’s as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to knowledge organiser and PowerPoint resources and worksheets on student group work and class charts. www.okeeffemuseum.org www.artsy.net/article/artsy-editorial-5-simple-watercolour-techniques-beginners
Enrichment opportunities	Students can attend art club, see the art notice board/ class teacher for days and times. During art club students can develop homework and/ or classwork and receive additional teacher support. During HT2 there will be Christmas themed workshops in which students develop craft skills to create decorations which they may keep. Sites of natural beauty are a great opportunity for natural forms photography development, such as Stanley Park, Fleetwood Memorial Park, Williamson Park Lancaster etc. There are an abundance of fantastic galleries in the North West. Many galleries are free or request a small charge for entry. Many have specific child friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/ carers should ensure that the specific exhibitions are suitable for children.

Year 9 – Half Term 3 – Tattoo/ Wallpaper designs – William Morris

Prior Learning	During HT1 & HT2 students studied the works of Georgia O’Keeffe. Students experimented with their own photography skills to create images inspired by O’Keeffe. Students experimented with paint and other media, creating a range of flower studies before completing their final response. Skills acquired and developed from year 7 to date include but are not limited to, drawing techniques, observation, geometric pattern and colour theory.
What will I learn?	During HT3 students will be introduced to the work of the Victorian artist and designer William Morris. Students will create their own patterns and designs, inspired by Morris and by nature. Students will utilise previous work, such as their photography to inform their drawings and designs. Students will develop their analytical skills. Students will develop their understanding of mathematical pattern, as well as honing their shading, rendering and blending skills. Students will annotate all ideas and experiments, refining and reflecting upon progress made.
Next Steps	During HT4 students will plan and create their final response; either a wallpaper or tattoo design inspired by Morris. Students assess work to AQA Assessment Objectives, developing a firm understanding of the pathway into KS4 and beyond. Students will be introduced to a variety of career prospects such as; artist, photographer, designer, tattooist etc.
Personal Development	Students will develop their creative thinking, ability to refine and reflect, independence in their learning, working to deadlines, confidence in presenting work and ideas, all of which supports students in their future development
Key vocabulary	Composition, Symmetry, Repetition, Textiles, Tapestry, Design, Intricate, Pattern, Template, Tattoo. Analyse, Assess, Context, Create, Define, Depict, Method, Research, Enlarge, Vary, Achieve, Acquire, Affect, Effect, Appropriate, Evaluate, Focus, Media, Experiment, Select.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term – in sketchbooks and during lessons. Summative: All sketchbook work will be assessed at the end of the half term and then the completed project will be marked to criteria in its entirety at the end of HT4. All associated homework will be included within this process. Associated homework set will also be assessed separately with written feedback; WWW, EBI’s as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to knowledge organiser and PowerPoint resources and worksheets on student group work and class charts. www.williammorrissociety.org www.vam.ak.uk/articles/william-morris-and-wallpaper-design
Enrichment opportunities	Students may create entries for the Gazette Young Seaside’s competition. Students can attend art club -see the art notice board/ class teacher for days and times. During art club students can develop homework and/ or classwork and receive additional teacher support. During HT3 there will be Valentine’s Day themed workshops in which students develop craft skills to create their own gifts or keepsakes. Sites of natural beauty are a great opportunity for natural forms photography development, such as Stanley Park, Fleetwood Memorial Park, Williamson Park Lancaster etc. There are an abundance of fantastic galleries in the North West. Many have specific child friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/ carers should ensure that the specific exhibitions are suitable for children.

Year 9 – Half Term 4 – Tattoo/ Wallpaper designs – William Morris

Prior Learning	During HT3 students were introduced to the Victorian artist William Morris. Students created a ranged of pattern work inspired by Morris and by nature. Students utilised their own photography from HT1 to inform their drawings and designs. Skills acquired and developed during year 7 and 8 have been further enhanced during HT3 such as drawing techniques, Shading skills, observation, geometric pattern and colour theory.
What will I learn?	Students will plan and create their final response, either a wallpaper or tattoo design inspired by Morris. Students will use their developmental work within their sketchbook to arrive at this final outcome. Student will carefully consider composition, detail, tone and texture. Students will further develop their shading, rendering and blending skills. Students will annotate all ideas and experiments, refining and reflecting upon progress made.
Next Steps	During the summer term students will learn about portraiture, looking at Photo Realism and Pop Art. Students will experiment with and develop their drawing techniques, ICT and photography skills. Students will be introduced to a variety of career prospects such as; artist, photographer, designer, tattooist etc.
Personal Development	Students will develop their creative thinking, ability to refine and reflect, independence in their learning, working to deadlines, confidence in presenting work and ideas, all of which supports students in their future development
Key vocabulary	Composition, Repetition, Wallpaper, Textiles, Design, Intricate, Pattern, Template, Tattoo , Illustration. Analyse, Assess, Context, Create, Define, Depict, Method, Research, Enlarge, Vary, Achieve, Acquire, Affect, Effect, Appropriate, Evaluate, Focus, Media, Experiment, Select.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term – in sketchbooks and during lessons. Summative: All work will be assessed in its entirety at the end of HT2. All associated homework will be included within this process. Associated homework set will also be marked separately with written feedback; WWW, EBI's as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to knowledge organiser and PowerPoint resources and worksheets on student group work and class charts. www.williammorrissociety.org www.vam.ak.uk/articles/william-morris-and-wallpaper-design
Enrichment opportunities	Students can attend art club- see the art notice board/ class teacher for days and times. During art club students can develop homework and/ or classwork and receive additional teacher support. During HT4 there will be Easter themed workshops in which students develop craft skills to create their own gifts or keepsakes. Sites of natural beauty are a great opportunity for natural forms photography development, such as Stanley Park, Fleetwood Memorial Park, Williamson Park Lancaster etc. There are an abundance of fantastic galleries in the North West. Many have specific child friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/ carers should ensure that the specific exhibitions are suitable for children.

Year 9 – Half Term 5 - Portraiture

Prior Learning	Throughout KS3 students have developed key drawing techniques, such as mark making, observational drawing, and geometric patterns. Students have learnt about colour theory and how to apply this utilising different media. Students have researched, analysed and been inspired by a range of different artists, designers, craftspeople, religions and cultures. Students are developing the confidence to review and enhance work, promoting independent learning.
What will I learn?	Students will be introduced to 'Portraiture'. Students will develop their observational drawing skills, learning how to accurately draw different facial features. Students will experiment with a range of different media, developing graduated tone, detail and texture. Student will learn about and analyse the works of Portraiture artists, showing inspiration within their sketchbooks. Students will develop their photography and editing skills. Students will annotate all ideas and experiments, refining and reflecting upon progress made.
Next Steps	During HT6 students will create their final response; a portrait of a person they admire in the style of realism or Pop art. Students will show clear development work within their sketchbooks. Students will be introduced to a variety of career prospects such as; Artist, Photographer, Designer, Make-up, Special Effects, Film & Media etc. Those opting for GCSE Art, Design & Craft or GCSE Photography will take part in an excursion to Williamson Park Lancaster, where they will create work in preparation for the GCSE course.
Personal Development	Students will develop their creative thinking, ability to refine and reflect, independence in their learning, working to deadlines, confidence in presenting work and ideas, all of which supports students in their future development
Key vocabulary	Observational, Portraiture, Proportion, Symmetry, Facial features, Photorealism, Pop Art, iris, pupil, shading. Analyze, Assess, Accuracy, Context, Create, Define, Depict, Method, Research, Reflection, Enlarge, Vary, Achieve, Acquire, Affect, Effect, Appropriate, Evaluate, Focus, Media, Experiment, Select, Technique.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term – in sketchbooks and during lessons. Summative: The completed project will be assessed in its entirety at the end of HT6. All associated homework's will be included within this process. Associated homework's set will also be marked separately with written feedback; WWW, EBI's as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to knowledge organiser and PowerPoint resources and worksheets on student group work and class charts. www.art-is-fun.com/grid-method https://feltmagnet.com/drawing/Portrait-Drawing-for-the-Ultimate-Beginner-The-Grid-Method https://rapidfireart.com/2015/12/07/how-to-draw-a-face-in-8-steps/
Enrichment opportunities	Students can attend art club - see the art notice board/ class teacher for days and times. During art club students can development homework and/ or classwork and receive additional teacher support. During HT5 there will be craft themed workshops in which students develop craft skills to create their own keepsake. There are an abundance of fantastic galleries in the North West. Many galleries are free or request a small charge for entry. Many have specific child friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/ carers should ensure that the specific exhibitions are suitable for children.

Year 9 – Half Term 6 - Portraiture

Prior Learning	During HT5 students have studied the portraiture works of Photo Realist and Pop Artists. Students have experimented with a range of different media to create initial studies. Throughout KS3 students have developed key drawing techniques, such as mark making, observational drawing, and geometric patterns. Students have learnt about colour theory and how to apply this utilising different media. Students have researched, analysed and been inspired by a range of different artists, designers, craftspeople, religions and cultures. Students are developing the confidence to review and enhance work, promoting independent learning.
What will I learn?	Students will plan and create their final response; a portrait of a person they admire in the style of Photo Realism or Pop Art. Students will use their developmental work within their sketchbook to arrive at this final outcome. Students will develop and enhance their observational drawings skills. Students will learn how to map out a portrait, either using symmetry and proportion rule, or the mathematical gridding method, or sharpie acetate drawing/collage (Pop Art). Students will annotate all ideas and experiments, refining and reflecting upon progress made. Those opting for GCSE Art, Design & Craft or GCSE Photography will take part in an excursion to Williamson Park Lancaster, where they will create work in preparation for the GCSE course.
Next Steps	For those students who choose to opt for GCSE Art, Design and Craft or GCSE Photography, themes and artists covered during year 9 will be enhanced during year 10 to create an initial satellite project. Students will be introduced to a variety of career prospects such as; Artist, Photographer, Designer, Make-up, Special Effects, Film & Media etc.
Personal Development	Students will develop their creative thinking, ability to refine and reflect, independence in their learning, working to deadlines, confidence in presenting work and ideas, all of which supports students in their future development
Key vocabulary	Observational, Portraiture, Proportion, Symmetry, Hatching, Expression, Photorealism, Pop art, Mathematical gridding, collage Analyse, Assess, Accuracy, Context, Create, Define, Depict, Method, Research, Reflection, Enlarge, Vary, Achieve, Acquire, Affect, Effect, Appropriate, Evaluate, Focus, Media, Experiment, Select, Technique.
How and when will I be assessed?	Formative assessment with verbal and written feedback. Written and verbal feedback will be given throughout the half term – in sketchbooks and during lessons. Summative: All of the completed project will be assessed in its entirety at the end of HT6. All associated homework will be included within this process. Associated homework set will also be marked separately with written feedback; WWW, EBI's as per the school homework schedule. All work will be self and peer assessed throughout the project.
Resources to use	Refer to knowledge organiser and PowerPoint resources and worksheets on student group work and class charts. www.art-is-fun.com/grid-method https://feltmagnet.com/drawing/Portrait-Drawing-for-the-Ultimate-Beginner-The-Grid-Method https://rapidfireart.com/2015/12/07/how-to-draw-a-face-in-8-steps/
Enrichment opportunities	Students can attend art club -see the art notice board/ class teacher, for days and times. During art club students can development homework and/ or classwork and receive additional teacher support. During HT6 there will be Summer themed workshops in which students develop craft skills to create their own gift or keepsake. There are an abundance of fantastic galleries in the North West. Many galleries are free or request a small charge for entry. Many have specific child friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/ carers should ensure that the specific exhibitions are suitable for children.

Year 10 - Half Term 1 – Unit 1 Portfolio – Flowers & Plants

Prior Learning	At KS3 students learn key drawing techniques, such as mark making, observational drawing and geometric patterns. Students learn about colour theory and how to apply this utilising different media. This included pencil, pen, pastel, paint, photography etc. Students learn about and analyse different artists, designers, crafts people, religions and cultures, drawing inspiration from them. Students experience working with clay (3D studies).
What will I learn?	During this half term, pupils will be introduced to the topic of Flowers and Plants (Satellite project) which will contribute to their overall portfolio worth 60% of their final GCSE grade. Students will design a clay tile/pot based on their photography of flowers and plants and then partake in clay workshops, creating a clay tile or pot, learning about clay surface decorative techniques. Students will learn about linked artists.
Next Steps	In HT2 students will begin their sustained project based around the theme of Identity. The primary focus will be on developing drawing and media techniques (AO2 &3) artist analyses (AO1). Future opportunities/studies: Bkp 6 th – A Level Fine Art, Art Craft and Design, Level 3 Art and Design. Bkp & Fylde College – Art and Design Level 2, 3, Foundation Diploma. A level Art students work towards the same AQA Assessment Objectives as at GCSE level, with some elements of component 1 at A level being included at GCSE level, for continuity.
Personal Development	Within the creative project, students will practically and imaginatively design and create a 3D form and be inquisitive of the world around them. Students will think critically when researching artists, demonstrating resilience and confidence throughout the project. Students will overcome practical skill problems, finding ways to progress with their work.
Key vocabulary (AWL highlighted)	Media, Composition, Clay, Carve, Scraffito, Impressed design, Relief design, Coil Pot, Leather hard, Bisque. Indicate, Approach, Concept, Context, Create, Individual, Respond, Establish, Specific, Assess, Method, Section, Structure, Identify, Issue, Process, Vary, Achieve, Acquire, Affect, Evaluate, Design, Construct, Previous, Proportion, Illustrate, Technique, Specify, Subsequent, Label, Concentrate, Dimension, Project, Undertake, Alter, Adjust, Precise, Modify, Enhance, Accurate, Incorporate, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	Formative assessment – initially students will be given immediate verbal feedback on their photography Summer task. Students will be given ongoing feedback for hmk tasks via class charts for artist analyses, photography work, design work and development work. Summative: The Flowers and Plants project will be assessed on completion during this half term, with personalised feedback WWW and EBI and grade equivalence for quality of work. Self and Peer assessment.
Resources to use	Refer to knowledge organiser and PowerPoint resources and worksheets on student group work. Also refer to Art GCSE booklet. BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/z6hs34j AQA Specification https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance
Enrichment opportunities	Students will have the opportunity to submit work for The Young Seaside Competition.

Year 10 - Half Term 2 – Unit 1 Portfolio – Identity

Prior Learning	At KS3 students learn key drawing techniques, such as mark making, observational drawing and geometric patterns. Students learn about colour theory and how to apply this utilising different media. Students learn about and analyse different artists, designers, crafts people, religions and cultures, drawing inspiration from them. Students experience working with clay (3D studies). At KS4, students have created a satellite project based on Flowers and Plants which incorporates photography, editing and ceramics, accumulating in a clay tile/coil pot, decorated using appropriate clay techniques.
What will I learn?	Composition, Idea development, Media Techniques (AO2 &3) /Analyses and idol research (AO1): Begin a sustained project based around the theme of Identity, influenced by artists such as Mark Powell, Monica Lee, Loui Jover, Roy Lichtenstein, Andy Warhol. Students will write about their chosen idol, explaining why they are inspirational to them. Students will begin initial smaller media trials using their artist as inspiration. For example, Jover drip eye, realistic facial feature drawings, Pop Art style sharpie pen drawings, Lichtenstein style ben day dot illustrations. Students will peer assess and reflect upon their own progress, setting personalised targets for further improvement.
Next Steps	In HT3 students will continue with their sustained project based around the theme of Identity. The primary focus will be on developing media trials (AO2 &3) linked to their chosen artist(s) (AO1) from images of their chosen idol/inspirational person. Students will practise working in a similar style to their artist(s) drawing inspiration from their choice of media, style or technique. Future opportunities/studies: Bkp 6 th – A Level Fine Art, Art Craft and Design, Level 3 Art and Design. Bkp & Fylde College – Art and Design Level 2, 3, Foundation Diploma. A level Art students work towards the same AQA Assessment Objectives as at GCSE level, with some elements of component 1 at A level being included at GCSE level, for continuity.
Personal Development	Within the creative Identity project, students will practically and imaginatively, learn more about their likes and will be inquisitive of the world around them. Students will reflect on their own or others' emotions, feelings and experiences in line with the project. Students will think critically when researching artists, demonstrating resilience and confidence throughout the project.
Key vocabulary (AWL highlighted)	Media, Observation, Composition, Proportion, Accuracy, Tone, Shading, Annotate, Artist, Analyse. Indicate, Approach, Concept, Context, Create, Individual, Respond, Establish, Specific, Assess, Method, Section, Structure, Identify, Issue, Process, Vary, Achieve, Acquire, Affect, Evaluate, Design, Construct, Previous, Proportion, Illustrate, Technique, Specify, Subsequent, Label, Concentrate, Dimension, Project, Undertake, Alter, Adjust, Precise, Modify, Enhance, Accurate, Incorporate, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	Students will be given personalised feedback during the half term in written and verbal format. Summative: At the end of the half term, students will be assessed and given personalised targets and a WAL. Students will be given a mark out of 24 for AO1 Component. On completion of the full topic later in the year, students will be graded to AQA criteria, totalling a mark out of 96. Self and Peer assessment will take place as standard.
Resources to use	Refer to knowledge organiser and PowerPoint resources and worksheets on student group work. Also refer to Art GCSE booklet. BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/z6hs34j AQA Specification https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance
Enrichment opportunities	Focused GCSE sessions after school and teacher led workshops developing ceramic skills. Students will have the opportunity to complete props/banners for dance festivals and school shows when required.

Year 10 - Half Term 3 – Unit 1 Portfolio – Identity

Prior Learning	At KS3 students learn key drawing techniques, such as mark making, observational drawing and geometric patterns. Students learn about colour theory and how to apply this utilising different media. Students learn about and analyse different artists, designers, crafts people, religions and cultures, drawing inspiration from them. They experience working with clay (3D studies). At KS4 students have created a satellite project based on natural forms which incorporates mixed media, e.g. pencil, pen, , photography and ceramics. In HT1 students completed this satellite project accumulating in a clay tile/coil pot/ decorated using appropriate techniques. In HT2 students began experimenting with initial media techniques (AO2 &3) and written analyses and idol research and inspirational information (AO1) for the sustained project based around the theme of Identity. Students began initial smaller trials using their artist as inspiration. For example, Jover drip eye, realistic facial feature drawings, Pop Art style pen drawings.
What will I learn?	Media Techniques (AO2 &3) /Analyses and idol research (AO1): Continuation of sustained project based around the theme of Identity, influenced by artists such as Jover, Lichtenstein, Warhol and Powell Students will continue to develop styles and techniques linked to their chosen artist(s) using a variety of media trials (AO2 &3) linked to their chosen artist(s) (AO1) from images of their chosen idol/inspirational person. Students will practise working in a similar style to their artist(s) drawing inspiration from their choice of media, style or technique. Students will peer assess and reflect upon their own progress, setting personalised targets for further improvement.
Next Steps	In HT4 students will continue with their sustained project based around the theme of Identity. Students will have the opportunity to create work based directly on their chosen idol/celebrity/inspiration on a larger scale to initial tests, in a similar style to their artist(s) drawing inspiration from their choice of media, style or technique. This may include work such as drawings of part of the face, or Pop Art style images of their celebrity. Students will also complete a Mock Exam. Future opportunities/studies: Bkp 6 th – A Level Fine Art, Art Craft and Design, Level 3 Art and Design. Bkp & Fylde College – Art and Design Level 2, 3, Foundation Diploma. A level Art students work towards the same AQA Assessment Objectives as at GCSE level, with some elements of component 1 at A level being included at GCSE level, for continuity.
Personal Development	Within the creative Identity project, students will practically and imaginatively, learn more about their likes and will be inquisitive of the world around them. Students will reflect on their own or others' emotions, feelings and experiences in line with the project. Students will think critically when researching artists, demonstrating resilience and confidence throughout the project.
Key vocabulary (AWL highlighted)	Refinement, Modify, Media, Observation, Composition, Accuracy, Facial features, Tone, Shading, Development Indicate, Approach, Concept, Context, Create, Individual, Respond, Establish, Specific, Assess, Method, Section, Structure, Identify, Issue, Process, Vary, Achieve, Acquire, Affect, Evaluate, Design, Construct, Previous, Proportion, Illustrate, Technique, Specify, Subsequent, Label, Concentrate, Dimension, Project, Undertake, Alter, Adjust, Precise, Modify, Enhance, Accurate, Incorporate, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	Formative assessment. Students will be given personalised feedback to each student during the half term – verbal and written with clear targets for progression, improvement, modifying and progression. Summative: At the end of the half term, students will be assessed and given personalised targets and a WAL. On completion of the full topic later in the year, students will be graded to AQA criteria, totalling a mark out of 96. Self and Peer assessment.
Resources to use	Refer to knowledge organiser and PowerPoint resources and worksheets on student group work. Also refer to Art GCSE booklet. BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/z6hs34j AQA Specification https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance
Enrichment opportunities	Focused GCSE sessions after school and teacher led workshops developing Identity project. Students will have the opportunity to complete props/banners for dance festivals and school shows when required.

Year 10 - Half Term 4 – Unit 1 Portfolio – Identity

Prior Learning	At KS3 students learn key drawing techniques, such as mark making, observational drawing and geometric patterns. Students learn about colour theory and how to apply this utilising different media. Students learn about and analyse different artists, designers, crafts people, religions and cultures, drawing inspiration from them. Students experience working with clay (3D studies). At KS4, students have created a satellite project based on natural forms which incorporates mixed media, photography and ceramics. In HT1 students completed this satellite project accumulating in a clay tile/coil pot decorated using appropriate techniques. In HT2 students began experimenting with initial media techniques (AO2 &3) /Analyses and idol research(AO1) for the sustained project based around the theme of Identity, influenced by artists such as Jover, Lichtenstein, Warhol and Lee and Powell. Students wrote about their chosen idol, explaining why they are inspirational to them. Students began initial smaller trials using their artist as inspiration. For example, Jover drip eye, realistic facial feature drawings, Pop Art style sharpie pen drawings. In HT3, students continued their Identity project developing styles and techniques linked to their chosen artist(s) using a variety of media. Students practised working in a similar style to their artist(s) drawing inspiration from their choice of media, style or technique. Students have frequently peer assessed and reflected upon their own progress, setting personalised targets for further improvement.
What will I learn?	In HT4 students will continue with their sustained project based around the theme of Identity. Students will have the opportunity to create work based directly on their chosen idol/celebrity/inspiration on a larger scale to initial tests, in a similar style to their artist(s) drawing inspiration from their choice of media, style or technique. This may include work such as drawings of sections of the face, portrait paintings on newsprint, Pop Art style images of their celebrity. Students will also complete a Mock Exam. This task will be a minimum A4 size Identity/portraiture trial.
Next Steps	During HT5, students will prepare paper cuts and drawings in preparation for Bkp & Fylde College workshops. These will involve acetate printing and screen-printing. Future opportunities/studies: Bkp 6 th – A Level Fine Art, Art Craft and Design, Level 3 Art and Design. Bkp & Fylde College – Art and Design Level 2, 3, Foundation Diploma. A level Art students work towards the same AQA Assessment Objectives as at GCSE level, with some elements of component 1 at A level being included at GCSE level, for continuity.
Personal Development	Within the creative Identity project, students will practically and imaginatively, learn more about their likes and will be inquisitive of the world around them. Students will make choices about their work and how they want to progress in terms of style, content and influences. Students will reflect on their own or others' emotions, feelings and experiences in line with the project. Students will think critically when researching artists, demonstrating resilience and confidence throughout the project.
Key vocabulary (AWL highlighted)	Refinement, Modify, Media, Observation, Proportion, Accuracy, Symmetry, Viewpoint, Portraiture, Annotate Indicate, Approach, Concept, Context, Create, Individual, Respond, Establish, Specific, Assess, Method, Section, Structure, Identify, Issue, Process, Vary, Achieve, Acquire, Affect, Evaluate, Design, Construct, Previous, Proportion, Illustrate, Technique, Specify, Subsequent, Label, Concentrate, Dimension, Project, Undertake, Alter, Adjust, Precise, Modify, Enhance, Accurate, Incorporate, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	Formative assessment – students will be given personalised feedback during the half term and written and verbal feedback on completion of the half term. Students will be given a Mock Exam WAL based on work produced to date and during the exam. Summative: At the end of the half term, students will be assessed and given personalised targets and a WAL. On completion of the full topic next term, students will be graded to AQA criteria, totalling a mark out of 96. Self and Peer assessment will also take place as standard.
Resources to use	Refer to knowledge organiser and PowerPoint resources and worksheets on student group work. Also refer to Art GCSE booklet. BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/z6hs34j AQA Specification https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance
Enrichment opportunities	Focused GCSE sessions after school and teacher led workshops developing print. Students will have the opportunity to complete props/banners for dance festivals, school shows and community projects when required.

Year 10 - Half Term 5 – Unit 1 Portfolio – Identity

Prior Learning	<p>At KS3 students learn key drawing techniques, geometric patterns and about colour theory. Students learn about and analyse different artists, designers, crafts people, religions and cultures, drawing inspiration from them. Students experience working with clay (3D studies). At KS4 , students have created a satellite project based on natural forms which incorporates mixed media, photography, editing and ceramics. In HT1 students completed this satellite project accumulating in a clay tile/coil pot decorated using appropriate techniques. In HT2 students began experimenting with initial media techniques (AO2 &3) /Analyses and idol research(AO1) for the sustained project based around the theme of Identity, influenced by artists such as Jover and Powell. Students wrote about their chosen idol, explaining why they are inspirational to them. Students began initial smaller trials using their artist as inspiration. For example, Jover drip eye, realistic facial feature drawings, Pop Art style pen drawings. and idol research (AO1). In HT3, students continued their Identity project developing styles and techniques linked to their chosen artist(s) using a variety of media, thus developing media trials (AO2 &3) linked to their chosen artist(s) (AO1) from images of their chosen idol, drawing inspiration from their choice of media, style or technique. In HT4, students began to develop onto larger scale pieces, including a timed Mock Exam.</p>
What will I learn?	<p>In HT5 students will prepare paper cuts and drawings in preparation for Bkp & Fylde College workshops. These will involve acetate printing and screen-printing. Students will also be developing larger scale trials building to final outcome(s), based directly on their chosen idol/celebrity/inspirational artist(s) drawing inspiration from their choice of media, style or technique. This may include work such as drawings of part of the face, portrait paintings on newsprint, Pop Art style images of their celebrity. This task will be a minimum A4 size Identity/portraiture trial.</p>
Next Steps	<p>AO4 additional final outcomes – students will complete a response(s) which showcases the student’s BEST area of study. Students will ensure that there is a clear development and progression of ideas from initial to realisation, covering all 4 of the Assessment objectives. Students will evaluate their project. Future opportunities/studies: Bkp 6th – A Level Fine Art, Art Craft and Design, Level 3 Art and Design. Bkp & Fylde College – Art and Design Level 2, 3, Foundation Diploma. A level Art students work towards the same AQA Assessment Objectives as at GCSE level, with some elements of component 1 at A level being included at GCSE level, for continuity.</p>
Personal Development	<p>Within the creative Identity project, students will practically and imaginatively, learn more about their likes and will be inquisitive of the world around them. Students will make choices about their work and how they want to progress in terms of style, content and influences. Students will reflect on their own or others’ emotions, feelings and experiences in line with the project. Students will think critically when researching artists, demonstrating resilience and confidence throughout the project. Students will learn about time management and planning.</p>
Key vocabulary (AWL highlighted)	<p>Development, Refinement, Media, Composition, Accuracy, Portraiture, Annotate, Artist, Analyse, Creativity</p> <p>Indicate, Approach, Concept, Context, Create, Individual, Respond, Specific, Assess, Method, Section, Structure, Identify, Issue, Process, Vary, Achieve, Acquire, Affect, Design, Construct, Previous, Proportion, Illustrate, Technique, Specify, Subsequent, Label, Concentrate, Dimension, Undertake, Modify, Enhance, Accurate, Incorporate, Appropriate, Feature, Final, Focus, Range, Relevant, Select, Transfer.</p>
How and when will I be assessed?	<p>Formative assessment – students will be given personalised feedback during the half term and written and verbal feedback on completion of the half term. Summative: At the end of the half term, students will be assessed and given personalised targets and a WAL. On completion of the full topic in HT6, students will be graded to AQA criteria, totalling a mark out of 96. Self and Peer assessment will also take place as standard.</p>
Resources to use	<p>Refer to knowledge organiser and PowerPoint resources and worksheets on student group work. Also refer to Art GCSE booklet. BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/z6hs34j AQA Specification https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance</p>
Enrichment opportunities	<p>Focused teacher led workshops developing media pertinent to student’s own path of progression. Students have the opportunity to create work at Post 16 establishment, utilising specialised art equipment.</p>

Year 10 - Half Term 6 – Unit 1 Portfolio – Identity

Prior Learning	<p>At KS3 students learn key drawing techniques, observational drawing and geometric patterns. Students learn about colour theory and how to apply this utilising different media. Students learn about and analyse different artists, designers, crafts people, religions and cultures, drawing inspiration from them. Students experience working with clay (3D studies). At KS4, students have created a satellite project based on natural forms, which incorporates mixed media, e.g. pencil, pen, photography and ceramics. In HT1 students completed this satellite project accumulating in a clay tile/coil pot decorated using appropriate techniques. In HT2 students began experimenting with initial media techniques (AO2 &3) /Analyses and idol research(AO1) for the sustained project based around the theme of Identity, influenced by artists such as Jover, and Warhol. Students wrote about their chosen idol, explaining why they are inspirational to them. Students began initial smaller trials using their artist as inspiration. In HT3, students continued to develop styles and techniques linked to their chosen artist(s) from images of their chosen idol/inspirational person. In HT4, students began to develop onto larger scale pieces, including a timed Mock Examination. In HT5 students prepared paper cuts for the Bkp & Fylde College print workshop and continued to develop larger scale trials building to final outcome(s). Students have frequently peer assessed and reflected upon their own progress, setting personalised targets for further improvement.</p>
What will I learn?	<p>Students will complete a final outcome(s) which showcases the student's BEST area of study. Students will ensure that there is a clear development and progression of ideas from initial to realisation, covering all 4 of the Assessment objectives. Students will evaluate their project. Students will self and peer assess, acting on student and teacher feedback.</p>
Next Steps	<p>In HT1 of year 11, students will modify and refine both Portfolio projects, selecting their strongest work for marking. Their full portfolio will be re-marked and standardised holistically using the AQA marking grid and a mark out of 96 will be issued with further targeted areas to modify and refine. Students will be able to see which AO will need developing further. Future opportunities/studies: Bkp 6th – A Level Fine Art, Art Craft and Design, Level 3 Art and Design. Bkp & Fylde College – Art and Design Level 2, 3, Foundation Diploma. A level Art students work towards the same AQA Assessment Objectives as at GCSE level, with some elements of component 1 at A level being included at GCSE level, for continuity.</p>
Personal Development	<p>During the project, students will practically and imaginatively, learn more about their likes and will be inquisitive, making choices about their work and how they want to progress in terms of style, content and influences. They will reflect on their own or others' emotions, feelings and experiences in line with the project. Students will think critically when researching artists, demonstrating resilience and confidence throughout the project and learn about time management and planning.</p>
Key vocabulary (AWL highlighted)	<p>Development, Refinement, Media, Composition, Accuracy, Portraiture, Annotate, Artist, Analyse, Creativity</p> <p>Concept, Context, Create, Individual, Respond, Establish, Specific, Assess, Method, Structure, Identify, Issue, Process, Achieve, Affect, Evaluate, Construct, Proportion, Illustrate, Technique, Concentrate, Dimension, Project, Undertake, Precise, Accurate, Incorporate, Feature, Final, Focus, Relevant, Select, Transfer.</p>
How and when will I be assessed?	<p>Formative assessment – students will be given personalised feedback during the half term. Summative: On completion of the full topic this HT6, students will be graded to AQA criteria, totalling a mark out of 96. Self and Peer assessment will also take place as standard.</p>
Resources to use	<p>Refer to knowledge organiser and PowerPoint resources and worksheets on student group work and Art GCSE booklet. BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/z6hs34j AQA Specification https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance</p>
Enrichment opportunities	<p>Teacher led workshops developing media pertinent to student's own path of progression. Students have the opportunity to attend an Art gallery visit.</p>

Year 11 - Half Term 1 – Unit 1 Portfolio – ‘Identity’

Prior Learning	At KS3 students learn key drawing techniques, such as mark making, observational drawing and geometric patterns. Students learn about colour theory and how to apply this utilising different media. Students learn about and analyse different artists, designers, crafts people, religions and cultures, drawing inspiration from them. Students experience working with clay (3D studies). At KS4 students have created a satellite project based on natural forms and an extended project based on the theme of ‘Identity’.
What will I learn?	During this half term, students will begin to modify and refine both portfolio projects, selecting strongest work for marking. Those who have not completed clay work will create slab tiles for either ‘Natural Forms’ or ‘Identity’. Students will follow detailed feedback to develop, build on and refine their work. Students will continue to develop their practical skills, such as observational drawing, photography etc. Students will develop and enhance their analysis and annotation skills. Students will peer assess and reflect upon their own progress, setting personalised targets.
Next Steps	In HT2 students will continue with this process, modifying and refining their portfolio of work. They will also complete a mock exam task which will ultimately contribute to their portfolio of work. In January students will commence their Externally Set Assignment (ESA) and will be issued with an exam paper with seven different starting points. Students must choose one starting point from which to produce their creative response. The preparation time begins in January totalling approximately 15 weeks. This is followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Future opportunities/studies: Bkp 6 th – A Level Fine Art, Art Craft and Design, Level 3 Art and Design. Bkp & Fylde College – Art and Design Level 2, 3, Foundation Diploma. A level Art students work towards the same AQA Assessment Objectives as at GCSE level, with some elements of component 1 at A level being included at GCSE level, for continuity.
Personal Development	Within the creative Identity project, students will practically and imaginatively, learn more about their likes and will be inquisitive of the world around them. Students will reflect on their own or others’ emotions, feelings and experiences in line with the project. Students will think critically when researching artists, demonstrating resilience and confidence throughout the project.
Key vocabulary (AWL highlighted)	Refinement, Modify, Media, Observation, Composition, Sgraffito, Relief design, Impressed design, Carve, Experiment, Similar, Analyse, Assess, Concept, Context, Create, Define, Method, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	Formative assessment, with verbal and written feedback throughout the half term with specific individualised targets for progression, which students must act upon. Summative: Projects assessed and graded half-termly to AQA criteria, totalling a mark out of 96. Self and Peer assessment.
Resources to use	Refer to knowledge organiser and PowerPoint resources and worksheets on student group work. BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/z6hs34j AQA Specification https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance Pinterest, Youtube.
Enrichment opportunities	There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children. Recommendations; Tate Liverpool, Grundy Art Gallery, Blackpool, Whitworth Art Gallery, Manchester, Yorkshire Sculpture Park, The Lowry, Salford.

Year 11 - Half Term 2 – Unit 1 Portfolio – ‘Identity’

Prior Learning	At KS3 students learn key drawing techniques, such as mark making, observational drawing and geometric patterns. Students learn about colour theory and how to apply this utilising different media. Students learn about and analyse different artists, designers, crafts people, religions and cultures. drawing inspiration from them. Students experience working with clay (3D studies). At KS4 students have created a satellite project based on natural forms and an extended project based on the theme of ‘Identity’.
What will I learn?	During this half term, students will modify and refine both portfolio projects, selecting strongest work for marking. Students will follow detailed feedback to develop, build on and refine their work. Students will continue to develop their practical skills, such as observational drawing, photography etc. Students will develop and enhance their analysis and annotation skills. Students will peer assess and reflect upon their own progress, setting personalised targets. Students will learn how to mount and exhibit larger work. Students will learn how to evaluate their portfolio work. Students will complete a Mock Exam and the work produced will contribute towards their portfolio.
Next Steps	In January students will commence their Externally Set Assignment (ESA) and will be issued with an exam paper with seven different starting points. Students must choose one starting point from which to produce their creative response. The preparation time begins in January totalling approximately 15 weeks. This is followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Future opportunities/studies: Bkp 6 th – A Level Fine Art, Art Craft and Design, Level 3 Art and Design. Bkp & Fylde College – Art and Design Level 2, 3, Foundation Diploma. A level Art students work towards the same AQA Assessment Objectives as at GCSE level, with some elements of component 1 at A level being included at GCSE level, for continuity.
Personal Development	Within the creative Identity project, students will practically and imaginatively, learn more about their likes and will be inquisitive of the world around them. Students will reflect on their own or others’ emotions, feelings and experiences in line with the project. Students will think critically when researching artists, demonstrating resilience and confidence throughout the project.
Key vocabulary (AWL highlighted)	Photography, Viewpoint, Graphite, Proportion, Accuracy, Symmetry, Outline, Biro, Charcoal, Print, Similar, Analyse, Assess, Concept, Context, Create, Define, Method, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select, Transfer.
How and when will I be assessed?	Formative assessment, with verbal and written feedback throughout the half term with specific individualised targets for progression, which students must act upon. Summative: Projects assessed and graded half-termly to AQA criteria, totalling a mark out of 96. Self and Peer assessment.
Resources to use	Refer to knowledge organiser and PowerPoint resources and worksheets on student group work. BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/z6hs34j AQA Specification https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance Pinterest, Youtube.
Enrichment opportunities	There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children. Recommendations; Tate Liverpool, Grundy Art Gallery, Blackpool, Whitworth Art Gallery, Manchester, Yorkshire Sculpture Park, The Lowry, Salford.

Year 11 - Half Term 3 – Unit 2 Externally Set Assignment

Prior Learning	At KS3 and during their GCSE course to date, students have developed and explored a range of media and techniques, progressing their ideas to ultimately complete a Portfolio of work which contributes to 60% of their final GCSE grade. This consists of one satellite project (Flowers and Plants) and one extended project (Identity). Students have analysed different artists, designers, crafts people, religions and cultures, drawing inspiration from them. The completion of Portfolio work will aid them in completing their exam work, as this work is marked to the same criteria.
What will I learn?	During this half term, students will be issued with their AQA externally set assignment (exam paper) which is available to students and teachers from January. Students will receive an exam paper with seven different starting points. Students must select one starting point from which to produce their creative response. The preparation period begins in January totalling approximately 15 weeks of prep time. This is followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once the first period of supervised time begins. Students will be drawing upon all of their prior learning and skills acquired to complete their preparatory work. Students will be carefully guided with whatever question they choose from the selection on the exam paper and a PowerPoint of artist links and suggested ideas for development will be available for students. Students will be issued with a guide sheet of tasks to complete, which they should modify to link specifically to their chosen question.
Next Steps	Students will continue with their Externally Set Assignment (ESA) and will continue to develop their preparatory work which will lead onto 10 hours of supervised unaided work in which students are required to realise their intentions. Future opportunities/studies: Bkp 6 th – A Level Fine Art, Art Craft and Design, Level 3 Art and Design. Bkp & Fylde College – Art and Design Level 2, 3, Foundation Diploma. A level Art students work towards the same AQA Assessment Objectives as at GCSE level, with some elements of component 1 at A level being included at GCSE level, for continuity.
Personal Development	During the exam period, students will practically and imaginatively, learn more about their likes as they will be selecting their chosen starting point from the exam paper. Students will reflect on their own or others' emotions, feelings and experiences in line with their chosen question. Students will think critically when researching artists, demonstrating resilience and confidence throughout the project.
Key vocabulary (AWL highlighted)	Contextual studies, Personal response, Abstract, Semi-abstract, Expressionism, Figurative, Contemporary, Craft, Design, Collage, Similar, Analyse, Assess, Concept, Context, Create, Define, Method, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select
How and when will I be assessed?	Formative assessment, with verbal and written feedback throughout the half term with specific individualised targets for progression, which students must act upon. Summative: ESA and Portfolios will be standardised and marked internally along with all of the Portfolio of work and then marked and verified by the external AQA moderator at the end of the exam process. They will be marked separately to AQA criteria, totalling a mark out of 96. Self and Peer assessment. Self and Peer assessment.
Resources to use	Refer to knowledge organiser and Exam PowerPoint resources and task worksheets on student group work. BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/z6hs34j AQA Specification https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance
Enrichment opportunities	There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children. Recommendations; Tate Liverpool, Grundy Art Gallery, Blackpool, Whitworth Art Gallery, Manchester, Yorkshire Sculpture Park, The Lowry, Salford.

Year 11 - Half Term 4 – Unit 2 Externally Set Assignment

Prior Learning	Building on all the skills and techniques acquired whilst completing their Portfolio, last half term students began preparatory work for their externally set task. This included researching the question, associated artists and craftspeople and beginning initial ideas for development – written and visual images using a variety of media.
What will I learn?	During this half term, students will continue with their Externally Set Assignment (ESA) and will continue to develop their preparatory work which will lead onto 10 hours of supervised unaided work in which students are required to realise their intentions. Students will be drawing upon all of their prior learning and skills acquired to complete their preparatory work. Students will be carefully guided with the development of ideas of their own particular chosen area of study. Students will link their work to the work of others and will clearly showcase their artistic journey. Students will need to demonstrate skilful drawings, a range of media, written analyses and annotations and a clear development of ideas linking to their chosen artist, craftsman or culture. Students will demonstrate trials/maquettes directly linking to their final outcome(s). Dependant on Easter/exam timetabling, the 10 hour exam will take place either at the end of this half term or at the beginning of next half term whereby students will produce their final outcome(s).
Next Steps	Students will continue with their Externally Set Assignment (ESA), completing the 10 hour component, realising intentions through their outcome(s). –This element may take place at the beginning of half term 5 depending on exam timetabling/Easter, otherwise at the end of HT4. Students have a small window to finalise any portfolio work for Unit 1 also, if required. Future opportunities/studies: Bkp 6 th – A Level Fine Art, Art Craft and Design, Level 3 Art and Design. Bkp & Fylde College – Art and Design Level 2, 3, Foundation Diploma. A level Art students work towards the same Assessment Objectives as at GCSE level, with some elements of component 1 at A level included at GCSE level, for continuity.
Personal Development	During the exam period, students will practically and imaginatively, learn more about their likes as they reflect on their own or others’ emotions, feelings and experiences in line with their chosen question. Students will think continue to think critically when referring to artists, demonstrating resilience and confidence throughout the process. Students will work independently throughout the 10 hour exam period, demonstrating confidence, organisational skills, talent, development , perseverance and pride in the work completed.
Key vocabulary (AWL highlighted)	Development, Craftsman, Designer, Annotation, Maquette, Fineline, Pastel, Water colour, Acrylic, Outcome, Similar, Analyse, Assess, Concept, Context, Create, Define, Method, Research, Section, Vary, Achieve, Acquire, Affect, Appropriate, Evaluate, Feature, Final, Focus, Previous, Range, Relevant, Select
How and when will I be assessed?	Formative assessment, with verbal and written feedback throughout the half term with specific individualised targets for progression, which students must act upon. Summative: The ESA will be standardised and marked internally along with all of the Portfolio of work and then marked and verified by the external AQA moderator. They will be marked separately to AQA criteria, totalling a mark out of 96. Self and Peer assessment.
Resources to use	Refer to knowledge organiser and Exam PowerPoint resources and task worksheets on student group work. BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/z6hs34j AQA Specification https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/specification-at-a-glance
Enrichment opportunities	There are an abundance of fantastic galleries in the North West. Many galleries are free or a small charge for entry. Many have specific children friendly workshops, particularly in school holidays, so have a look at their individual websites for further details. Exhibitions change frequently, displaying contemporary and older art works. Parents/carers should ensure that the specific exhibitions are suitable for children. Recommendations; Tate Liverpool, Grundy Art Gallery, Blackpool, Whitworth Art Gallery, Manchester, Yorkshire Sculpture Park, The Lowry, Salford.