

**Subject (-Art)****KS2 Prior Knowledge**

- Recognise the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Use a range of materials creatively to design and make products.
- Develop a wide range of art and design techniques in using the visual elements.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

**Year 7****Year 8****Year 9****Year 10****Year 11****Content**

What are the visual elements and how do we apply them to our work?

How do we create a successful drawing or painting?

How do we create different art through different media?

How do we work together to create an outcome?

How do we link our own work to other artists that we research?

How do different artists through - out history use media and create art?

How does the environment have an impact on the outcome?

How do we link the use of media, application of paint and elements of others, to influence our own work?

How do we develop and experiment to further improve our outcome.

How do we use the visual elements to connect and realise intentions to show further in-depth refinement and development?

How do we use a range of media to complete a more realistic outcome.

How do we develop independence and originality to complete and project?

How do we use primary resources to develop originality?

How do we further use artist research to develop our own ideas?

How do we research our own independent artists and use these to influence our own journey?

How do we handle media to gain a realistic outcome.

How do we develop further techniques along with the use of primary resources to develop independent outcomes.

How to we finalise a journey with a final outcome?

How do we evaluate work to conclude our journey?

Developing skills learnt in previous years to produce independent outcomes.

## Skills

### **DEVELOP**

Recognise the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Studies of the visual elements connected with artists who use these in their work to show and explore how these are used and developed.

Looking at Grayson Perry and his art.

### **EXPLORE**

Use a range of materials creatively to design and make products.

Using a range of tones with pencil and paint.

Looking at mark making through the use of charcoal and pencil.

Use clay to create a house.

### **RECORD**

Develop a wide range of art and design techniques in using the visual elements.

Use of gridding method to obtain correct shape and proportion.

Exploring the visual elements looking at using a full contrast in tone and contour lines to create form.

Use the tiling method to create a dwelling in clay.

### **PRESENT**

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

A monochromatic tonal painting of a still life.

A house using the tiling method is made.

### **DEVELOP**

Recognise the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Studies of Aboriginal art and traditional methods.

The use of Contemporary artists Chuck Close working on portraits.

### **EXPLORE**

Use a range of materials creatively to design and make products.

The use of traditional methods using raw materials.

Use of tone through pencil work in response to Chuck Close.

### **RECORD**

Develop a wide range of art and design techniques in using the visual elements.

The use of raw materials and mixed media is used to create an Aboriginal piece.

The use of photo realism and the gridding technique is used to aid correct shape and proportion.

### **PRESENT**

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

An Aboriginal style mixed media piece.  
A photo realistic portrait.

### **DEVELOP**

Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.

Looking at artists such as David Hockney, Edward Hopper, D'Vinci and Julian Beever to explore perspective and depth.

Independently pupils choose artists to develop and create a piece of work looking closely at their style and techniques.

### **EXPLORE**

Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

Students work with perspective, shape and primary resources to develop independent projects enabling them to understand the GCSE assessment criteria.

### **RECORD**

Recorded ideas, observations and insights relevant to their intentions in visual and / or other forms.

Pupils are encouraged to present work neatly. Primary / secondary resources, with relevance, are used to develop ideas.

### **PRESENT**

Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Independent outcomes are produced with clear links to techniques and elements explored.

### **DEVELOP**

Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.

Warhol and Lichtenstein along with other Pop Artists are used to explore the subject of food and drink.

Surrealist artists are used to develop a project on the theme of 'Out of the Ordinary.'

### **EXPLORE**

Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

Students use a range of techniques such as, Photoshop, block printing, monoprinting, sgraffito to develop ideas further with relevance and connections to artists techniques and elements.

### **RECORD**

Recorded ideas, observations and insights relevant to their intentions in visual and /or other forms.

Pupils are encouraged to present work neatly. Primary / secondary resources, with relevance, are used to develop ideas.

### **PRESENT**

Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Independent outcomes are produced with clear links to techniques and elements explored.

### **DEVELOP**

Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

Pupils research artists relevant to a given title from the exam board.

### **EXPLORE**

Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

Students build upon and develop previously learnt techniques to experiment ideas for their chosen theme.

### **RECORD**

Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

Pupils are encouraged to present work neatly. Primary / secondary resources, with relevance, are used to develop ideas.

### **PRESENT**

Present a personal and meaningful response that realises intentions and where appropriate makes connections between visual and other elements.

Independent outcomes are produced with clear links to techniques and elements explored.

## Assessment

<p><u>Project - Colour Theory</u> Still Life drawing assessed using Direct Observation marking scheme (based around AO3 for GCSE).</p> <p>Still Life Painting assessed using direct observational marking scheme. Based around AO3 for GCSE.</p> <p><u>Project - Dwellings</u> Group display assessed using group work assessment sheet. Final Clay piece assessed using Key Stage 3 final assessment sheet. Based on all GCSE assessment criteria.</p>	<p><u>Project - Aboriginal</u> First design assessed using design sheet.</p> <p>Final piece assessed using Key Stage 3 final product assessment sheet.(relating to GCSE AOs)</p> <p><u>Project - Portraits</u> Drawing assessed using direct observation marking scheme. Final piece assessed using Key Stage 3 final assessment sheet.</p>	<p>Continuously marking against all assessment objectives</p>	<p>Continuously marking against all assessment objectives</p>	<p>Continuously marking against all assessment objectives</p> <p>January - External Exam</p> <p>Whole Class feedback.</p>
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