

## OAE Art Curriculum: Long Term Plan

**Year 7:** Experience, observe, understand. **The formal elements** - Developing art language to tell stories

### **‘Learn the rules like a pro, so you can break them like an artist.’ Pablo Picasso**

In Year 7, students arrive with a variety of art experience, skill, knowledge and understanding.

This part of the learning journey is to embed foundational, technical skills in using different materials and processes in Art and Design through learning about observation. Students will learn and practise a range of technical skills in a variety of media with a focus on control and accuracy – manipulating the tools and materials to behave in the way that they want them to. Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills – observing, thinking, understanding and doing. Students will develop work in 2d (and 3d) from primary and secondary sources considering how their use of the formal elements and principles of design creates an outcome.

Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills. Through studying initially more familiar, then increasingly less familiar and more complex works of art and artists\*, students will learn to appreciate the methods and ideas involved in creating work by others – how visual stories are told, whilst beginning to learn the language of visual culture. Students will develop complex and subject specific vocabulary that they will be able to use in describing work.

\*artists – a term used to include artists, designers, craftspeople, architects, photographers from different times and cultural heritages...

| YEAR 7  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|---|--|--|--|---|--|--|
| <b>Title – the foundations</b>  | Line Tone Texture<br>(Shape Form Mark-making)<br>Key concepts: #1 #2   | Texture Shape Colour<br>(Proportion Scale)<br>Key concepts: #1 #2  | Colour Pattern Composition<br>Key concepts: #1 #2 #3   | Colour Pattern Composition<br>Key concepts: #2 #3   | Form Perspective<br>(3D elements)<br>Key concepts: #1 #2 #3  | Form: Simple relief<br>Key concepts: #1 #2 #3 #4   |
| <b>Thinking</b><br><i>Investigating contextual references/critical thinking</i> | Observe and investigate the use of formal elements in their work and the work of others.<br>Be able to recognise and describe how line, tone and mark making(texture) can be used to express different ideas | Identify and describe the use of formal elements in their work and the work of others.<br>Recognise how artists have used formal elements in different ways throughout art history – genres/traditions – begin to identify periods of time when work was created through recognition of how formal elements are used | Analyse and evaluate the use of formal elements in their work and the work of others.<br>Investigating work from Western or non-western cultures, learning how to read works of art/design and decode intention, purpose and aesthetic | Understand how the use of formal elements in the work of others relates to their own.<br>Describe how artists have used formal elements in different ways throughout art history – genres/traditions – begin to describe periods of time/demonstrate understanding of when/where work was created through recognition of how formal elements are used | Articulate how the use of formal elements in the work of others relates to their own.<br>Consider the ‘story’ in their work using art language | Articulate how the use of formal elements in the work of others relates to their own using key terminology.<br>Articulate the ‘story’ in their own work using art language |

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|---|---|--|---|--|--|---|
| <p><b>Exploring</b></p> <p>Media/materials/ techniques /processes</p> | <p>Drawing/printing skills: observation/accuracy/control (and expression)/weight of line/how to see, use and understand tone/how to use mark making to convey texture (mood/feeling/qualities and subtleties of making marks)</p> <p>Processes: Basic printing skills: mono-printing/frottage/collage/other mark making materials and tools investigated/enlarge e.g. grid method</p> | <p>Drawing/painting skills: observation/accuracy/texture through mark making</p> <p>Colour theory: how colour works/how to mix and use colour, brushes and other tools</p> <p>Application of colour theory: colour blending/painting/ analogous and contrasting colour</p> <p>Processes: Accuracy and control with painting techniques/colour mixing/colour blending/painting techniques – mark making/mixed media (e.g. using a ground)</p> | <p>Application of colour theory: colour blending, painting/analogous and contrasting colour – significance of colour and its representations</p> <p>Pattern making: use geometry, symmetry, (tessellation) - creating repeat designs from a motif. Experiment with layout (composition)</p> <p>Develop and refine ideas</p> <p>Processes: trace and transfer/printing (e.g. polystyrene)/colour selection/cut/make multiples/refine</p> | <p>Experience different materials and ways of working: develop technical skills</p> <p>Use photography: (viewfinder skills) to identify, capture and use in design work</p> <p>Example of Processes: Use Ipads as a capturing and design tool/create a stencil/use a stencil (2 or more colour to stretch HPA+)/register a print/cut/colour selection/paint/print (potential textile process where possible)</p> | <p>‘Drawing’: from different viewpoints consider perspective (Ceramic) building skills, incorporate pattern and texture: impressing, make in relief, incise, simple construction techniques</p> <p>Processes: Use Ipads to create primary sources/drawing: weight of line, mark making/trace and transfer/3D making techniques –e.g. joining</p> | <p>(Ceramic) building skills: incorporate pattern and texture: impressing, make in relief, incise, simple construction techniques</p> <p>Processes: use primary sources/drawing: weight of line/trace and transfer/3D making techniques/3D embellishment techniques</p> |
| <p><b>Recording</b></p> <p>Recording ideas</p>                        | <p>Use different tools to record different types of line, tone and texture representative of intentions. Describe ideas using subject terminology – ‘what’ – using the language</p>   | <p>Use different tools to record tone (value), texture (mark making), colour representative of intentions. Describe colour and relative intention</p> <p>Describe ideas using subject terminology</p>  | <p>Use different tools to record different types of line to create pattern from a motif representative of intentions. Describe ideas using subject terminology – ‘how’</p>  | <p>Use different tools to record different motifs representative of intentions. Describe ideas using subject terminology</p>   | <p>Use different tools to record different types of line/marks representative of intentions – tell a story. Describe and evaluate ideas using subject terminology to articulate the refining process – ‘why’</p>   | <p>Evaluate and review work. Use key terminology in describing, interpreting and evaluating work</p>  |
| <p><b>Making</b></p> <p>Personal response/realising intentions</p>    | <p>Record ideas and investigations with increasing levels of control and intention</p> <p>Evaluate response</p>   | <p>Develop an outcome using techniques and skills practiced with control and accuracy</p> <p>Evaluate response</p>   | <p>Develop a series of ideas</p> <p>Select an idea to resolve</p> <p>Develop an outcome using skills and techniques practiced with control and accuracy</p> <p>Evaluate response</p>  | <p>Record ideas, investigations and refinements with increasing levels of discernment</p> <p>Devise and make outcomes (multiples)using skills and techniques practiced with control and accuracy</p> <p>Evaluate response</p>  | <p>Record ideas, investigations and refinements with increasing levels of discernment</p> <p>Devise, develop and make an outcome using skills and techniques practiced with control and accuracy</p> <p>Evaluate response</p>  | <p>Record ideas, investigations and refinements demonstrating clarity in decision making</p> <p>Make outcomes using skills and techniques practiced with control and accuracy</p> <p>Evaluate response</p>  |
| <p><b>Oasis 9 habits</b></p>  | <p>Patient – learning new skills</p>  | <p>Patient</p> <p>Self-controlled</p>  | <p>Patient</p> <p>Self-controlled</p> <p>Considerate</p>  | <p>Patient</p> <p>Self-controlled</p> <p>Considerate</p>   | <p>Patient</p> <p>Self-controlled</p> <p>Considerate</p>   | <p>Self-controlled</p> <p>Humble – recognising and appreciating successes in</p>  |

|                               |   |  |   |                         |  |                                     |
|-------------------------------|---|--|---|-------------------------|--|-------------------------------------|
|                               | Self-controlled – using new skills, techniques and ideas in a controlled way                                | Considerate - Working sustainably/mindful of waste and sharing resources | Forgiving (of own mistakes) – overcoming barriers and ‘mistakes’ with grace and resolve |                         |  | others outcomes, celebrating others |
| Links and resources           | Knowledge organiser<br>   | Knowledge organiser<br>  | Knowledge organiser<br>   | Knowledge organiser<br> | Knowledge organiser<br>  | Knowledge organiser<br>             |
| Sustainable Development Goals | <a href="http://www.blackhistorymonth.org.uk">www.blackhistorymonth.org.uk</a>                              |  |   |                         | <a href="http://www.un.org/en/observances/creativity-and-innovation-day">www.un.org/en/observances/creativity-and-innovation-day</a> |                                     |
| Tracking progression          | Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points |  |   |                         |  |                                     |

Year 8: Investigate, explore, express. **Identity** – The language of expression – symbolism, culture, belonging and difference

**‘The thing that's important to know is that you never know. You're always sort of feeling your way.’ Diane Arbus**







This part of the learning journey is an opportunity for students to further develop technical skills with a variety of processes and materials considering how the ‘rules’ of art can be bent and stretched to begin to express their own ideas with purpose, realising intentions.

Students will be able to identify key elements and characteristics in Art from different genres and cultures exploring traditions, processes and meanings, which will allow them to explore ideas in their own work thinking about how differences in culture and heritage can influence the maker and the viewer. Students will learn how to apply the skills they learn to different types of work, to ‘play’ with purpose and consider how to creatively develop independent and personal ideas working in response to similar starting points. Students will investigate their responsibilities around sustainability and environment.

Students will develop complex and subject specific vocabulary that they will be able to use in analysing and evaluating work demonstrating and articulating how their work connects with and is inspired by the work of others.

| YEAR 8                  | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|-------------------------|--|---|---|--|---|---|
| <b>Title - Identity</b> | <b>Culture Symbols Stories</b><br>Key concepts: #4 #3 #1 | <b>Culture Symbols Stories</b><br>Key concepts: #6 #4 #3        | <b>The world and me</b><br>Key concepts: #6 #4                      | <b>The world and me</b><br>Key concepts: #6 #5 #4  | <b>Making sense</b><br>Key concepts: #6 #5 #4   | <b>Making sense</b><br>Key concepts: #6 #5 #4               |
| <b>Thinking</b>         | Investigate work from Western and non-western cultures.  | Explore and compare work from Western and non-western cultures. | Investigate work from traditional, modern and contemporary sources. | Explore and compare work from traditional, modern and contemporary sources, learning how to decode | Articulate how symbols, conventions and messages in the work of others relates to their own | Articulate how the conventions, symbols and messages in the |

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|---|--|--|---|---|---|--|
| <p>Investigating contextual references/<br/>critical thinking</p>     | <p>Learn how to understand works of art and decipher meaning or cultural significance</p>  | <p>Learn how to understand works of art and decipher meaning or cultural significance</p>  | <p>Learn how to decode works of art and decipher meaning, messages and stories.<br/>Consider our place and responsibilities</p>   | <p>works of art and decipher meaning, messages and stories<br/>Consider our place and responsibilities</p>  | <p>Consider the 'story' in their work using art language</p>  | <p>work of others relates to their own using key terminology.<br/>Articulate the 'story' in their own work using art language</p>  |
| <p><b>Exploring</b><br/>Media/materials/<br/>techniques/processes</p> | <p>Exploring 2D skills/techniques and drawing skills: use a variety of media and processes formal elements/2D making skills (relief)/exploring use of formal elements /explore mark making to convey texture (mood, feeling, qualities and subtleties of making marks)<br/><br/>Processes: Printing skills: mono-printing – collagraph/collage/other mark making materials and tools/photography to collect primary source material/enlarge e.g. grid method</p> | <p>Developing 2D/3D materials/(3D making skills): 2D(3D) making skills: use a variety of materials and processes developing ideas from drawing investigations<br/><br/>Processes: Mixed media techniques/ 2D relief building/painting (mix/blend/edges)/trace and transfer/colour selection/cut/refine</p> | <p>Exploring materials and methods and drawing skills: use a variety of media and processes /2D making skills (relief)/explore mark making to convey texture (mood, feeling, qualities and subtleties of making marks/types of line)<br/><br/>Processes: printing skills/collage/other mark making materials and tools/enlarge e.g. grid method</p> | <p>Exploring materials and methods and 'drawing' skills: use a variety of media and processes/considering colour, pattern/composition/consider positive and negative space, shape and form<br/>Processes: Mixed media techniques/print/paint (mix/blend/edges)/register/colour selection/cut/refine</p> | <p>Applying materials and methods 'drawing' skills: use a variety of media and processes/consider elements of art and principles of design/consider positive and negative space, proportion and scale<br/><br/>Processes: Mixed media techniques/print/paint (mix/blend/edges)/register/colour selection/cut/refine</p> | <p>Applying materials and methods and drawing skills: use a variety of media and processes/consider elements of art and principles of design/consider positive and negative space, proportion and scale<br/><br/>Processes: Mixed media techniques/print/paint (mix/blend/edges)/colour selection/cut/refine</p> |
| <p><b>Recording</b><br/>Recording ideas</p>                           | <p>Use different tools to record different types of marks representative of intentions. Describe ideas using subject terminology – 'what' – using the language<br/>Demonstrate understanding of source material</p>  | <p>Use different tools to record different types of marks and colour choices representative of intentions. Describe ideas using subject terminology<br/>Demonstrate understanding of source material</p>   | <p>Use different tools to record ideas representative of intentions. Describe ideas using subject terminology – 'how'.<br/>Demonstrate understanding of source material</p>   | <p>Use different tools to record different motifs. representative of intentions Describe ideas using subject terminology.<br/>Demonstrate understanding and relevance of source material</p>  | <p>Use different tools to record different types of line/marks representative of intentions – responding to a starting point.<br/>Describe and evaluate ideas using subject terminology to articulate the refining process – 'why'.<br/>Demonstrate understanding and use of source material</p>                        | <p>Evaluate and review work. Use key terminology in describing, interpreting and evaluating work.<br/>Demonstrate understanding and use of source material</p>   |
| <p><b>Making</b></p>  | <p>Record ideas and investigations with</p>  | <p>Develop an outcome using techniques and skills</p>  | <p>Develop a series of ideas. Select an idea to resolve.</p>  | <p>Record ideas, investigations and refinements with</p>  | <p>Record ideas, investigations and refinements with</p>  | <p>Record ideas, investigations and refinements</p>  |

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| Personal response/realising intentions                   | increasing levels of competence and intention.<br>Evaluate response   | practiced with competence and fluency of intention.<br>Evaluate response                                      | Develop an outcome using skills and techniques practiced with competence and intention   | increasing levels of discernment.<br>Devise and make outcomes using skills and techniques practiced with competence and intention   | increasing levels of discernment.<br>Devise, develop and make an outcome using skills and techniques practiced with competence and intention | demonstrating clarity in decision-making.<br>Make outcomes using skills and techniques practiced with competence and intention  |
| <b>Oasis 9 habits</b>                                    | Considerate – thinking about heritage, traditions and ideas less familiar<br>Joyful – experiencing ‘playing’ with ideas and ways of working   | Considerate<br>Joyful   | Considerate – thinking about personal and collective responsibilities in our environment<br>Humble – thinking about others through explorations of ideas | Considerate<br>Humble<br>Honest – recognising where we can do more for ourselves and others   | Honest<br>Compassionate – thinking about personal and collective responsibilities to ourselves and others’ wellbeing                         | Compassionate<br>Honest<br>Hopeful – recognising how our actions can have a positive impact   |
| Links and resources<br><br>Sustainable Development Goals | Knowledge Organisers<br><br><br><a href="http://www.blackhistorymonth.org.uk">www.blackhistorymonth.org.uk</a> | Knowledge Organisers<br><br> | Knowledge Organisers<br><br>   | Knowledge Organisers<br><br><br><a href="http://www.wildlifeday.org">www.wildlifeday.org</a><br><br><a href="http://www.worldaidsday.org">www.worldaidsday.org</a><br><br><a href="http://www.un.org/en/observances/human-rights-day">www.un.org/en/observances/human-rights-day</a> | Knowledge Organisers<br><br>                              | Knowledge Organisers<br><br><br><a href="http://www.worldenvironmentday.global">www.worldenvironmentday.global</a> |
| <b>Tracking progression</b>                              | Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points   |   |  |   |  |   |

Year 9: Discover, decide, demonstrate. **The Big Questions** – the story of art – a window on the world

**‘Everything we hear is an opinion, not a fact. Everything we see is a perspective, not the truth.’ Marcus Aurelius**

Here, the structure aims to give students the tools and the confidence to ask the big questions, rigorously interrogate tradition and challenge accepted notions of art and its histories. Students will further develop their technical skills with a variety of processes, materials and ways of working, exploring how their ideas can tell stories, change opinions and translate experiences.

Students will investigate how Art has a number of histories in which the relative value of artists and art works is contested, is changeable and is valued today. Students will be exposed to how art has been used through time for different purposes and consider how their own work is perceived.

Students will be able to articulate how their work connects with and is inspired by the work of others responding to ideas, events and context.

| YEAR 9   | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|--|---|--|--|--|---|---|
| <b>Title – the big questions</b>   | <b>Value in unequal measure</b><br>Key concepts: #6 #7  | <b>Value in unequal measure</b><br>Key concepts: #6 #7   | <b>Context is everything</b><br>Key concepts: #8 #7 #6   | <b>Context is everything</b><br>Key concepts: #8 #7 #6   | <b>A sense of place</b><br>Key concepts: #9 #8  | <b>A sense of place</b><br>Key concepts: #9 #8  |
| <b>Thinking</b><br><i>Investigating contextual references/ critical thinking</i> | Investigate work from Western and non-western cultures, traditional and modern interpretations. Learn to ask questions of works of art and decipher meaning or cultural significance:<br><br>What is Art?<br>What makes a work valuable?<br>What is the relationship of Art to society? | Reflect on the qualities of their own work:<br><br>What do they value about the process of making art? Which of their own pieces do they value most and why?<br>What makes their work valuable?<br>How does their audience value their work? | Investigate how meaning in artwork is subject to change dependent on circumstance through exposure to works from different times, cultures and mediums:<br><br>Which artworks are immediately familiar?<br>Why?<br>Why might they hold great significance to others? | Reflect on how our society affects how we notice, view and respond to work:<br><br>How does our 24-hour news culture, the internet, social media etc. influence the way we notice and think about artworks and what they might mean to us?<br>How does an artwork become so... well-known, famous, infamous, notorious, iconic, ironic, sought-after, hated, expensive, precious, devalued, boring..?<br>How does time and 'fashion' influence our tastes? | Investigate art as evidence of a time, place, event and the implications of the work. Investigate the place of art in our modern world and its significance to individuals, society and global conversations. Consider site specific work and its significance/ relationship to 'modern' values | Reflect on how art is used to reflect and deflect opinion, how artists respond to social and political events of their time and ask questions of themselves and others through their work. Consider the qualities in their own work which challenge, surprise or reinvent ideas |

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|--|--|---|---|---|---|---|
| <b>Exploring</b><br><small>/Media/materials/techniques/processes</small> | <p>Exploring 2D skills/techniques and drawing skills: a variety of media and processes using formal elements/2D making skills collage/exploiting formal elements to suggest/change ways of viewing work/exploring mark making to convey expression (mood, feeling, qualities and subtleties of making marks in story telling)</p> <p>Processes: drawing/photography/collage/other mark making materials and tools/enlarging e.g. grid method</p> | <p>Developing 2D/3D materials: a variety of materials and processes developing ideas from drawing investigations</p> <p>Processes: Mixed media techniques/2D relief building/painting/stencilling/registering/colour selection/cutting/refining</p> | <p>Exploring materials and methods and drawing skills: a variety of media and processes/2D making skills (relief)/exploring compositional elements</p> <p>Processes: printing skills/collage/photography/other mark making materials and tools/enlarging e.g. grid method</p> | <p>Exploring materials and methods drawing skills: a variety of media and processes considering colour, pattern, composition/considering positive and negative space, shape and form</p> <p>Processes: Mixed media techniques/printing/painting/colour selection/cutting/refining</p> | <p>Applying materials and methods drawing skills: using a variety of media and processes/considering elements of art and principles of design in installation, site specific context/considering positive and negative space, proportion and scale</p> <p>Processes: mixed media techniques/printing/Painting (mixing/blending/edges)/registering/colour selection/cutting/refining</p> | <p>Applying materials and methods drawing skills: using a variety of media and processes/considering elements of art and principles of design in installation, site specific context/considering positive and negative space, proportion and scale</p> <p>Processes: Mixed media techniques/printing/painting /Building, curating processes/colour selection/cutting/refining</p> |
| <b>Recording</b><br><small>Recording ideas</small>                       | <p>Use different tools to record different types of marks representative of intentions. Describe ideas using subject terminology – ‘what’ – using the language. Demonstrate understanding of source material</p>   | <p>Use different tools to record different types of marks and colour choices. representative of intentions Describe ideas using subject terminology. Demonstrate understanding of source material</p>   | <p>Use different tools to record ideas representative of intentions. Describe ideas using subject terminology – ‘how’. Demonstrate understanding of source material</p>   | <p>Use different tools to record different motifs, symbols and ideas. representative of intentions Describe ideas using subject terminology. Demonstrate understanding and relevance of source material</p>   | <p>Use different tools to record different types of line/marks representative of intentions – responding to a starting point. Describe and evaluate ideas using subject terminology to articulate the refining process – ‘why’. Demonstrate understanding and use of source material</p>  | <p>Evaluate and review work. Use key terminology in describing, interpreting and evaluating work Demonstrate understanding and use of source material</p>   |
| <b>Making</b><br><small>Personal response/realising intentions</small>   | <p>Record ideas and investigations with increasing levels of competence and intention. Evaluate response</p>   | <p>Develop an outcome using techniques and skills practiced with competence and fluency of intention. Evaluate response</p>   | <p>Develop a series of ideas Select an idea to resolve. Develop an outcome using skills and techniques practiced with competence and intention</p>  | <p>Record ideas, investigations and refinements with increasing levels of discernment. Devise and make outcomes using skills and techniques practiced with competence and intention</p>   | <p>Record ideas, investigations and refinements with increasing levels of discernment. Devise, develop and make an outcome using skills and techniques practiced with competence and intention</p>  | <p>Record ideas, investigations and refinements demonstrating clarity in decision-making. Make outcomes using skills and techniques practiced with competence and intention</p>   |

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| <b>Oasis 9 habits</b>                | Considerate<br>Honest<br>Self-controlled   | Considerate<br>Honest<br>Self-controlled   | Honest<br>Forgiving  | Honest<br>Forgiving  | Compassionate<br>Joyful  | Compassionate<br>Joyful  |
| <b>Links and resources</b>           | <b>Knowledge Organisers</b>  | <b>Knowledge Organisers</b>  | <b>Knowledge Organisers</b>  | <b>Knowledge Organisers</b>  | <b>Knowledge Organisers</b>  | <b>Knowledge Organisers</b>  |
| <b>Sustainable Development Goals</b> | <br><a href="http://www.blackhistorymonth.org.uk">www.blackhistorymonth.org.uk</a><br><a href="http://www.mentalhealth.org.uk/campaigns/world-mental-health-day">www.mentalhealth.org.uk/campaigns/world-mental-health-day</a> | <br><a href="http://www.un.org/en/observances/tolerance-day">www.un.org/en/observances/tolerance-day</a> | <br><a href="http://www.un.org/en/observances/social-justice-day">www.un.org/en/observances/social-justice-day</a><br><a href="http://www.hmd.org.uk">www.hmd.org.uk</a> | <br><a href="http://www.wildlifeday.org">www.wildlifeday.org</a><br><a href="http://www.worldaidaday.org">www.worldaidaday.org</a><br><a href="http://www.un.org/en/observances/human-rights-day">www.un.org/en/observances/human-rights-day</a> | <br><a href="http://www.un.org/en/observances/creativity-and-innovation-day">www.un.org/en/observances/creativity-and-innovation-day</a> | <br><a href="http://www.worldenvironmentdayglobal.com">www.worldenvironmentdayglobal.com</a> |
| <b>Tracking progression</b>          | Verbal, formative assessment building to summative assessment on portfolio of evidence at designated points  |  |  |  |  |  |

Year 10: Cogitate, create, communicate. **Humans and the Environment** – interconnected relationships

**‘That's what I'm interested in: the space in between, the moment of imagining what is possible and yet not knowing what that is.’**

**Julie Mehretu**

The beginning of the GCSE learning pathway aims to build on the thinking, exploring, recording and making investigated earlier. Its purpose is to consolidate prior learning and understanding of techniques, skills, knowledge and the key concepts and re-interpret these ideas in their own work with increasing independence making work that records their own personal journey.

Students will understand contextual references and use critical thinking skills to enable them to access assessment objective 1 through studying the work of a diverse range of artists/designers and craftspeople, comparing genres and making connections between their work and the work of others. Students will be able to decode and encode visual language.

Students will consolidate technical skills with a variety of processes and materials to access assessment objective 2 through immersion in a wide range of 2D and 3D disciplines, beginning to specialise in their favoured media and ways of working over time, considering purpose and intention.

Students will consolidate drawing and recording skills for assessment objective 3 through learning how to present ideas in a journal/sketchbook or other appropriate means, evaluate and refine methods and consider audience.





Students will continue to refine and review work to develop relevant outcomes to access assessment objective 4 through guided sessions building towards an independent and personal response over time.

The work will be relevant to the title selected in the academy ([Art, craft and design](#) [Fine art](#) [Graphic communication](#) [Textile design](#) [Three-dimensional design](#) [Photography](#)) and each portfolio must include at least two areas of study within each title. There must be evidence of drawing for intention and appropriate written annotation within each portfolio submission.

| YEAR 10   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|---|---|---|--|---|--|--|
| <b>Title – Humans and the Environment</b>                     | <b>Investigating</b><br>Key concepts: #1 #10  | <b>Exploring</b><br>Key concepts: #4 #3 #2  | <b>Connecting</b><br>Key concepts: #5 #6 #7  | <b>Developing</b><br>Key concepts: #8 #9  | <b>Refining</b><br>Key concepts: #1 #10  | <b>Resolving</b><br>Key concepts: #4 #3 #2   |
| <b>Investigating contextual references/ critical thinking</b> | Develop ideas through investigations, demonstrating critical understanding of sources                                     | Refine ideas through investigations, demonstrating critical understanding of sources                                  | Make connections between their work and the work of artists demonstrating critical and contextual understanding of sources                             | Develop ideas through investigations, demonstrating critical understanding of sources                                     | Refine ideas through investigations, demonstrating critical understanding of sources   | Make connections between their work and the work of artists demonstrating critical and contextual understanding of sources                                 |
| <b>Media/materials/ techniques /processes</b>                 | Develop: explore ideas, experiment with appropriate media, materials, techniques and processes                            | Explore ideas: select and experiment with appropriate media, materials, techniques make connections with sources      | Explore ideas: select and experiment with appropriate media, materials, techniques, make connections with sources and develop personal ways of working | Develop: explore ideas, experiment with appropriate media, materials, techniques and processes.                           | Explore ideas: select and experiment with appropriate media, materials, techniques, make connections with sources and develop personal ways of working | Explore ideas: select and experiment with appropriate media, materials, techniques, make connections with sources and demonstrate personal ways of working |
| <b>Recording ideas</b>  | Record ideas, observations and insights relevant to intentions as work progresses   | Record ideas, observations and insights relevant to intentions as work progresses                                     | Record ideas, observations and insights relevant to intentions as work progresses  | Record ideas, observations and insights relevant to intentions as work progresses   | Record ideas, observations and insights relevant to intentions as work progresses  | Record ideas, observations and insights relevant to intentions as work progresses  |
| <b>Personal response/realising intentions</b>                 | Investigate a personal and meaningful response that realises intentions and demonstrates understanding of visual language | Develop a personal and meaningful response that realises intentions and demonstrates understanding of visual language | Consolidate a personal and meaningful response that realises intentions and demonstrates understanding of visual language                              | Investigate a personal and meaningful response that realises intentions and demonstrates understanding of visual language | Develop a personal and meaningful response that realises intentions and demonstrates understanding of visual language                                  | Consolidate a personal and meaningful response that realises intentions and demonstrates understanding of visual language                                  |
| <b>Oasis 9 habits</b>   | Patient/Honest/Hopeful  | Forgiving/Honest/Hopeful  | Considerate/Honest/Hopeful   | Patient/Honest/Hopeful  | Patient/Honest/Hopeful   | Joyful/Honest/Hopeful  |

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| <p><b>Links and resources</b></p> <p><b>Sustainable Development Goals</b></p> | <p><b>Knowledge organisers</b></p> <p><a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a></p> | <p><b>Knowledge organisers</b></p>  | <p><b>Knowledge organisers</b></p>  | <p><b>Knowledge organisers</b></p>  | <p><b>Knowledge organisers</b></p>  | <p><b>Knowledge organisers</b></p>  |
| <p><b>Tracking progression</b></p>  | <p>Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4<br/>Component 1</p>  | <p>Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4<br/>Component 1</p> | <p>Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4<br/>Component 1</p> | <p>Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4<br/>Component 1</p> | <p>Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1,2,3,4<br/>Component 1</p> | <p>Students will sit a 5hr practice exam in exam conditions and will select with guidance how best they will use this time.</p> <p>Portfolio will be marked in accordance with AQA GCSE criteria and shared with students. Students will be able to review and refine this work through guided and independent homework tasks and extra-curricular sessions</p> |

Year 11: Reflect, refine, resolve. **The Cusp** – an individual perspective

### ‘I saw the angel in the marble and I carved until I set him free.’ Michelangelo

Students will be able to demonstrate a level of mastery in understanding of contextual references and critical thinking skills to enable access to assessment objective 1 through studying the work of a diverse range of artists/designers and craftspeople relevant to their starting points and personal journey.

Students will be able to show independence in using technical skills with a variety of processes and materials to access assessment objective 2 through selecting appropriate tools and processes from a range of 2D and 3D disciplines relevant to their personal response.

Students will be able to demonstrate fluency, control and mastery in drawing and recording skills for assessment objective 3 through presenting ideas in a sketchbook or other relevant mediums, evaluating and refining methods and considering audience and intention.

Students will be able to produce relevant outcomes to access assessment objective 4 building a personal and reasoned response.

Students will be prepared for the externally assessed component (exam) showing independence and mastery in completing a unit of work from start to finish (10hr exam).



The work will be relevant to the title selected in the academy ([Art, craft and design](#) [Fine art](#) [Graphic communication](#) [Textile design](#) [Three-dimensional design](#) [Photography](#)) and each portfolio must include at least two areas of study within each title. There must be evidence of drawing for intention and appropriate written annotation within each portfolio submission and externally set assignment.

| YEAR 11  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2 |
|--|---|---|--|--|---|----------|
| <b>Title –</b>   | <b>Consolidation of coursework elements – drawing, painting, printmaking</b><br>Key concepts: #5 #6 #7  | <b>Consolidation of coursework elements – making, analysis and evaluation</b><br>Key concepts: #8 #9  | <b>Externally set assignment (exam) paper - investigating and recording</b><br>Key concepts: #1 #4 #3  | <b>Externally set assignment (exam) paper – developing and recording</b><br>Key concepts: #6 #9  | <b>Externally set assignment exam sessions held</b>   |          |
| <b>Investigating contextual references/critical thinking</b> | Students will work independently to complete personal responses to their investigations using the work of others through analysis and evaluating their work and the relevance and role of the work of others in their own | Students will work independently to complete personal responses to their investigations using the work of others through analysis and evaluating their work and the relevance and role of the work of others in their own | Students will respond to their selected theme from the externally set assignment (exam paper). Students will select one theme on which they will select and analyse the work of artists/designers/craftspeople.  | Students will respond to their selected theme from the externally set assignment (exam paper). Students will expand independently on the work done in Spring 1 to enable them to develop ideas for the personal response that they will produce in the 10 hr session | Exam preparation – ensuring that all ideas, materials and resources are ready and prepared for the 10hr session   |          |
| <b>Media/materials/ techniques /processes</b>                | Students will select materials and processes relevant to their portfolio journey  | Students will use and explore materials and processes relevant to their portfolio journey   | Students will select materials and processes relevant to their chosen area of study from the externally set assignment. Students will experiment with a variety of appropriate materials and processes to explore their intentions researching their chosen ESA theme making links to their selected artists and ways of working | Students will select, explore and develop ideas from primary sources materials and processes relevant to their chosen area of study from the externally set assignment   | Students will select and practice with materials and processes relevant to their chosen area of study in preparation for the 10hr exam  |          |
| <b>Recording ideas</b>                                       | Students will complete drawings and recordings in media appropriate to their personal work. This will include description, analysis, and evaluation of their work, ideas and the work of others                           | Students will complete drawings and recordings in media appropriate to their personal work. This will include description, analysis, and evaluation of their work, ideas and the work of others                           | Students will complete drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the work of others researching their chosen ESA theme  | Students will refine drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the work of others, connecting their ideas   | Students will continue to refine drawings and recordings in media appropriate to the selected theme. This will include description, analysis, and evaluation of their work, ideas and the |          |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  | work of others, connecting their ideas   |  |
| <b>Personal response/realising intentions</b>                      | Complete personal responses in portfolio   | Complete personal responses in portfolio.<br>Refine elements of work in preparation for submission   | Explore ideas, materials and way of working in response to chosen theme  | Prepare to create 'personal response'  | Complete a 'personal response' in exam conditions  |  |
| <b>Oasis 9 habits</b>  | Self-controlled/Patient/Hopeful/Humble   | Self-controlled/Patient/Hopeful  | Self-controlled/Patient/Hopeful  | Self-controlled/Patient/Hopeful  | Self-controlled/Patient/Hopeful/Joyful!  |  |
| <b>Links and resources</b><br><b>Sustainable Development Goals</b> | <a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a><br> |  | <a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a><br> |  |  |  |
| <b>Tracking progression</b>  | Continuous assessment in accordance with AQA GCSE criteria – Assessment objectives 1/2/3/4, Component 1  | Students will sit a 5hr practice exam in exam conditions and will select for themselves how best they will use this time. Portfolio will be given a revised mark in accordance with AQA GCSE criteria and shared with students. Students will be able to review and refine this work through guided and independent homework tasks and extra-curricular sessions | Students will have their externally set assignment assessed in accordance with AQA GCSE criteria   | Students will have their externally set assignment assessed in accordance with AQA GCSE criteria using assessment Objectives 1/2/3, Component 2. They will use these to prepare for a personal response (AO4) which they complete in the 10hr exam | Students will sit a 10hr exam (normally over a two-day period) in to which they will be able to take all of their exam preparation materials. Students will work in exam conditions and will be entirely independent |  |