

# Art

## 5 year plan

Suggested themes / artists / movements are subject to change

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 7	<p><b>Basic skills introduction:</b> Ugly fruit</p> <ul style="list-style-type: none"> <li>• Mark making</li> <li>• Line</li> <li>• Collage</li> <li>• Painting: watercolours, acrylics.</li> <li>• Art in context</li> <li>• Experiment with pastels.</li> <li>• Use sketchbook to record ideas.</li> </ul>	<p><b>Basic skills introduction:</b> Hundertwasser</p> <ul style="list-style-type: none"> <li>• Pattern</li> <li>• Applying different materials</li> <li>• Art in context.</li> <li>• Use sketchbook to record ideas.</li> <li>• With oil pastel can use different pressures.</li> <li>• Experiment with chalk pastels.</li> </ul>	<p><b>Basic skills introduction:</b> Insects</p> <ul style="list-style-type: none"> <li>• Colour theory.</li> <li>• Mixing paint.</li> <li>• Colour layering.</li> <li>• Use sketchbook to record ideas.</li> <li>• Select brush size and type depending on task.</li> <li>• Mix and match paint colours for purpose.</li> </ul>	<p><b>Basic skills introduction:</b> Giacometti</p> <ul style="list-style-type: none"> <li>• Discuss and describe artists and architects work.</li> <li>• Make a clay 3D sculpture.</li> <li>• Mix thickness of paint for different purposes.</li> </ul>	<p><b>Basic skills introduction:</b> Cubism</p> <ul style="list-style-type: none"> <li>• Create images in the style of an art movement.</li> <li>• Discuss and describe well known artists work.</li> <li>• Use sketchbook to record ideas.</li> <li>• With pastel / charcoal vary thickness of lines.</li> </ul>	<p><b>Basic skills introduction:</b> Kandinsky</p> <ul style="list-style-type: none"> <li>• Create images in the style of an art movement.</li> <li>• Discuss and describe well known artists work.</li> <li>• Use sketchbook to record ideas.</li> <li>• With coloured pencil can block colour.</li> <li>• Select brush size and type</li> </ul>

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						depending on task. <ul style="list-style-type: none"> <li>Mix and match paint colours for purpose.</li> </ul>
Year 8	<b>Basic skills development:</b> <b>Ugly fruit</b> <ul style="list-style-type: none"> <li>Create images in the styles of an artist from history.</li> <li>Describe artists work.</li> <li>Perspective &amp; distance drawing.</li> <li>Painting: watercolours, acrylics.</li> <li>Can use coloured pencil to block colour.</li> </ul>	<b>Basic skills development:</b> <b>Hundertwasser</b> <ul style="list-style-type: none"> <li>Using different types of lead pencil.</li> <li>Tone</li> <li>With oil pastel can use different pressure and blend colours together.</li> <li>Experiment with chalk pastels.</li> <li>Work with a variety of pen types and make a</li> </ul>	<b>Basic skills development:</b> <b>Insects</b> <ul style="list-style-type: none"> <li>Use a sketchbook to show how ideas have been developed.</li> <li>Record observations.</li> <li>Experiment with different materials.</li> <li>Mix and match paint colours and thickness for purpose.</li> <li>Make a 3D sculpture using a range</li> </ul>	<b>Basic skills development:</b> <b>Giacometti</b> <ul style="list-style-type: none"> <li>Discuss, describe &amp; compare artists and architects work.</li> <li>Make a clay 3D sculpture and add detail.</li> <li>Mix thickness of paint for different purposes.</li> </ul>	<b>Basic skills development:</b> <b>Cubism</b> <ul style="list-style-type: none"> <li>Create images in the style of an art movement.</li> <li>Discuss art movements through history.</li> <li>Use sketchbook to record observations and develop ideas.</li> <li>With pastel / charcoal vary thickness of lines and</li> </ul>	<b>Basic skills development:</b> <b>Kandinsky</b> <ul style="list-style-type: none"> <li>Use stylistic features of well-known artists.</li> <li>With coloured pencil can block colour.</li> <li>Select brush size and type depending on task.</li> <li>Mix and match paint</li> </ul>

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		variety of lines.	of different materials.		use side to build up layers.	colours for purpose.
Year 9	<b>Basic skills development:</b> As above	<b>Basic skills development:</b> As above	<b>Basic skills development:</b> As above	<b>Basic skills development:</b> As above	<b>Basic skills development:</b> As above	<b>Basic skills development:</b> As above
Year 9	<b>Basic skills refinement:</b> <ul style="list-style-type: none"> <li>Replicate images by artists.</li> <li>With pencil can control perception of depth &amp; distance.</li> <li>With coloured pencil can layer and blend colour.</li> <li>Use pens to record minute detail.</li> <li>Use pastels with</li> </ul>	<b>Basic skills refinement:</b> <ul style="list-style-type: none"> <li>Use stylistic features of artist / architect.</li> <li>With pencil can control perception of depth &amp; distance.</li> <li>Increasing control of tonal shading.</li> <li>Use sketchbook to show how ideas have been improved.</li> </ul>	<b>Basic skills refinement:</b> <ul style="list-style-type: none"> <li>Use a sketchbook to show how ideas have been developed.</li> <li>Record observations.</li> <li>Experiment with different materials including inks.</li> <li>Make a 3D sculpture using a range of different materials.</li> </ul>	<b>Basic skills refinement:</b> <ul style="list-style-type: none"> <li>Explore impact of artists and architects on society at the time.</li> <li>Compare &amp; contrast different artists work.</li> <li>Produce labelled diagrams for 3D work.</li> <li>Make a 3D sculpture using a</li> </ul>	<b>Basic skills refinement:</b> <ul style="list-style-type: none"> <li>Discuss, describe and compare art movements through history.</li> <li>Use a sketchbook to show how ideas have been improved.</li> <li>Use pastel / charcoal with increasing control.</li> </ul>	<b>Basic skills refinement:</b> <ul style="list-style-type: none"> <li>Use stylistic features of well-known artists.</li> <li>Explore impact of artists and architects on society at the time.</li> </ul>

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	<p>increasing control.</p> <ul style="list-style-type: none"> <li>• Painting: watercolours, acrylics.</li> <li>•</li> </ul>			<p>range of joining methods and add detail.</p> <ul style="list-style-type: none"> <li>• Create different effects with paint.</li> </ul>		
Year 10 GCSE	<p>Possible starting points - Water / Sea &amp; Debris</p> <p>Selected topics cover the 4 assessment objectives.</p> <p><b>AO1:Develop ideas through investigations informed by contextual and other sources demonstrating analytical understanding.</b></p> <p><b>AO2:refining ideas through experimenting and</b></p>	<p>Possible starting points - Terror / Food in Art</p> <p>Selected topics cover the 4 assessment objectives.</p> <p><b>AO1:Develop ideas through investigations informed by contextual and other sources demonstrating analytical understanding.</b></p> <p><b>AO2:refining ideas through experimenting and</b></p>	<p>Possible starting points - Altered images / Space</p> <p>Selected topics cover the 4 assessment objectives.</p> <p><b>AO1:Develop ideas through investigations informed by contextual and other sources demonstrating analytical understanding.</b></p> <p><b>AO2:refining ideas through experimenting and</b></p>	<p>Possible starting points - Geometric shape / Patterns in nature</p> <p>Selected topics cover the 4 assessment objectives.</p> <p><b>AO1:Develop ideas through investigations informed by contextual and other sources demonstrating analytical understanding.</b></p>	<p>Possible starting points - Growth &amp; decay / Journeys</p> <p>Selected topics cover the 4 assessment objectives.</p> <p><b>AO1:Develop ideas through investigations informed by contextual and other sources demonstrating analytical understanding.</b></p> <p><b>AO2:refining ideas through</b></p>	<p>Possible starting points - Growth &amp; decay / Journeys</p> <p>Selected topics cover the 4 assessment objectives.</p> <p><b>AO1:Develop ideas through investigations informed by contextual and other sources demonstrating analytical understanding.</b></p> <p><b>AO2:refining ideas through</b></p>

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	<p>selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to their intentions in visual forms. <b>AO4:</b> present personal, informed, meaningful responses demonstrating connections and understanding.</p>	<p>selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to their intentions in visual forms. <b>AO4:</b> present personal, informed, meaningful responses demonstrating connections and understanding.</p>	<p>selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to their intentions in visual forms. <b>AO4:</b> present personal, informed, meaningful responses demonstrating connections and understanding.</p>	<p><b>AO2:</b>refining ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to their intentions in visual forms. <b>AO4:</b> present personal, informed, meaningful responses demonstrating connections and understanding.</p>	<p>experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to their intentions in visual forms. <b>AO4:</b> present personal, informed, meaningful responses demonstrating connections and understanding.</p>	<p>experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>AO3:</b> Record ideas, observations and insights relevant to their intentions in visual forms. <b>AO4:</b> present personal, informed, meaningful responses demonstrating connections and understanding.</p>
Year 11 GCSE	Pupil led theme Selected topics cover the 4 assessment objectives.	Pupil led theme Selected topics cover the 4 assessment objectives.	Exam prep Selected topics cover the 4 assessment objectives.	Exam prep Selected topics cover the 4 assessment objectives.	Exam prep Selected topics cover the 4 assessment objectives.	

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