

At Shrewsbury Academy, we believe in the transformative power of art and design to inspire creativity, foster self expression and to develop critical thinking skills.

The art curriculum is committed to the process of creating, over the product we yield. We seek to engage students in experimentation, risk taking and discovery thereby allowing students to create their own unique solutions. Introducing students to an increasingly diverse selection of art and artists fosters opportunity, equity and inclusivity. This allows students to see themselves in a variety of representations, inspires them to share their unique voices, and become global citizens.

Art LEARNING Journey

The Big Picture: You will develop your creative knowledge across a range of techniques and disciplines whilst being assessed on your ability to Develop ideas, refine work, Record & Present meaningful outcomes.

After school Life

Year 11- The focus is A02 and A04.

Using **Sept- Dec** to fill any gaps in previous units.

Year 11- Jan-June exam theme focus working through A01, A02, A03 & A04.

5 /6- Year 10 Mock exam to complete final outcome.

Year 11 To focus on further depth of missing units.

3/4. Exploration of Natural Forms using a range of printing, painting and mark making techniques. Concluding in a personal and meaningful final response.

2. Focusing on researching different artists and experimenting with media, skills and techniques.

KS4 Assessment Criteria

A01 Develop ideas through investigations .

A02 Refine work by

exploring ideas, selecting and experimenting with appropriate media.

A03 Record ideas,

observations and insights.

A04 Present a personal and meaningful response.



Natural Worlds
Coursework Unit 1.

10&11

5/6- Colour

A01- Jover&Bocho

Bocho artist Research



3 /4- Street Art
Grid reference focus.



1/2- see ceramics

9

A04- Final outcome.



Refine and develop an A02 series of designs.



A03-

1. Animals

A03- Focus on 1 & 2 point perspective drawings.



2. Shrewsbury

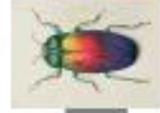


GCSE unit focus-

A01, A02, A03, A04

8

5/6- See Ceramics



4. Lettering

A04- Final

outcome

3. Insects

GCSE unit focus-

A01, A02, A03, A04

2. Loteria

Grid reference.

1. Formal Elements

7

A03- Experimenting with a variety of different

medias- pencil, pen, paints.

A01- Abbie Diamond artist

Research

Year 7 Art Year Overview

What is my Learning Journey this year?



Marches Academy Trust

Bigger Picture Question:-
What is the point of Art? How does Art appear in our daily lives?
Consider, for example, your school environment...

Cultural Connections:
- How have different cultures used art to express their beliefs?

How have artists from different countries been inspired by their Environment?

Skills Ladder
How will you step up your skills this year?

START

Unit 1

FORMAL ELEMENTS

*Remembrance day task



What to expect...

Content - An introduction to a broad range of different media and techniques

Assessment - Paint, oil pastel, collage, analysis

Bigger Picture Question

- How do companies use art work?

Unit 3

FAVELAS



Content - A look at the culture, artwork and lifestyles of Brazil- Beatriz milhaze.

Assessment - 3D construction, analysis

Bigger Picture Question - How have different cultures used art to express their beliefs?



What to expect

Content - An introduction to the basic elements that are in all artwork.

Assessment - Drawing, painting, analysis

Bigger Picture Question -

What careers can you go into with art skills?

Unit 2

PACKAGING

*Christmas card



Content - A01 Artist Research- pupils researching an artists biography and how it links to their artwork.

Assessment - Artist Research page- title, research, reproductions, personal opinions.

Bigger Picture Question - How have different cultures used art to express their beliefs?

What to expect

Home Learning

Flipped Learning Tasks/
Drawing Tasks

Homework will be set twice each half term.

- 3D construction
- Critical Analysis
- Keywords and Vocabulary
- Mixed media
- Collage
- Painting
- Oil pastel
- Composition
- Perspective
- Colour Wheel
- Mark making
- Observational Drawing

On to Year 8

The Big Picture

Students receive 1 Art lesson a week. Year 7 Art students begin the first half term looking at the formal elements. They then go onto a colour Loteria project, Insects, lettering and ceramic projects which continues to build and reinforce this knowledge introducing a range of different media and drawing techniques until February half term. Students will then do a contextual studies project researching artists. They finish the year with a 3D cultural based project. There are several 'Focus' weeks throughout the year looking at British values and cultural celebrations.. Remembrance, Christmas, Easter.

Intent *(including moving on from...)*

Units: Formal Elements, colour Loteria, Insects, Lettering. Contextual Studies/Artist Research. Ceramics.

Skills: A broad range of techniques including wet and dry media to record their observations in sketchbooks. Critical analysis of their own work and the work of others. 3D art and design construction.

Next steps: Students will have a basic knowledge and understanding of a range of different media and techniques to develop further in year 8.

Implementation

The Year 7 art course introduces students to a wide range of different media and techniques building on a foundation of the formal elements. It requires using a variety of two and three -dimensional media, materials, techniques and processes developing and building skills, knowledge and understanding. Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when recording observations and creating outcomes.

Literacy: The ability to research and respond to other artists' is expected in both a visual and written way. They will self and peer assess work using appropriate keywords and vocabulary.

Numeracy: An understanding of scale and proportion is demonstrated through the use of scale drawing and enlargement tasks.

Home learning: Individual drawing tasks, artist research, analysis and investigations, both written and practical. Artist Presentations.

Wow Moments: They will be introduced to a wide range of exciting art techniques and new media.

Introduction to artwork from a variety of different artist and cultures.

Creating a ceramic claes oldenberg inspired sculpture.

Consider your assessment Markers
Identify where the following will take place;

Key assessments
Continuous assessment

Low stakes testing
Deep marking points

Yellow Box marking

Home learning
2x per half term

Examinations – N/A
Conferencing/MAD time
Weekly

Moderation
Each half term – Departmental
standardisation

Prior Learning

Developing skills from primary school

Future Learning (GCSE)

- GCSE Units – A01, A02, A03 and A04.
- Artist Research
- Use of media and materials
- Developing skills and techniques

Impact *(including next steps...)*

Become proficient in a wide range of media and techniques. A deeper understanding of a range of different artists and cultures. Become an independent artist.

		This is your Powerful Knowledge			
Content (topic/unit name/enquiry question)	Substantive Knowledge (established facts - When this is learnt they are at <u>expected</u> standard	Disciplinary Knowledge (specialist and in-depth subject knowledge “thinking like a....”	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions (common errors to look out for but not teach)	Key Vocabulary
<p>Formal Elements- Art</p> <p>An introduction to the basic elements that are in all artwork.</p>	<p>Pupils will develop their practical knowledge of shape, form, texture and tone.</p> <p>Pupils will be using guidelines to accurately draw the perspective of a coke can. Focusing on how they add shape and form with the use of texture and tone.</p>	<p>Pupils will develop their understanding from primary to build on their technical knowledge of drawing skills, shape, form , texture and tone. They will explore the wider context of the formal elements and principles of art. Links to A03 GCSE unit.</p>	<ul style="list-style-type: none"> • Cold calling • Retrieval knowledge- • Why do we press lightly with our pencil? • How do we add tone to a curved shape? • Why do we use guidelines to help draw the correct perspective of a coke can lid? 		<ul style="list-style-type: none"> • Blending • Tone • Texture • Observational drawing • Shape • form
<p>Loteria</p> <p>Researching Spanish cultures and producing a Loteria outcome.</p>	<p>Pupils are to develop their design work based on researching different cultures and traditions.</p> <p>Building on their drawing skills, how they use colour and composition.</p>	<p>Pupils begin by being introduced to the Spanish tradition of Loteria . Pupils are shown different ways to begin a design based on their research. Pupils will be inspired by the cultures traditions and how they work to recreate a colourful loteria card.</p>	<ul style="list-style-type: none"> • AFL • Use of colour <p>How can you demonstrate blending techniques in your current piece? How does your choice of colour link to your cultural research? What are complimentary colours?</p>		<ul style="list-style-type: none"> • Colour • Cultural research • Traditions • Inspiration • blending

		This is your Powerful Knowledge			
Content (topic/unit name/enquiry question)	Substantive Knowledge (established facts - When this is learnt they are at <u>expected</u> standard	Disciplinary Knowledge (specialist and in-depth subject knowledge “thinking like a....”	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions (common errors to look out for but not teach)	Key Vocabulary
<p>Insects</p> <p>An introduction to a broad range of different media and techniques. Linking artist research to inspire a design idea.</p>	<p>Pupils to create a final outcome inspired by the artist abbey diamond. Developing their painting skills, using watercolours.</p>	<p>Pupils will develop their understanding of using artist research to inspire a design and use of media. Links to A03, A01, A02 and A04 GCSE unit.</p>	<ul style="list-style-type: none"> • Cold calling • What are the properties of watercolours? • What design features does abbey diamond use on her work? • What parts of abbey diamonds work has inspired your outcome? 		<ul style="list-style-type: none"> • Blending • Tone • Texture • Observational drawing • watercolours
<p>Lettering</p> <p>An introduction to a broad range of different media and techniques. Using guidelines, focus on fonts.</p>	<p>Pupils will develop their practical knowledge of drawing in a wide variety of medias and on different materials, such as oil pastels, paint, collage and pencil. Learning how to blend, apply tone and textures through the use of different skills and techniques.</p>	<p>Pupils will use their knowledge of certain medias, materials, skills and techniques to create a layered lettering inspired collage. Links to A04 GCSE unit.</p>	<ul style="list-style-type: none"> • AFL • Retrieval <p>How do you blend a colour dark to light using watercolours? How can you show texture using oil pastels? When using collage how can you effectively create layers?</p>		<ul style="list-style-type: none"> • Blending • Layers • Patterns • Tone • texture

		This is your Powerful Knowledge			
Content (topic/unit name/enquiry question)	Substantive Knowledge (established facts - When this is learnt they are at <u>expected</u> standard)	Disciplinary Knowledge (specialist and in-depth subject knowledge “thinking like a....”)	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions (common errors to look out for but not teach)	Key Vocabulary
Ceramics- Claes Oldenberg Artist Research- pupils researching an artists biography and how it links to their artwork. To be able to develop an idea into a clay final outcome.	Pupils are introduced to the artwork of Claes Oldenberg. They will apply this knowledge to develop a 3D clay outcome inspired by food.	Pupils will increase their proficiency in the handling of clay. Focusing on sculpting, modelling and how to add 3D textures. Links to A04 GCSE unit.	<ul style="list-style-type: none"> • Mini whiteboards • Critical Analysis: <ul style="list-style-type: none"> • How do you create a coil technique lid? • Why is it important to ensure your base is hollow? • WWW • EBI 		<ul style="list-style-type: none"> • Sculpting • Modelling • Analyse • Shape • form
Ceramics- Identity Developing their knowledge and understanding of working 3D with the medium clay.	Pupils will be exploring different sculpting skills to model, hollow and attach 3D elements. Key focus will be on their design work for identity and how their clay shield represents them.	Pupils will increase their proficiency in the handling of clay. Focusing on sculpting, modelling and how to add 3D textures. Links to A04 GCSE unit.	<ul style="list-style-type: none"> • Mini whiteboards • Critical Analysis: <ul style="list-style-type: none"> • Why can you not fold your clay? How do you attach your 3D features of clay to the base? Does your shield represent your identity? How? • WWW • EBI 		<ul style="list-style-type: none"> • Sculpting • Modelling • Analyse • Shape • form

Bigger Picture Question:-
How do we use the formal elements?

Year 8 Portraits

What is my Learning Journey in this project?



Skills Ladder
How will you step up your skills in this project?

***KEYWORDS**

***LINE**

***PERSPECTIVE**

***TONE**

***COLOUR**

***Materials**

- Pencil, pen, ink
- Pencil crayon
- Water Colours

***SHAPE**

***PROPORTIONS**

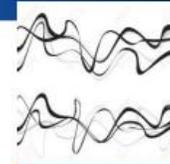
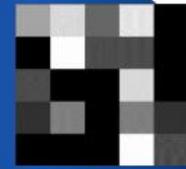
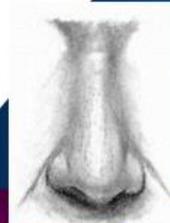
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- Keywords and Vocabulary
 - Drawing techniques-mapping out, grid reference
 - Blending
 - Perspective
 - Line
 - Shading
 - Shape
 - Tone
 - Observational Drawing

START

Baseline Assessment

What do I already know?

What to expect
Learn how to draw an accurately proportioned portrait.



What to expect
Draw a celebrity portrait.

End of unit assessment

What have I learnt?

On to
Portrait artists!

Home Learning

Flipped Learning -
How to draw facial features

Flipped Learning -
Drawing techniques

Flipped Learning -
Self portrait

Observational Drawing -



The Big Picture

YEAR 8

Students receive 1 lesson of art per week. The themes for the year are Animals, Shrewsbury, Chess piece and Lost and Found. Students are introduced to a broad range of different media, techniques and processes through practical and critical analysis of a wide variety of different artist and cultures. Homework will range from research and critical analysis tasks to developing drawing skills. There are several 'Focus' weeks throughout the year looking at British values and cultural celebrations.. Remembrance, Christmas, Easter.

Intent *(including moving on from...)*

Units: GCSE units A01, A02, A03 and A04, Contextual Studies, Artist Research and ceramics.

Skills: A broad range of techniques including wet and dry media to record their observations in sketchbooks. Critical analysis of their own work and the work of others. 3D art and design construction.

Next steps: A secure knowledge and understanding of a range of media and techniques and artists in preparation for more independent exploration in year 9.

Implementation

The year 8 Art course develops students use of a wide range of different media and techniques building on a foundation of the formal elements. It requires using a variety of two and three-dimensional media, materials, techniques and processes developing and building skills, knowledge and understanding. Students will explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements.

Literacy: The ability to research and respond to other artists' is expected in both a visual and written way. They will self and peer assess work using appropriate keywords and vocabulary.

Numeracy: An understanding of scale and proportion is demonstrated through the use of scale drawing and enlargement tasks.

Home learning: Individual drawing tasks, artist research, analysis and investigations, both written and practical . Artist Presentations.

Wow Moments: They will be introduced to a wide range of exciting art techniques and new media. Introduction to artwork from a variety of different artist and cultures.

Consider your assessment

Markers

Identify where the following will take place;

Key assessments

Continuous assessment

Low stakes testing

Deep marking points

Yellow Box marking

Home learning

2x per half term

Examinations – N/A

Conferencing/MAD time

Weekly

Moderation

Each half term – Departmental standardisation

Prior Learning

Year 7 Formal Elements

Future Learning (GCSE)

- GCSE Units – A01, A02, A03 and A04.
- Artist Research
- Use of media and materials
- Developing skills and techniques

Impact *(including next steps...)*

Become proficient in a wide range of media and techniques. A deeper understanding of a range of different artists and cultures. Become an independent artist.

		This is your Powerful Knowledge			
Content (topic/unit name/enquiry question)	Substantive Knowledge (established facts - When this is learnt they are at <u>expected</u> standard)	Disciplinary Knowledge (specialist and in-depth subject knowledge “thinking like a....”)	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions (common errors to look out for but not teach)	Key Vocabulary
Day of the Dead- Art Pupils will explore and research different cultures and traditions.	Pupils are to develop their design work based on researching different cultures and traditions. Focusing on their use of patterns, layers and use of colour.	Pupils begin by being introduced to the day of the dead Mexican culture. Pupils are shown different ways to research, collate and a design based on their research. Pupils will be inspired by the cultures traditions and how they work to recreate an inspired day of the dead mask.	<ul style="list-style-type: none"> • Cold calling • Cultural research Exploration What aspects of your research link with your design choices (style, composition, colours, media, materials, etc.) Why?How does the choice of medium link to your cultural research? 		<ul style="list-style-type: none"> • Artist Research • Cultural Research • Observational drawing • Blending • Pattern • Layers
Animals- An introduction to the mapping out technique and how to accurately draw an animal.	Pupils will increase their proficiency in the handling of different Materials and medias to create textures and tones of different animals, Pupils will be introduced to new media and skills.	Pupils will develop their understanding from year 7 to build on their technical knowledge of materials, processes and artists. They will explore the wider context of the formal elements and principles of art. Links to A03 GCSE unit.	<ul style="list-style-type: none"> • AFL • Drawing Techniques • Why would you use the mapping out technique? How has it helped you develop your drawing ability? How/ what do you need to do to improve your work? 		<ul style="list-style-type: none"> • Mapping out technique • Drawing techniques • Texture • Tone • Accurately

		This is your Powerful Knowledge				
Content (topic/unit name/enquiry question)	Substantive Knowledge (established facts - When this is learnt they are at <u>expected</u> standard	Disciplinary Knowledge (specialist and in-depth subject knowledge “thinking like a....”	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions (common errors to look out for but not teach)	Key Vocabulary	
<p>Shrewsbury- Art</p> <p>Using artist and cultural research to influence a design.</p> <p>Using 1&2 point perspective to draw a building.</p>	<p>Pupils will develop their practical knowledge of drawing in a wide variety of medias and on different materials, such as pen, paint, charcoal, chalks and mono printing.</p> <p>Learning how to accurately draw buildings using 1 and 2 point perspective.</p>	<p>Pupils will develop their drawing skills each lesson by completing an observational drawing of a local building in a different media.</p> <p>Using a variety of medias pencil, pen, pencil crayon, soft pastel and oil pastels.</p>	<ul style="list-style-type: none"> • Cold calling • Skill Exploration • How do you use 1 point perspective? What is the point in using this technique? • What artists use 2 point perspective and why? • Why would you use a drawing technique? 		<ul style="list-style-type: none"> • Artist research • Drawing skills • 1 point perspective • 2 point perspective • Mixed media 	
<p>Shrewsbury- ceramics</p> <p>An introduction to the basic elements of transferring a design idea into clay.</p>	<p>Pupils will be exploring different sculpting skills to roll, model and attach 3D elements. Key focus will be on their ability to interpret and Analyse current artists work to inspire their own.</p> <p>Pupils focus on score and slip and ensuring their design will be built to last.</p>	<p>Pupils will increase their proficiency in the handling of clay. Focusing on sculpting, modelling and how to add 3D textures.</p> <p>Links to A04 GCSE unit.</p>	<ul style="list-style-type: none"> • Mini whiteboards • Critical Analysis: what is score and slip? How successfully have you used score and slip? WWW EBI 		<ul style="list-style-type: none"> • Sculpting • Modelling • Analyse • Shape • form 	

		This is your Powerful Knowledge				
Content (topic/unit name/enquiry question)	Substantive Knowledge (established facts - When this is learnt they are at <u>expected</u> standard	Disciplinary Knowledge (specialist and in-depth subject knowledge “thinking like a....”	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions (common errors to look out for but not teach)	Key Vocabulary	
<p>Ceramics- chess</p> <p>An introduction to the basic elements of transferring a design idea into clay. Using artist and cultural research to influence a design.</p>	<p>Pupils will be exploring different sculpting skills to roll, model and attach 3D elements. Key focus on how their chess piece is inspired by their cultural research into the terracotta army.</p>	<p>Pupils will increase their proficiency in the handling of clay. Focusing on sculpting, modelling and how to add 3D textures. Links to A04 GCSE unit.</p>	<ul style="list-style-type: none"> • Mini whiteboards • Critical Analysis: what is score and slip? How successfully have you used score and slip? WWW EBI 		<ul style="list-style-type: none"> • Sculpting • Modelling • Analyse • Cultural research 	
<p>Lost and Found- A01, A02, A03</p> <p>In depth focus on AO1 Joseph Cornell and A03 observational drawings of birds. A02 focus for pupils to understand how to refine and develop a design.</p>	<p>Pupils are to create an artist research page, which includes a detailed analysis of the artwork of Joseph Cornell they will include an artist interpretation of his work using different observational drawings of found objects and collaging skills and techniques.</p>	<p>Pupils begin by being introduced to the work of Joseph Cornell. Pupils are shown different ways to research, collate and write their own profile of an artist and how to structure their own analysis and opinions of their work. Pupils will be inspired by the artist and how they work to recreate an interpretation of their work.</p>	<ul style="list-style-type: none"> • AFL • Technique Application How can you demonstrate blending techniques in your current piece? What steps will you take? What role does tone play in creating depth and dimension in your artwork? 		<ul style="list-style-type: none"> • Observational drawing • Tone • Texture • Collaging • layers 	

Bigger Picture Question:-
How do we use a broad range of different medias?

Year 9 Insects

What is my Learning Journey in this project?



Skills Ladder
How will you step up your skills in this project?

- Keywords and Vocabulary
- Drawing techniques- mapping out, grid reference
- Blending
- Perspective
- Line
- Shading
- Shape
- Tone
- Observational Drawing
- 3D sculpture

START

Baseline Assessment
What do I already know?

What to expect
Learn how to draw
Insects accurately.



What to expect
Using a broad range of medias

***KEYWORDS**

***LINE**

***PERSPECTIVE**

***TEXTURE**

***TONE**

***COLOUR**

***Materials**

- Pencil, pen, ink
- Pencil crayon, mono printing, acrylics
- Water Colours
- Paper mache, clay

***Composition**

***PROPORTIONS**

End of unit assessment
What have I learnt?

On to
Insect artists!



Home Learning

Flipped Learning -
How to draw Insects

Flipped Learning -
Drawing techniques

Flipped Learning -
Mixed media Insects

Observational
Drawing -



The Big Picture

Students receive 1 Art lesson per week. Year 9 Art projects follow the GCSE structure. Breaking each assessment objective down into a smaller independent project, drawing from observation, exploring and experimenting, contextual studies and creating final outcomes. The focus is on developing the use of a wide range of media and techniques and learning how to explore and experiment to create exciting new artwork inspired by others. In the summer term students will choose their own topic to complete a mock GCSE project culminating in a final outcome. Homework will range from research and critical analysis tasks to developing drawing skills.

Year Group:
9 Art

Intent

Units: Organs, street art and colours.

Skills: A broad range of techniques including wet and dry media to record their observations. Critical analysis of their own work and the work of others. Effective use of the creative process to develop their own ideas and artwork.

Next Steps: Pupils will have a clear knowledge and understanding of the GCSE structure moving into year 10.

Implementation

The year 9 projects require students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional media, materials, techniques and processes. Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions.

Literacy: The ability to research and respond to other artists' is expected in both a visual and written way. When evaluating their own work students explain links with other artists' ideas using keywords and vocabulary to clearly demonstrate critical understanding. Students will critically analyse and evaluate the work of others expressing their own views and opinions.

Numeracy: An understanding of scale and proportion is demonstrated through the use of scale drawing and enlargement tasks.

Home learning: Individual drawing tasks, artist research, analysis and investigations, both written and practical.

Wow Moments: They will experience a wide range of exciting art techniques, which they will develop to create their own artwork.

KS3 Assessment Principles (how are you checking against Expected and Greater depth?)

- Regular progress checks throughout –exit tickets and live marking used to assess this
- Retrieval starters, mini plenary's and plenary's
- Information then added to progress pages and internal tracker (**internal tracker will be modified as and when gaps are addressed and rectified)

Prior Learning

- Year 7: Formal elements
- Year 8: Experimenting with a variety of media and materials
- Year 8: Experimenting with a variety of skills and techniques.
- Year 9: Developing skills and techniques.

Future Learning (GCSE)

- Preparing pupils for GCSE Units- A01, A02, A03 and A04.
- Artist Research
- Use of media and materials
- Developing skills and techniques

Impact

- Students will have a far deeper understanding of new skills, techniques, artists, cultures, media and materials.
- Students will be prepared to become independent artists.
- Students will be able to verbalise expected and greater depth in student voice.
- *Become proficient using the GCSE project structure to develop ideas.*
- *Clearly demonstrate level of knowledge and understanding through completion of Exam Unit.*

		This is your Powerful Knowledge			
Content (topic/unit name/enquiry question)	Substantive Knowledge (established facts - When this is learnt they are at <u>expected</u> standard	Disciplinary Knowledge (specialist and in-depth subject knowledge “thinking like a....”	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions (common errors to look out for but not teach)	Key Vocabulary
Organs- Art Pupils will explore the human anatomy.	Pupils will develop their practical knowledge of drawing in a wide variety of medias and on different materials, such as charcoal, chalk, inks and collaging. Learning how to blend, apply tone and textures through the use of different skills and techniques.	Pupils will develop their understanding from year 8 to build on their technical knowledge of materials, processes and artists. They will explore the wider context of the formal elements and principles of art. Links to A03 GCSE unit.	<ul style="list-style-type: none"> • Cold calling • Media Exploration Which materials (charcoal, chalk, inks, etc.) do you find most effective for conveying texture in your drawings? Why?How does the choice of medium affect the way you represent the human form? 		<ul style="list-style-type: none"> • Blending • Tone • Texture • Observational drawing
Organs- Ceramics	Pupils will be exploring different sculpting skills to model, hollow and attach 3D elements. Key focus will be on their ability to interpret and Analyse current artists work to inspire their own. Pupils learn the meaning of 3D shape and form.	Pupils will increase their proficiency in the handling of clay. Focusing on sculpting, modelling and how to add 3D textures. Links to A04 GCSE unit.	<ul style="list-style-type: none"> • AFL • Technique Application How can you demonstrate blending techniques in your current piece? What steps will you take? What role does tone play in creating depth and dimension in your artwork? 		<ul style="list-style-type: none"> • Sculpting • Modelling • Analyse • Shape • form

		This is your Powerful Knowledge			
Content (topic/unit name/enquiry question)	Substantive Knowledge (established facts - When this is learnt they are at <u>expected</u> standard)	Disciplinary Knowledge (specialist and in-depth subject knowledge “thinking like a....”)	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions (common errors to look out for but not teach)	Key Vocabulary
Graffiti- Loui Jover	Pupils are to create an artist research page, which includes a detailed analysis of the artwork of Loui Jover, they will include an artist interpretation of his work using different graffiti and collaging skills and techniques.	Pupils begin by being introduced to the work of Loui Jover. Pupils are shown different ways to research, collate and write their own profile of an artist and how to structure their own analysis and opinions of their work. Pupils will be inspired by the artist and how they work to recreate an interpretation of their work.	<ul style="list-style-type: none"> • Mini whiteboards • Critical Analysis: Have students critiqued their peers’ work, focusing on how effectively they’ve represented anatomical accuracy and used their chosen media. 		<ul style="list-style-type: none"> • Analysis • Graffiti • Collaging
Graffiti- jean-michel basquiat	Pupils are introduced to the artwork of Jean-michel Basquiat. They will create a card cut stencil and different printing techniques.	Pupils will learn how to correctly use a scalpel to cut out different line thicknesses to reveal a final layered design inspired by the artist Jean-michel Basquiat.	<ul style="list-style-type: none"> • Cold calling • Understanding Basquiat’s Art What themes do you notice in Basquiat’s work? How do they reflect his personal experiences and cultural background? How does Basquiat use colour and line to convey emotion in his pieces? 		<ul style="list-style-type: none"> • Layering • Scalpel • Screen printing

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Fruit	Pupils will increase their proficiency in the handling of different Materials and medias linked to colours. Pupils will be introduced to new media and skills.	Pupils will develop their drawing skills each lesson by completing an observational drawing of a different fruit. The colour of the fruit will be a focus for the choice of media they use. Using a variety of medias pencil, pen, pencil crayon, soft pastel and oil pastels.	<ul style="list-style-type: none"> • Cold calling • Observation Skills What details did you notice about the fruit that you hadn’t seen before? How can you capture those details in your drawing? How does the shape of the fruit influence how you approach your drawing?		<ul style="list-style-type: none"> • Observa tion • Colour • Media • skills
Sailor Jerry	Pupils to create a flat illustration design in the style of a sailor jerry tattoo. Focus on what colours and style of design would be appropriate for that era.	Pupils will use carbon paper to learn how to replicate and layer a flat design. Focusing on the sailor jerry style and use of colours. Working on different materials such as tea stained paper and fabric using carbon paper and inks.	<ul style="list-style-type: none"> • Mini whiteboards • Carbon Paper Techniques How does using carbon paper help you replicate your design accurately? What are some advantages and challenges you face with this method? In what ways can you manipulate the layering of designs to create depth and visual interest?		<ul style="list-style-type: none"> • Outline • Flat • illustrati on