## ART

### TRANSITION STAGE

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>AUTUMN 1</th>
<th>AUTUMN 2</th>
<th>SPRING 1</th>
<th>SPRING 2</th>
<th>SUMMER 1</th>
<th>SUMMER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Drawing &amp; Painting</td>
<td>Three-Dimensional SOW</td>
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<td>Three-Dimensional SOW</td>
<td>Drawing &amp; Painting</td>
<td>Three-Dimensional SOW</td>
</tr>
<tr>
<td>SKILLS</td>
<td>Shade, tone, under drawing, fine motor skills, control of pencil, observational drawing, still life drawing, Colour theory, Colour landscape</td>
<td>Card construction- fine motor skills, curling card, manipulating 2D materials to create 3D forms, ceramics- coiling, pinch pot, modelling, texture, form. Artist research, recording skills, design and development. Graphic drawing.</td>
<td>Shade, tone, under drawing, fine motor skills, control of pencil, observational drawing, still life drawing, Colour theory, Colour landscape</td>
<td>Card construction- fine motor skills, curling card, manipulating 2D materials to create 3D forms, ceramics- coiling, pinch pot, modelling, texture, form. Artist research, recording skills, design and development. Graphic drawing.</td>
<td>Shade, tone, under drawing, fine motor skills, control of pencil, observational drawing, still life drawing, Colour theory, Colour landscape</td>
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<tr>
<td>ASSESSMENT</td>
<td>Written feedback at the end of the half term</td>
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**USEFUL RESOURCES / GUIDANCE:**
- [https://www.saatchigallery.com/schools/talks_workshops.htm](https://www.saatchigallery.com/schools/talks_workshops.htm)
- [https://www.nationalgallery.org.uk/learning](https://www.nationalgallery.org.uk/learning)
- [https://www.theworks.co.uk/store/0732_wembley](https://www.theworks.co.uk/store/0732_wembley)
# Foundation Stage

## Year 8

<table>
<thead>
<tr>
<th>Content</th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Skills based scheme</td>
<td>Skills based scheme</td>
<td>Design based theme</td>
<td>Design based theme</td>
<td>Greek Vases/Ceramics</td>
<td>Greek Vases/Ceramics</td>
</tr>
<tr>
<td></td>
<td>• Using basic shapes to create complex images -animals.</td>
<td>• Using basic shapes to create complex images -animals.</td>
<td>Observational drawing, artists research and transcriptions, zentangle pattern design and creation, graphic design outcomes</td>
<td>Observational drawing, artists research and transcriptions, zentangle pattern design and creation, graphic design outcomes</td>
<td>Drawing and recording skills, analysing art work, annotation, design, creating exciting compositions, ceramics-pinch pot, coil building, imprint, relief decoration, analysing work.</td>
<td>Drawing and recording skills, analysing art work, annotation, design, creating exciting compositions, ceramics-pinch pot, coil building, imprint, relief decoration, analysing work.</td>
</tr>
<tr>
<td></td>
<td>• Drawing architecture and letters using one, two and three-point perspective.</td>
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<tr>
<td></td>
<td>• Drawing the proportions of the human figure standing and moving.</td>
<td>• Drawing the proportions of the human figure standing and moving.</td>
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## Year 9

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<tr>
<th>Content</th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Protest Art, Contemporary issues</td>
<td>Protest Art, Contemporary issues</td>
<td>Protest Art, Research &amp; recording, Artist analysis, Contextual sources</td>
<td>Landscape Project-Recording, developing</td>
<td>Landscape Project-Recording/developing, Developing ideas making links to chosen artist.</td>
<td>Developing ideas making links to chosen artist.</td>
</tr>
<tr>
<td></td>
<td>Typography, Portrait drawing, Proportions, Pattern making, Perspective</td>
<td>Typography, Portrait drawing, Proportions, Pattern making, Perspective</td>
<td>Thumbnails, Design Layout, Graphic design, Limited colour, Analysis review, Class discussion, Presentation Display</td>
<td>Artist research, Research skills, presentation skills, painting skills, transcribing skills.</td>
<td>Recording landscapes from primary and secondary sources, Working in a variety of media and images of student’s choice.</td>
<td>Developing ideas making links to chosen artist, Developing painting skills.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Written feedback at the end of the half term</td>
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**EXAMINATION STAGE**

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>AUTUMN 1</th>
<th>AUTUMN 2</th>
<th>SPRING 1</th>
<th>SPRING 2</th>
<th>SUMMER 1</th>
<th>SUMMER 2</th>
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</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Animal Project-developing</td>
<td>Animal Project-developing &amp; creating outcome</td>
<td>Animal Project-developing &amp; creating outcome</td>
<td>Landscape project-Artist research &amp; recording</td>
<td>Landscape project-Artist research &amp; recording</td>
<td>Landscape project-Artist research &amp; recording</td>
</tr>
<tr>
<td>SKILLS</td>
<td>Developing personal and meaningful ideas and responses, making links to chosen artist. Developing skills in their chosen media.</td>
<td>Review, modify and refine ideas and responses. Create a meaningful and personal response in the selected media.</td>
<td>Review, modify and refine ideas and responses. Create a meaningful and personal response in the selected media.</td>
<td>Recording from primary and secondary sources. Experiment with a variety of media. Students should be working independently and selecting their own resources and materials.</td>
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USEFUL RESOURCES / GUIDANCE:
https://www.theworks.co.uk/store/0732_wembley

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<tr>
<th>YEAR 11</th>
<th>AUTUMN 1</th>
<th>AUTUMN 2</th>
<th>SPRING 1</th>
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<th>SUMMER 1</th>
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</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>Identity project – Artist research and observation</td>
<td>Identity project - Development</td>
<td>Identity project – Development</td>
<td>Identity project – Final outcomes</td>
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<td></td>
</tr>
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<td>SKILLS</td>
<td>Recording from primary and secondary sources. Experiment with a variety of media. Students should be working independently and selecting their own resources and materials.</td>
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USEFUL RESOURCES / GUIDANCE:
https://www.theworks.co.uk/store/0732_wembley
### ADVANCED STAGE

<table>
<thead>
<tr>
<th>YEAR 12</th>
<th>AUTUMN 1</th>
<th>AUTUMN 2</th>
<th>SPRING 1</th>
<th>SPRING 2</th>
<th>SUMMER 1</th>
<th>SUMMER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td>Component 1: Research and record: Students select from Fine Art, Graphic Design, Photography, Textiles, Fashion and 3D.</td>
<td>Component 1 Portfolio: Recording from observation: Develop an outcome</td>
<td>Component 1 Portfolio: Recording and developing, Develop an outcome for the project.</td>
<td>Component 1 Portfolio: Further development: Create a final outcome.</td>
<td>Component 1 Portfolio: Personal Investigation</td>
<td></td>
</tr>
<tr>
<td><strong>SKILLS</strong></td>
<td>Studies of contextual sources demonstrating visual, analytical and critical understanding. Artist research including annotations, notes, transcriptions.</td>
<td>Record ideas, observations and insights, relevant to intentions, reflecting critically on work and progress.</td>
<td>Record ideas, observations and insights, relevant to intentions, reflecting critically on work and progress.</td>
<td>Develop ideas through sustained and focused investigations, demonstrating analytical and critical understanding.</td>
<td>Present a personal and meaningful response that realises intentions and where appropriate, makes connections between visual and other elements.</td>
<td>Artist research including annotations, notes, transcriptions. Demonstrating analytical and critical understanding in a 1,000-3,000-word essay on chosen theme.</td>
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<tr>
<td><strong>ASSESSMENT</strong></td>
<td>Written feedback at the end of the half term</td>
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<td>Official coursework grade (60% of total A level grade)</td>
<td>Written feedback half termly. Assessed work graded *A-E (formative)</td>
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**USEFUL RESOURCES / GUIDANCE:**
- [https://www.npg.org.uk/collections/about/photographs-collection](https://www.npg.org.uk/collections/about/photographs-collection)
- [https://www.npg.org.uk/](https://www.npg.org.uk/)
- [https://www.vam.ac.uk](https://www.vam.ac.uk)

Visit to British Museum
Visit to Natural History Museum
Visit to National Gallery
<table>
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<tr>
<th>YEAR 13</th>
<th>AUTUMN 1</th>
<th>AUTUMN 2</th>
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<tr>
<td>SKILLS</td>
<td>Record ideas, observations and insights, relevant to intentions, reflecting critically on work and progress.</td>
<td>Present a personal and meaningful response that realises intentions. 1,000-3,000-word essay on chosen theme.</td>
<td>Studies of contextual sources demonstrating visual, analytical and critical understanding. Artist research including annotations, notes, transcriptions.</td>
<td>Developing personal and meaningful ideas and responses, making links to chosen artist. Demonstrating analytical and critical understanding Developing skills in their chosen media.</td>
<td>15-hour art exam over three days. Students are to create their final outcome and submit all the preparatory work at the beginning of the art exam.</td>
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