

Year 7					
Autumn Term		Spring Term		Summer Term	
TOPIC TITLE: <u>BASIC SKILLS – DRAWING – TONE/TEXTURE</u>		TOPIC TITLE: <u>STILL LIFE - CUBISM</u>		TOPIC TITLE: <u>COLOUR THEORY/PATTERN</u>	
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
<p>PENCIL GRADES</p> <p>To understand that pencils are graded, and that each grade has a use.</p> <p>To understand which grade of pencil should be used for which technique.</p> <p>Be able to identify a pencil's grade and describe its qualities.</p>	<p>How to hold and manipulate a pencil to create a smooth shading effect.</p> <p>How to manipulate a pencil to create graduated tone.</p> <p>How to build up strong tonal variations gradually in light layers.</p> <p>Understand the term TONAL VARIATION.</p>	<p>CUBISM</p>	<p>Understand the purpose and have experience of critically analysing the work of other artists.</p> <p>Understand the nature of Abstract Art as opposed to Realism.</p> <p>Understand the historical and cultural background of the emergence of Abstract forms of Art.</p> <p>Have knowledge of the philosophical/historical/ social background of the Cubist movement.</p> <p>Be able to name an artist of the Cubist movement.</p> <p>Understand the processes, techniques and philosophies of the Cubist artists.</p> <p>How to create and use a knowledge organiser, to more effectively retain knowledge gained through critical studies research.</p> <p>Basic paint brush control skills.</p> <p>Blending of tones techniques using paint, pencil crayon and pencil.</p> <p>Understand what constitutes a Still Life study.</p>	<p>COLOUR THEORY</p>	<p>To understand the impact of colour on the human senses and emotions, and how artists use this knowledge effectively in their work.</p> <p>To have knowledge of how to create a colour wheel.</p> <p>Understand the main colour theories of colour groups, primary, secondary, tertiary, complementary and harmonious.</p> <p>Be able to use a colour wheel to inform themselves of colour theory.</p> <p>Understand the importance of researching the world of art to inspire them.</p> <p>Be able to mix colour tones with confidence.</p> <p>Create a piece of work using the COLOUR THEORIES</p> <p>To experience using newly acquired knowledge of Form, Tone and Colour to create an individual final piece of work.</p>
<p>-tone</p>					

<p>TEXTURE</p>	<p>Develop confident pencil control skills in order to create tonal variants fluidity and accuracy.</p> <p>To understand and have experience using a variety of mark-making techniques.</p> <p>To understand mark-making can be used to create texture and tone.</p> <p>Understand the term MARK-MAKING as a means of creating texture.</p> <p>Be able to explore the pencil as a medium for creating textural and tonal variation.</p> <p>To understand what universal shapes are and be able to name them.</p> <p>To understand how to draw the universal shapes correctly.</p>		<p>Gain knowledge of the historical background of the Still Life painting. Understand the process of and have experience of creating a strong still life composition using pictorial space.</p>	<p>PATTERN</p>	<p>To understand and have experience of the process undertaken by designers to create drop patterns for textiles.</p> <p>To experience using newly acquired knowledge of Form, Tone and Colour to create an individual final piece of work.</p> <p>Have understanding of key professional processes for creating textile pattern design.</p> <p>Understand the universal use of patterns in cultures worldwide.</p>
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UNIVERSAL SHAPES	To understand that artists use universal shapes as a starting point for drawing the basic form of objects. To understand how to apply tone to develop bold 3D universal shapes.				
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Year 8					
Autumn Term		Spring Term		Summer Term	
TOPIC TITLE: <u>SELF – PORTRAITURE</u> <u>FIGURE DRAWING</u>		TOPIC TITLE: <u>IDENTITY SYMBOL</u> <u>LANDSCAPE – PICTORIAL SPACE</u>		TOPIC TITLE: <u>INDUSTRIAL LANDSCAPES</u> <u>SURREALISM</u>	
Topics PORTRAITURE	Domains (Core knowledge and skills) 1. Be able to map out the features of the human face with proportional accuracy. 2. Be able to understand the term ‘proportion’	Topics FIGURE DRAWING	Domains (Core knowledge and skills) 1. Build upon their understanding of the term ‘proportion’ and the close connection between Art and Maths. 2. Be able to map out the components of the human form with proportional accuracy.	Topics INDUSTRIAL LANDSCAPE - SURREALISM	Domains (Core knowledge and skills) 1. Understand how artists use their environment/cultural heritage to influence development of their ideas. 2. Understand how artists use literacy through their idea development using key words as a ‘jumping off point’. 3. Understand how to structure a landscape.

	<p>utilising previously learnt shading/mark-making skills.</p> <p>7. Build upon their understanding Of the importance of Critical Understanding in the development of their work.</p> <p>8. Critically recognise 'Photorealism' and 'Hyper-realism' as styles of Art and understand the personal traits required to produce such work.</p> <p>9. Build upon drawing skills, utilising tonal and textural variation to refine their</p>		<p>11. Understand the concept of 'landscape', our relationship with and physical effect on it.</p> <p>12. Understand the historical importance of the 'Black Country' in the development of Great Britain.</p> <p>13. Understand how artists may use their environment, and cultural history to influence their work.</p> <p>14. Understand the process of creating the structure of a landscape, understanding pictorial space and composition.</p> <p>15. Understand the use of value in pictorial space.</p> <p>16. Understand the process of research, and methods of creatively recording and displaying this research.</p> <p>17. To be able to create a landscape image showing pictorial and critical understanding</p>		
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	work to create a 'photorealistic' self-portrait.				

Year 9					
Autumn Term		Spring Term		Summer Term	
TOPIC TITLE:		TOPIC TITLE:		TOPIC TITLE:	
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
Natural Forms Project Pencil/Pencil Crayon study Basic drawing skills	Understand the difference between primary and secondary resource, the importance of acquiring strong fit for purpose resources and what constitutes 'fit for purpose'	Natural Forms Oil Pastel Stud Critical studies G. O'Keeffe	Understand the need for critical studies and in depth research into to the work of artists/art styles to develop own ideas and skills. Exploring the qualities and experimenting with oil pastels.	Natural Forms Painting Study	Build upon colour theory knowledge, warm/cool variants. Revise paint brush skills. Revise colour blending skills. Explore layering and blending techniques.
Natural Forms Mixed Media Collage study	Explore and experiment with a variety of 2D materials, processes and techniques. Explore collage as a use of creating interesting working backgrounds.	Natural Forms Painting Study Colour Theory Painting skills	Build upon colour theory knowledge, warm/cool variants. Revise paint brush skills. Revise colour blending skills. Explore layering and blending techniques.	Natural Forms Pencil Crayon Study Colour Theory Basic drawing skills	Revise and develop colour pencil blending skills. Explore layering and blending techniques.

	<p>Explore water colour/bleeding technique. Explore acrylic paint scumbling technique.</p> <p>Produce a number of close observational studies, using drawing techniques related to their selected Natural Forms title.</p> <p>Build upon their understanding and use of formal elements in the creation of observational studies.</p>				
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Year 10					
Autumn Term		Spring Term		Summer Term	
TOPIC TITLE:		TOPIC TITLE:		TOPIC TITLE:	
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
NATURAL FORMS PROJECT	<ol style="list-style-type: none"> 1. Produce a varied portfolio of work showcasing their skills and understanding of a 	Sculpture Design Development	<ol style="list-style-type: none"> 1) Consider and explore the qualities of a wide range of 3D materials. 2) Select relevant materials that are fit for purpose for 	Sculpture Relief Production	Create their planned 3D final response, effectively realising their intended design and showing skilled and effective use of their selected materials.
TITLE PAGE					

<p>Refinement of Natural Forms portfolio</p> <p>Sculpture Design Development</p>	<p>variety of materials and techniques.</p> <ol style="list-style-type: none"> 2. DIRT time on year 9 Natural Forms project work. 3. Create further close observational 2D studies strongly related to their chosen Natural Forms title. <ol style="list-style-type: none"> 1) Use previous 2D studies to develop design ideas for final 3D sculpture relief response to title. 2) Critically research the life and work of sculptress Eva Hesse. 	<p>Sculpture Relief Production</p>	<p>the creation of their intended final design, making relevant connections to their critical research of Hesse.</p> <p>Create their planned 3D final response, effectively realising their intended design and showing skilled and effective use of their selected materials.</p>	<p>Critical studies Personalised Artist Transcription</p>	<p>Independently select and critically research an artist with strong links to their selected title – create transcription of their work.</p>
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Year 11					
Autumn Term		Spring Term		Summer Term	
TOPIC TITLE:		TOPIC TITLE:		TOPIC TITLE:	
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
Sculpture Relief Production Painting	<p>Create their planned 3D final response, effectively realising their intended design and showing skilled and effective use of their selected materials.</p> <p>Plan the colour palette and painterly style for their sculpture relief, strongly referring to their selected artist and transcription image.</p> <p>Paint their sculpture following closely their planned colour selection/paint technique.</p>	Externally Set Task Design Development	<p>Use their skills and knowledge of formal qualities and with a wide variety of materials, processes and techniques to create a strongly informed bank of work to support their selected externally set title.</p> <p>Build upon their understanding and experience of critical studies research to select and research relevant artist/s and art forms to support the development of a meaningful and purposeful final response to their selected title.</p> <p>Use their understanding and experience of design development processes to develop a purposeful and meaningful 2D final response to their selected title.</p>		
		External Examination	<p>Create a purposeful and meaningful response to their selected title within a ten hour formal exam period.</p>		