	Year 7						
	Autumn Term		Spring Term		Summer Term		
TOPIC TITLE:	BASIC SKILLS –	TOPIC TITLE: 5	TILL LIFE - CUBISM	TOPIC TITL	E: COLOUR THEORY/PATTERN		
DRAWING	i – TONE/TEXTURE						
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)		
PENCIL GRADES	To understand that pencils are graded, and that each grade has a use. To understand which grade of pencil should be used for which technique. Be able to identify a pencil's grade and describe its qualities. How to hold and manipulate a pencil to create a smooth shading effect. How to manipulate a pencil to create graduated tone. How to build up strong tonal variations gradually in light layers.	CUBISM	Understand the purpose and have experience of critically analysing the work of other artists. Understand the nature of Abstract Art as opposed to Realism. Understand the historical and cultural background of the emergence of Abstract forms of Art. Have knowledge of the philosophical/historical/social background of the Cubist movement. Be able to name an artist of the Cubist movement. Understand the processes, techniques and philosophies of the Cubist artists. How to create and use a knowledge organiser, to more effectively retain knowledge gained through critical studies research. Basic paint brush control skills. Blending of tones techniques using	COLOUR THEORY	To understand the impact of colour on the human senses and emotions, and how artists use this knowledge effectively in their work. To have knowledge of how to create a colour wheel. Understand the main colour theories of colour groups, primary, secondary, tertiary, complementary and harmonious. Be able to use a colour wheel to inform themselves of colour theory. Understand the importance of researching the world of art to inspire them. Be able to mix colour tones with confidence. Create a piece of work using the COLOUR THEORIES To experience using newly		
	Understand the term TONAL VARIATION.		paint, pencil crayon and pencil. Understand what constitutes a Still Life study.		acquired knowledge of Form, Tone and Colour to create an individual final piece of work.		

TEXTURE	Develop confident pencil control skills in order to create tonal variants fluidity and accuracy. To understand and have experience using a variety of mark-making techniques. To understand mark- making can be used to create texture and tone. Understand the term MARK-MAKING as a means of creating	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.	PATTERN	To understand and have experience of the process undertaken by designers to create drop patterns for textiles. To experience using newly acquired knowledge of Form, Tone and Colour to create an individual final piece of work. Have understanding of key professional processes for creating textile pattern design. Understand the universal use of patterns in cultures worldwide.
	texture. Be able to explore the pencil as a medium for creating textural and tonal variation. To understand what universal shapes are and be able to name them. To understand how to draw the universal shapes correctly.			

UNIVE	RSAL	To understand that		
SHAPE	S	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.		

	Year 8							
Autumn Term			Spring Term	Summer Term				
TOPIC TITLE: S	ELF –	TOPIC TITLE:		TOPIC TITLE:	INDUSTRIAL LANDSCAPES			
PORTRAITUI	RE	<u>IDENTIT</u>	Y SYMBOL	SURREALIS	M			
FIGURE DRA	WING	LANDSCAPE	- PICTORIAL SPACE					
Topics	Domains (Core	Topics	Domains (Core knowledge and	Topics	Domains (Core knowledge and skills)			
	knowledge and skills)		skills)	INDUSTRIAL	 Understand how artists 			
		FIGURE	 Build upon their 	LANDSCAPE	use their			
PORTRAITURE	 Be able to map 	DRAWING	understanding of the term	-	environment/cultural			
	out the		'proportion' and the close	SURREALISM	heritage to influence			
	features of the		connection between Art		development of their			
	human face		and Maths.		ideas.			
	with		Be able to map out the		Understand how artists			
	proportional		components of the human		use literacy through their			
	accuracy.		form with proportional		idea development using			
	2. Be able to		accuracy.		key words as a' jumping			
	understand				off point'.			
	the term				3. Understand how to			
	'proportion'				structure a landscape.			

and the close connection between Art and Maths. 3. Students are to understand what qualities symbol has. 3. Students are to understand what proportion means and are to be guided through the process of self portraiture. 4. Develop critical understanding of the work of other portrait artists. 5. Analysing the social history and philosophy behind the self-portraiture of other artists. 6. Students are to spend a number of weeks creating a realistic. LANDSCAPE — PICTORIAL SPACE IDENTITY 3. Understand what qualities a symbol has. 4. Understand what qualities of creating a realistic connections to the process of creating a realistic Landscape study. 5. Understand the importance of refinement/development/ and modification of work to achieve a pleasing final outcome. 7. Students are to understand that artists generate key words/phrases/ideas as a starting point for their work. 9. Students are to understand that artists generate key words/phrases/ideas as a starting point for their work. 9. Students to create six personal statements about themselves to be later used as a jumping off point for their design ideas. 10. Will have understanding, knowledge and experience of constructing a landscape image using knowledge of pictorial space (Grounds, over lapping, positioning, size and tonal variation.					
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weeks creating over lapping, positioning,	to spend a	SPACE	image using knowledge of		
	number of		pictorial space (Grounds,		
a self portrait size and tonal variation	weeks creating		over lapping, positioning,		
a seri portrait	a self portrait		size and tonal variation.		

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

Explore water colour/bleedi Explore acryli scumbling tec	ng technique. c paint		
	studies, using niques related led Natural leir g and use of ant the		
studies.			

	Year 10						
Į.	Autumn Term		Spring Term		Summer Term		
TOPIC TITLE:		TOPIC TITLE:		TOPIC TITLE:			
NATURAL FORMS PROJECT TITLE PAGE	Domains (Core knowledge and skills) 1. Produce a varied portfolio of work showcasing their skills and understanding of a	Sculpture Design Development	Domains (Core knowledge and skills) 1) Consider and explore the qualities of a wide range of 3D materials. 2) Select relevant materials that are fit for purpose for	Topics Sculpture Relief Production	Domains (Core knowledge and skills) Create their planned 3D final response, effectively realising their intended design and showing skilled and effective use of their selected materials.		

	Year 11						
	Autumn Term		Spring Term		Summer Term		
TOPIC TITLE:		TOPIC TITLE:		TOPIC TITLE	:		
Topics Sculpture Relief Production Painting	Domains (Core knowledge and skills) Create their planned 3D final response, effectively realising their intended design and showing skilled and effective use of their selected materials. Plan the colour palette and painterly style for their sculpture relief, strongly referring to their selected artist and transcription image.	Topics Externally Set Task Design Development	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. 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.	Topics	Domains (Core knowledge and skills)		
	Paint their sculpture following closely their planned colour selection/paint technique.	External Examination	Use their understanding and experience of design development processes to develop a purposeful and meaningful 2D final response to their selected title. Create a purposeful and meaningful response to their selected title within a ten hour formal exam period.				