

Year	Topics covered.	Key skills practised.	Sequencing.
7	<ul style="list-style-type: none"> Introductory project looking practising basic skills and knowledge surrounding line, tone and colour. 	Observational drawing, tone, colour, collage	To ensure pupils have the basic skills so that these can be developed, expanded upon and improved in future project work.
	<ul style="list-style-type: none"> Portraiture and mask making. 	<p>Contextual context (portraiture – relevant artists) (cultural - African mask design).</p> <p>Observational drawing, tone, colour (harmony/complementary), design skills, imaginative/creative thinking skills, 3-dimensional making skills.</p>	<p>Building upon basics taught in initial introductory project. How art, craft and design is linked throughout time and place.</p> <p>Developing the ability to transpose a 2D design into a 3d outcome.</p> <p>Pupils are practising how to research, present and develop their ideas (linking to KS4 curriculum).</p>
	<ul style="list-style-type: none"> Henri Rousseau and the jungle. 	<p>Contextual research – Henri Rousseau.</p> <p>Observational drawing, tone, colour (introducing new media)</p> <p>Large scale work.</p>	<p>Expanding upon pupils' critical and contextual knowledge.</p> <p>Improving existing skills acquired and using these to develop confidence in applying new media.</p> <p>Large scale outcomes – links to</p>

			the idea of a 'final piece' at GCSE.
8	<ul style="list-style-type: none"> Ancient Cultures. 	<p>Cultural context/research (Aborigines, Egyptians)</p> <p>Environmental context (great barrier reef).</p> <p>Drawing (traditional based drawing activities and 'drawing for purpose (using found objects)), tone, colour (introducing new media)</p> <p>3-dimensional making skills.</p>	<p>Expanding upon pupils' critical, historical and contextual knowledge.</p> <p>Introducing the idea of a 'world view' – having an opinion on the environment and understanding of some the issues. Individual outlooks/outcomes are critical to meeting the personal response (AO4) at GCSE.</p> <p>Improving existing skills acquired and using these to develop confidence in applying new media.</p>
	<ul style="list-style-type: none"> Proportion/Perspective (Crazy Towers/Renaissance profile portraiture/figure drawing). 	<p>Contextual research: Crazy Towers – Hundertwasser & Gaudi Renaissance Profile Portraiture: Pierro della Francesca, Archimboldo Figure drawing: Klimt</p> <p>Observational drawing, tone, colour (harmony/complementary), design skills, imaginative/creative thinking skills, 3-dimensional making skills.</p>	<p>Expanding upon pupils' critical and contextual knowledge.</p> <p>Improving existing skills acquired and using these to develop confidence in applying new media.</p> <p>More emphasis placed upon pupils to develop a more</p>

			personal response to set themes (link to GCSE AO4).
	<ul style="list-style-type: none"> Pop Art. 	<p>Contextual research: Artists: Claes Oldenburg, Andy Warhol, Roy Lichtenstein.</p> <p>Historical context: Post war social change which gave rise to creative outcomes.</p> <p>Observational drawing, tone, colour (harmony/complementary), design skills, imaginative/creative thinking skills, 3-dimensional making skills.</p>	<p>Expanding upon pupils' critical, historical and contextual knowledge.</p> <p>Improving existing skills acquired and using these to develop confidence in applying new media.</p> <p>More emphasis placed upon pupils to develop a more personal response to set themes (link to GCSE AO4).</p>
9	<ul style="list-style-type: none"> Natural Forms 	<p>Contextual research: Juan Cotan</p> <p>Observational drawing, tone, colour (harmony/complementary), design skills, imaginative/creative thinking skills, 3-dimensional making skills, printmaking.</p>	<p>This project is a direct introduction to GCSE Art and feeds into Component 1: Project 1: Structures.</p> <p>Expanding upon pupils' critical, historical and contextual knowledge.</p> <p>Improving existing skills acquired and using these to develop confidence in applying new media.</p>

			More emphasis placed upon pupils to develop a more personal response to set themes (link to GCSE AO4).
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10/11	<ul style="list-style-type: none"> Structures 	<p>Contextual research: A wide range of artists/styles that relate to the theme of Structures in the natural world.</p> <p>Visit to enrich the project.</p> <p>Observational drawing, tone, colour (harmony/complementary), design skills, imaginative/creative thinking skills, 3-dimensional making skills, printmaking, lens-based media, digital media.</p>	<p>This initial project allows pupils to experiment with a wide range of materials, tools and techniques, in order to ascertain their own personal specialisms. So they are better able to be able to develop and refine their work, with increasing independence in order to meet fully the Assessment Objectives for GCSE Art and Design.</p>
	<ul style="list-style-type: none"> Identity 	<p>Contextual research: A wide range of cultural identity and traditions across time and place are studied.</p> <p>Visit to enrich the project.</p> <p>Observational drawing, tone, colour (harmony/complementary),</p>	<p>Pupils continue to experiment with a wide range of materials, tools and techniques, in order to ascertain their own personal specialisms and interests. So</p>

		design skills, imaginative/creative thinking skills, 3-dimensional making skills, printmaking, lens-based media, digital media.	they are better able to be able to develop and refine their work, with increasing independence in order to meet fully the Assessment Objectives for GCSE Art and Design. This is in preparation for Component 2 (ESA).
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