**Art - Yearly Overview**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | Drawing from observation baseline.  Intro to colour mixing  Kandinsky Circles | Remembrance poppies  Colour & tone  Portraits | Skills: collage & mixed media | Sketchbook techniques  Introduction to different artists/styles | Art out & about - Landscapes | Clay - Pinch pots  Paper mache |
| **Year 8** | Drawing from observation baseline. Sketch pad techniques. | Objects & viewpoints -Still life. Cubism: Picasso, Paul Klee. Modern Art, Goldsworthy | Cross curricular skills and materials experimentation – printing  Pop Art - Andy Warhol | Impressionism – Monet  Expressionism – Van Gogh  Pointillism - Seurat | Nature in Art  Barbara Hepworth  Anthony Gormley  Gaudi | Clay mural – individual tiles |
| **Year 9** | Sketch pad techniques. Shoes. | Animating art – Illustrations and cartoons, Jon Burgerman | Surrealism – M S Escher and Dali  Change your style | British Values link – art with meaning | Art out & about – buildings | Themed project -Miro  Pollock  Hockney  Banksy |
| **Year 10** | Drawing from observation baseline: Cans.  Extremism Project. | Artist study 1 –  multi-cultural Artists  Pop art print | Experimentation:  Printing, clay, mixed media, photography, digital art | Themed project 1:  Similarities & Differences  Work inspired by other artists | Themed project 2: own choice Printing workshop | Examples of various multi-cultural artists, select as appropriate for students |
| **Year 11** | Drawing from observation baseline, chocolate bars. | Complete themed project 2. Gallery visit | Exam preparation  Unit 2 |  | Final exam Unit 2 |  |

[Objectives](file:///T:\Curriculum%20Resources\Arts%20Award\Arts%20Check%20in%20assessment%20sheet%20with%20targets.doc)

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|  | Entry 1 | Entry 2 | Entry 3 | Level 1 |
| Knowledge & Understanding | -[] discover how a range of art forms connect with their own lives  -[] demonstrate a basic understanding of a range of art forms including drawing, painting and sculpture  -[] gain basic understanding of artists and their work | -[] learn about the arts through practical experience and interaction  -[] explore the use of colour, pattern, texture, line, shape, form and space & sound  -[] develop areas of personal interest in the arts | -[] use a wide range of instruments and equipment for music & drama  -[] participate in straightforward practical activities, using support given by others  -[] show awareness of the history of art, craft, design, music, drama and architecture and make links with the work of other artists  -[] review my progress and check what I need to do to improve my knowledge and understanding about the arts, in discussion with staff  -[] use a wide range of materials for art and design activities | -[] work, at times, without close supervision  -[] show an understanding of how to develop my own arts practice and arts leadership skills  -[] identify evidence of achievement and ways to improve my knowledge and understanding of the art form in relation to aims agreed with staff  -[] take responsibility for some decisions about study and practical activities in relation to the art form  -[] identify when I need support |
| Creativity | -[] use a range of materials to design and make things  -[] take part in a range of structured arts activities  -[] respond to the ideas of others and demonstrate enjoyment of the arts  -[] show commitment in arts activities | -[] show commitment in arts activities and use a range of techniques  -[] apply basic arts skills in structured activities  -[] show creative responses within arts activities  -[] demonstrate a basic understanding of a range of art forms, artists and arts organisation | -[] show creative problem solving in discussion with staff  -[] show commitment in creative activities and improve mastery of design techniques, including drawing, painting, sculpture, drama & music  -[] show creative responses within my arts activity | -[] get help from others when appropriate  -[] change my approach as necessary  -[] take more responsibility for coming up with imaginative ways of tackling problems  -[] demonstrate artistic creativity within the art form  -[] use some unfamiliar resources |
| Communication | -[] undertake clearly defined tasks  -[] demonstrate a basic understanding of communication  -[] share information with others in any format | -[] present information to others in any format and begin to develop sketch book skills  -[] demonstrate a basic understanding of communication and make simple comments about own work and that of others  -[] take part in basic discussions or activities with support from others | -[] take part in straightforward discussions and produce evidence, written or otherwise, in simple language  -[] identify the main points and ideas in material | -[] select relevant information from a range of sources  -[] use a range of vocabulary appropriate to the art form I am working in or researching  -[] follow lines of reasoning and summarise information  -[] use appropriate structure and style of writing or other means of communication, in different types of documents or presentations |
| Planning & Review |  |  |  | **-[] organise my own tasks to achieve an objectives and seek help only when I need it**  -[] review ways of improving my work  -[] plan straightforward work, identify objectives, clarify responsibilities and confirm working arrangements |
| GCSE |  |  |  | -[] present a personal and meaningful response that realises intentions and where appropriate, making connections between visual, written, oral or other elements  -[] develop ideas through investigations, demonstrating critical understanding of sources  -[] refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes  -[] record ideas, observations and insights relevant to intentions as work progresses |

