



Curriculum Overview:

# **Art**

## **Year 7-11**



**Whole year themes**

**Art from Everyday Things**

**What is Art?**



**KS3 YEAR 7 ART**



<b>Project 3 "Found Fish". Formal Element Foci – Form, Shape and line - pattern</b>				
<b>Project Brief.</b> "Investigate the subject of <i>Fish</i> in Art and Craft work. Produce a printed pattern collage fish and a decorative clay fish" <b>In this project you will.....</b>				
<b>AO1</b> ...investigate the work of ....	<b>AO2</b> ...experiment with materials & techniques..	<b>AO3</b> ...gather and record...	<b>AO4</b> ...develop personal ideas...	<b>AO5</b> ...create a
Paul Klee Van Gogh Vincent Scarpace Roman Mosaics Clare Youngs 	...printing with found objects to create surface and indented marks. 	...fish and patterns made from found objects, 	...for a unique fish shape, interesting repeat patterns and decorative textures – indented real textures and and implied surface decoration textures.	...printed collage fish  ...decorative clay fish 

<b>Project 2 "inanimate Objects" Drawing and Layered Digital composition Formal Element Foci – Line and Shape</b>				
<b>Project Brief.</b> "Produce a personal Still Life drawing taking inspiration from the work of Sir MCM which explores visual order and lines of different weights <b>In this project you will.....</b>				
<b>AO1</b> ...investigate the work of ....	<b>AO2</b> ...experiment with materials & techniques..	<b>AO3</b> ...gather and record...	<b>AO4</b> ...develop personal ideas...	<b>AO5</b> ...create a
...Sir Michael Craig Martin, the Pop Art movement and the genre of Still Life 	...pen ...underlays and tracing. .pencil crayons and baby oil. ...digital copying and pasting.	...popular everyday objects. ... explore weight of line, visual order and disorder and how to suggest transparency and opacity.	... identifying and using popular everyday objects which are important to you. 	...personal Still Life drawing. 



<b>Project 1 "Primary Text"-Drawing. Formal Element Foci – Colour theory and texture</b>				
<b>Project Brief.</b> "Produce a personal low relief letter collage using just the primary colours, oil pastel and newspaper, taking inspiration from the work of Jasper Johns'. <b>In this project you will.....</b>				
<b>AO1</b> ...investigate the work of ....	<b>AO2</b> ...experiment with materials & techniques..	<b>AO3</b> ...gather and record...	<b>AO4</b> ...develop personal ideas...	<b>AO5</b> ...create a
...Jasper Johns and his use of primary colours and newspaper 	...oil pastels, pre-used paper, ink, collage, low relief texture. 	...text, letter and number shapes, flags, ..using... templates, grids and layers (overlapping) and basic Colour theory 	...by identifying and using text shapes and flags which are special to you 	mixed media, low relief collage

**Curriculum Road Map for Art**

# Year Group: Year 7 Art

## Timing: Half term 1 and 2 (Sept – Dec)

Throughout Y7 Students will think about why artists and designers use ordinary things to inform and create their work. Students will also consider the question, What is Art?

Topic title/Key Question: **Project 1 – 2d Drawing “Primary Text”**

### Breakdown:

1. Who is Jasper Johns and what devices does he use in his art work?
2. What are oil pastels? Which techniques that can be used with this drawing media?
3. What are text shapes and how are they used by artists and designers?
4. What is a template? Why are they used by artists, designers and crafters?
5. How to create and use a basic colour wheel.
6. What is texture in art and design?
7. How to produce personal annotated ideas to answer the produce brief.
8. How to identify your best idea, create it as a finished piece of art and meet assessment deadlines.

### Assessment:

You must demonstrate your

#### **knowledge and understanding** of....

- ...artist Jasper Johns, his work and the devices he used.
- ...the potential and limitation of drawing with oil pastels
- ...basic colour theory and how a colour wheel is used
- ...art subject specific terminology.

#### **Skills and ability** at:

- .... producing and explaining several personal ideas to answer the project brief, *“Produce an oil pastel drawing taking inspiration from the work of an artist called Jasper Johns’ using text shapes relevant to you and the primary colours.”*
- ...identifying, refining and executing best idea to produce a completed final piece of art to answer the project brief.
- ...personally manage time to ensure deadlines are met

### Knowledge Organizer

## Timing: Half term 3 and 4 (Jan - March)

Throughout Y7 Students will think about why artists and designers use ordinary things

to inform and create their work. Students will also consider the question, What is Art?  
Topic title/Key Question: **Project 2- 2d Digital work - “Everyday Things”**

**Breakdown:**

1. Who is Sir Michael Craig Martin? What is Pop Art? What is popular culture?
2. What is a still life?
3. What is a line drawing? What is meant by the terms: – quality of line, weight of line, visual disorder, focal point and proportion?
4. How do I compose a still life of everyday things working digitally?
5. How do I to develop ideas for a still life drawing with a personal narrative?
6. How do I use the photocopier?
7. Pencil crayon techniques, what are they? What are their limitations and potentials?
8. What is an underlay and how are they used as a drawing tool to develop ideas?
9. How do I identify my best idea, create it as a finished piece of art and meet assessment deadline?

**Assessment:** You must demonstrate your...

**knowledge and understanding** of....

- ...artist Sir Michael Craig Martin and his work, plus Pop Art and popular culture.
- ...working digitally to produce a layered composition.
- ...different pencil crayon techniques
- ...line
- ...art subject specific terminology.

**skills and ability:**

- ...at using some of the devices used by MCM to inspire your own work.
- ... at using a computer to produce a layered still life composition and to record your creative decision-making process.
- .... at using pencil crayons.
- ....at producing and explaining several personal ideas to answer the project brief, *“Produce a personal Still Life drawing taking inspiration from the work of Sir MCM which explores visual order and lines of different weights”*
- ...at identifying, refining and executing your best idea to produce a completed final piece of art to answer the project brief.
- ...at personally manage time to ensure deadlines are met

**Knowledge Organizer**

**Timing: Half term 5 (April - May)**

Throughout Y7 Students will think about why artists and designers use ordinary things to inform and create their work. Students will also consider the question, What is Art?

<b>Topic title/Key Question:</b> Project 3 2d Craft - Printing “Found Fish” part 1.
<b>Breakdown:</b>
1. Where can fish imagery be found in art and crafts work throughout history?
2. How do I draw using the grid enlargement technique?
3. How do I identify and use appropriate secondary sources to produce a drawing of a decorative fish?
4. What is tone? How do I create and apply a range vary of tones to suggest form, using a pencil?
5. What is printing?
6. What kind of work does designer crafter Claire Young create?
7. How do you print with found objects to create simple repeat linear patterns?
8. How do I work in the style of Youngs to create my own printed collage images of decorative fish?
<p><b>Assessment:</b> You must demonstrate your...</p> <p><b>knowledge and understanding of....</b></p> <ul style="list-style-type: none"> <li>• ...art and craft work from different periods in history that included fish. Looking closely at work created by ; Paul Klee, Vincent Van Gogh, Vincent Scarpace, the Romans and Claire Young. Knowing the differences between art and craft work.</li> <li>• ...varying tones and the suggestion of form.</li> <li>• ...block printing.</li> <li>• ...repeat pattern.</li> <li>• ...art subject specific terminology.</li> </ul> <p><b>skills and ability:</b></p> <p>...to design ideas, identify the best one and produce a finished piece of art work to answer the project brief, “Work in the style of Youngs to create printed collage images of decorative fish taking inspiration from the work of Paul Klee, Vincent Van Gogh, Vincent Scarpace and Roman Mosaic</p> <ul style="list-style-type: none"> <li>• ...personally manage time to ensure deadlines are met</li> </ul>
<b>Knowledge Organizer</b>

<b>Timing: Half term 6 (April – May)</b>
Throughout Y7 Students will think about why artists and designers use ordinary things to inform and create their work. Students will also consider the question, What is Art?
<b>Topic title:</b> Key Question: Project 4 3d Craft – Clay “Found Fish part 2”
<b>Breakdown:</b>
1. What is meant by the term bias relief?



2. What is air drying clay and how is it different from natural clay?

3. What is surface texture and pattern?

4. How do I create surface texture and intended patterns in clay using found objects?

5. How do I model clay using a template I have created myself to produce a bias relief of a decorative fish?

6. What are the techniques, dry brushing and sgraffito and how do I use them?

7. How do I identify and use the distinctive characteristics in a piece of art or craft work I have investigated to inform and develop your own work?

Assessment: You must demonstrate your **knowledge and understanding of....**

- ...bias relief.
- ...different types of clay and simple modelling techniques
- ...surface texture, indented patterns and different techniques for applying colour to 3d work.
- art subject specific terminology.

**Skills and ability to:-**

...design ideas, identify the best one and produce a finished piece of art work to answer the project brief,

“Produce a decorative bias relief clay fish taking inspiration from work you investigated and produced in the last project”.

The assessment foci being: -

- .... transforming 2d design in to 3d work
- .... modelling and indented pattern making
- ...applying colour and surface decoration taking inspiration from the work investigated.
- ...personally manage time to ensure deadlines are met

[Link here to the Knowledge Organizer](#)



**Whole year themes**

**Why creators group things together?**

**Why is Art created?**



**KS3 YEAR 8**

**ART**



**Y9**


**HT5  
HT6**



**Project 3 - "Insects" 2d Craft – Drawing, Print and Pattern**

**Project Brief 1.** Explore pen drawing and decalcomania techniques to produce insects. Design and create a series of digital patterns using scanned images of the insect drawings as motifs taking inspiration from the Art Nouveau and Deco styles

**Project Brief 2.** Working in pairs design and produce a Mandala inspired radiating composition on the theme of insects. **In this project you will.....**

<b>AO1</b> ...investigate....	<b>AO2</b> ...experiment with materials & techniques...	<b>AO3</b> ...gather and record	<b>AO4</b> ...analyse and evaluate own work to develop ideas...	<b>AO5</b> ...create digital patterns ...a printed insect mandala
...the Art Nouveau and Art Deco style ...mandalas used in Hindu and Buddhist cultures.	...pen cross hatching and pointillism, ... decalcomania, ... digital pattern making ...block printed patterns	...insects. ... different types of pattern, ... stylised insect inspired motifs. ... colour theory- analogous and complementary	... different types of repeat patterns considering their purpose.	

**Project 2 "Concert of the Birds" Part 2.**

**Formal Element Foci – Shape, texture and form**

**Project Brief.** "Produce a 3d bird using card construction taking inspiration the work produced in the previous project. **In this project you will.....**

<b>AO1</b> ...investigate....	<b>AO2</b> ...experiment with materials & techniques...	<b>AO3</b> ...gather and record...	<b>AO4</b> ...analyse and evaluate own work to develop ideas...	<b>AO5</b> ...create a
...Emma Gale, Jenifer Collier and work by artists and designs who create 3d work using cardboard	...used in 3d card construction. ...using different types of paper, pre-used and decorated papers and decoupage. ... considering the potential and limitations of working in 3d with card	...information about bird symbolism. ...simplified images of birds focusing on shape, ...make and use templates, ...creating and using annotated visual step by step instructions.	...for symbolic decoupage, focusing on colour, texture and pattern and the techniques of collage and decoupage.	...symbolic 3d stylized bird of your choice working individually or with a partner.



**HT3  
HT4**



**Project 1 "Concert of the Birds Part 1".**

**Formal Element Foci – line, texture and colour**

**Project Brief.** "Produce mixed media drawings of birds taking inspiration from the work of others and the relationship between humans and birds". **In this project you will.....**

<b>AO1</b> ...investigate ....	<b>AO2</b> ...experiment with materials & techniques..	<b>AO3</b> ...gather and record...	<b>AO4</b> ...analyse and evaluate own work to develop personal ideas...	<b>AO5</b> ...create a
... the work of the Renaissance and Baroque periods. ...work by Picasso and Abby Diamond ...the symbolism of birds	...chalk pastels, felt tipped pens and the water wash technique. ...Andy Warhol's 'blot line' printing technique.	...birds developing previous drawing technique such as underlays and/or grid technique. ... information about the relationships between humans and birds	...for a landscape bird composition which includes symbolism about a subject important to you, your family or your community.	...a mixed media drawing of a bird of your choice. ... a landscape composition using your bird image as a focal point.



**Curriculum Road Map for Art**

# Year Group: Year 8 Art

**Timing: Half term 1 and 2 (Sept – Dec)**

Throughout Y8 Students will think about why artists and designers group things together. They will also consider the question, why is art created?

**Topic title/Key Question:** Project 1 2d – Drawing and Printing “Concert of the Birds) part 1”

**Breakdown:**

1. “Concert of the Birds” is the title of lots of paintings produced by different European artists in the 17<sup>th</sup> century, what do these painting look like?
2. What are the differences between Renaissance and Baroque Art?
3. How do humans interact with birds and what can they symbolise?
4. How do I use the ink blot drawing technique invented by Andy Warhol to produce a drawing of a bird?
5. How do I suggest texture when drawing with Indian ink and a dip pen?
6. How do I apply colour using the pen and water wash technique taking inspiration from Abby Diamond?
7. What is anthropomorphism?
8. How do I gather, present and use personal visual references to inform my work?

**Assessment:** You must demonstrate your

**knowledge and understanding of....**

- ...the differences between Renaissance and Baroque art.
- ...the human relationships with birds.
- ...the different qualities of line.
- ...mono printing – the ink blot drawing technique.
- ...the symbolism of different types of birds.
- ...art subject specific terminology.

**Skills and ability to....**

- ...design ideas, identify the best one and produce a finished drawing to answer the project brief: -  
” Produce mixed media drawing of an anthropomorphical bird taking inspiration from the work you have investigated and the symbolism you have discovered surrounding birds.“
- ...personally manage time to ensure deadlines are met

[Link here to the Knowledge Organizer](#)



**Timing: Half term 3 and 4 (Jan to March)**

Throughout Y8 Students will think about why artists and designers group things together. They will consider the question, why is art created?

**Topic title/Key Question:** Project 2 3d Craft Team Work - “Concert of the Birds) part 2”

**Breakdown:**

1. What are the names of different cardboard construction techniques?
2. What are team working skills and potential and limitations of working collaboratively?
3. How do we identify and use the strength and successes displayed by team members?
4. How paper is made?
5. What is pre-used paper and card and how is it used in art, craft and design?
6. What is decoupage? What are the differences between collage and decoupage?
7. Revisit bird symbolism – group internet research and discussion work.  
Which birds will your team make in 3d and why?
8. How can drawings be simplified to make templates to create 3d and low relief work?  
Look at the work of Clover Robin and Mark Hearld to see how this can be done.
9. How well can we (our team members) follow visual and written step by step instructions?
10. What is a production log and why are they used?
11. Which artists and crafters sculpt and construct their work using card? – personal internet research.
12. What is an art installation?

**Assessment:** You must demonstrate your...

**knowledge and understanding of....**

- ...the potential and limitations of collaborative work.
- ...the paper making process.
- ...the properties of card and card construction techniques.
- ...artists and crafters who simplify bird imagery to use in their work.
- ...artists and crafters who create 3d work using card.
- ...installation art.
- ...art subject specific terminology.

**Skills and ability...**

- ...to draw design ideas and evaluate them to identify the best one. To produce a finished piece of art work, working as part of a team to answer the project brief:- “Use card construction and collage techniques to create 3d symbolic stylised birds “
- ...at using card construction techniques to realise best design idea in 3d.
- ...write a production log using technical terminology.
- ...collaboratively manage time and work load to ensure deadlines are met.

[Link here to the Knowledge Organizer](#)

## Timing: Half term 5 (April – May)

Throughout Y8 Students will think about why artists and designers group things together. They will consider the question, why is art created?

Topic title/Key Question: Project 3 “Insects” Part 1 - Digital Patterns

### Breakdown:

1. How do I draw insects working from primary and secondary sources? How do I to create symmetry in a drawing? .
2. What is the shading technique, pointillism / stippling? How do I use this technique to varying tone and suggest form?
3. What are the similarities and differences between the decorative styles, Art Nouveau and Art Deco?
4. What is decalcomania? How do I use decalcomania to create imaginative drawings of insects?
5. What are analogous and contracting colours? What are the differences between organic and. Geometric shapes?
6. How do I use my knowledge of insects, symmetrical drawing and pen shading techniques to transform a sample of decalcomania into a new beautiful or scary species of insect?
7. What is a motif and how do I recognise and name different types of patterns designs?
8. How do I create different pattern designs working digitally using a scanned image of my decalcomania insect?
9. How do I record my creative decisions working digitally and free hand?
10. How can I develop one of my pattern designs into an abstract composition which illustrate the contracts between natural organic shapes and manmade geometric shapes?
11. What are the similarities and difference between the two drawing medias, pencil crayons and chalk pastels?
12. How can I produce an A3 or A4 final rendering of best idea to answer the project brief combining digital and hand drawn pencil crayon techniques and chalk pastels?

**Assessment:** You must demonstrate your **knowledge and understanding** of....

- ...different types of patterns, regular and irregular
- ...how to use IT to create different types of pattern work
- ...the similarities and differences of the decorative styles of Art Nouveau and Art Deco.
- ...decalcomania and the use of this technique to create imaginary images.
- ...different types of shape and colour schemes.
- ... the similarities and differences between pencil crayon and chalk pastels.
- ...subject specific terminology.

### **Skills and ability...**

- ...at drawing symmetrical insects and using pen shading techniques to suggest form.
- ...at creating samples of decalcomania.
- ... at using our knowledge of insects, symmetrical drawing and pen shading techniques to transform a sample of decalcomania into a new beautiful or scary species of insect?
- ...at creating a series of digital patterns design.
- ...at drawing into one of your digital pattern design to create a piece of work to answer the brief

- ...personally manage time to ensure deadlines are met

[Link here to the Knowledge Organizer](#)

### Timing: Half term 6 (June – July)

Throughout Y8 Students will think about why artists and designers group things together. They will consider the question, why is art created?

**Topic title/Key Question:** Project 3 “Insects” Part 2 - Printed Mandala patterns. If time allows

#### Breakdown:

1. What are Mandalas and how are they used in the Hinduism and Buddhism?
2. What are “Kaleidoscopic” compositions? Investigate the work of Damien Hirst, Christopher Marley and Michael Brennand Wood to find out.
3. What is an assemblage? Investigate work created by Raku Inoue to find out.
4. Why are some of the “ready mades” materials used by some artists controversial?
5. What is block printing?
6. How can I create a simple printing block?
7. How can I create a printed kaleidoscopic composition?
8. How can I work with others to create a kaleidoscopic assemblage using “ready mades”

**Assessment:** You must demonstrate your...

**knowledge and understanding** of....

- ...the creation and use of mandalas within a religious context.
- ...the creation of mandala and kaleidoscopic imagery used for personal well-being.
- ...the use of controversial art media.
- ...block printing.
- ...rotational symmetry.
- ...art subject specific terminology.

**Skills and ability** to answer the project brief: - *“Produce printed and /or photographed “kaleidoscopic composition” inspired by, religious mandalas, nature and the work of Hirst, Marley and Inoue*

[Knowledge Organizer](#)



## Whole year themes

Art and design from other cultures created for ceremonial or spiritual reasons.



# KS3 YEAR 9

# ART




KS4

HT6  
HT5




### Project 2 "Global Tribal Masks" Part 2 3d craft

**Project Brief** Design and make a mask using papier mache paper casting and card construction on the themes of life and death and/or spiritual guidance, protection or good fortune. In this project you will.....

AO1 ...investigate ....	AO2 ...experiment with materials & techniques..	AO3...gather and record...	AO4...analyse and evaluate own work to develop personal ideas...	AO5...create a
... various masks from different cultures around the work related to differing attitudes to life and death and/or spiritual guidance, protection or good fortune.	... including layered tissue collage, paper casting, low relief card construction, foil sculpting, and paint	... symbolic patterns	...for a personal guardian, protection or spiritual guidance mask	

### Project 2 "Global Tribal Masks" Part 1 Mixed media composite Drawing

**Project Brief** "Investigate tribal masks used in ceremonies linked to life and dead. Produce a composite collage drawing of mask/s, patterns and other related imagery inspired by this investigation on the theme of Life and Death. In this project you will.....

AO1...investigate ....	AO2 ...experiment with materials & techniques..	AO3 ...gather and record...	AO4...analyse and evaluate own work to develop personal ideas...	AO5 ...create a mixed technique and media
...masks and their different uses ...tribal masks from around the world. ...the work of black female artist Lois Mailou Jones,	... charcoal, chalk and oil pastels, ...tonal and colour blending techniques, ...Orizomegami, wax resist and frottage	...masks, drawing from primary and secondary sources ...Adire and Adirinka symbols and patterns ...tribal colour symbolism	...for a composite collage composition inspired by the work investigated using the media and technique you use with the most skill and control.	



HT4  
HT3

HT2  
HT1

### Project 1 "The Day of the Dead" Drawing and Graphic design - Posters

**Project Brief** "Investigate the Mexican festival of the Day of the Dead. Produce a digital poster of the event to celebrates this festival, using artwork you have drawn yourself. In this project you will.....

AO1 ...investigate ...	AO2 ...experiment with materials & techniques..	AO3 ...gather and record...	AO4...analyse and evaluate own work to develop personal ideas...	AO5...create a poster for a Day of the Dead event in the UK.
...the Mexican culture. ...different beliefs about Death and "the after Life" ...poster designs and target markets	...coloured pen and contour hatching ... digital design and image manipulation	...the grid enlargement drawing technique. ... human skull. ...calavera and Day of the Dead artefacts ...font design	...for poster promoting a Day of the Dead event for a specific target market working digitally.	



## Curriculum Road Map for Art



# Year Group: Year 9 Art

**Timing: Half term 6 (Sept – Dec)**

Throughout Y9 Students will look at art and design from other cultures created for ceremonial or spiritual reasons.

**Topic title/Key Question:** Project 1 - 2d digital work “Day of the Dead Poster design”

**Breakdown:**

1. What is the Mexican festival of the Day of the Dead?
2. Why do people have different attitudes to death and dying?
3. How do I draw a human skull using the grid enlargement technique?
4. How do I suggest form use the pen contour shading technique?
5. What is graphic design and what are the key features of a poster design?
6. What is a target market?
7. How can you record creative decision making when working digitally?
8. Why is it important to produce alternative design ideas?

**Assessment:** You must demonstrate your

**knowledge and understanding** of....

- ...the Mexican festival of the Day of the Dead.
- ...different cultural attitude to death and dying.
- ...the proportion of a human skull.
- ...the potential and limitation of pen contour hatching as a shading technique.
- ...the key features of a poster design
- ...using IT to produce design work which include text information (Y8)
- ...art subject specific terminology.

**Skills and ability** at...

- ...creating an informative and visually interesting fact file (following the FII rule)
- ...creating and using a sample of papel picado.
- ...drawing in pen using contour hatching and cross hatching to suggest the form of a human skull
- ....digitally documenting and justifying your design decisions
- ...creating your best idea for a piece of work to answer the project brief.” Investigate the Mexican festival of the Day of the Dead to discovery different attitudes of life an dead. Use this information to produce a digital poster of the event in Manchester which celebrates this festival, displaying Day of the Dead inspired artwork you have drawn yourself

...personally manage time to ensure deadlines are met

**Knowledge Organizer**

## Timing: Half term 3 and 4 (Jan - Mar)

Throughout Y9 Students will look at art and design from other cultures created for ceremonial or spiritual reasons.

**Topic title/Key Question:** Project 2 - 2d drawing "Masks"

### Breakdown:

1. What is a mask and why they are created and used?
2. Tribal Masks, how are they different to the masks we use?
3. How do I create a symmetric drawing? (Recall Y8 skills and knowledge)
4. What is charcoal?
5. What is a primary source? What are the advantages and disadvantages of using them in art?
6. How is pattern and colour used symbolically in West African Art?
7. How are traditional tribal patterns created? Recall Y7 and 8 Printing. What is Adire?
8. What is frottage and Orizomegami (tie dye)?
9. LOIS MAILOU JONES, why is she an important figure in Art history? What did she create and why?
10. Why are oil pastels the best media to use when producing visual studies of LMJ's work?
11. How do I record, explain and evaluate my ideas to answer the produce brief?
12. How do I create at completed rendering of my best idea and meet the assessment deadline?

**Assessment:** You must demonstrate your

### **Knowledge and understanding of....**

- ...different types of masks and their uses.
- ...the potential and limitation of different drawing media and techniques, charcoal and oil pastels.
- ...the symbolic use of colour and pattern found in tribal art.
- ...traditional tribal pattern making techniques.
- ...the work of Lois, Mailou Jones.

### **Skills and ability ...**

- ...to draw masks and suggest form working from primary and secondary sources using charcoal and oil pastels.
- ...to use the following techniques to create patterns, frottage, wax resist and Orizomegami (tie dye)
- ...to design ideas, identify the best one and produce a finished piece of art work to answer the project brief:- **"Produce a 2d piece of work which illustrates the importance of; masks and patterns in tribal art and the artist, Lois Mailou Jones."**

...personally manage time to ensure deadlines are met

### **Knowledge Organizer**

## Timing: Half term 5 and 6 (April -July)

Throughout Y9 Students will look at art and design from other cultures created for ceremonial or spiritual reasons.

**Topic title/Key Question:** Project 3 - “Guardian Mask”- 3d craft

### Breakdown:

1. Where are masks used to offer spiritual guidance, protection or good fortune?
2. Can symbols be used to offer protection? (Extending and embedding knowledge from previous project)
3. A personal symbol to offer protection, good luck or guidance, what would that look like?
4. How can I design a mask inspired by my personal symbol to answer the project brief?
5. How do I evaluate my design ideas to identify the best one? (Recall Y7 and Y8 skills and knowledge)
6. What is papier mache? How is papier mache used?
7. What is casting? Do I need to modify my design so that it can be made using cast paper and layered card construction techniques? What are the four rules for successful papier mache and paper casting?
8. What is a production plan? What are the differences between a production plan and a production log? (Recall Y8)
9. How will I create my mask?
10. How can colour and decoration be applied to 3d objects? Recall skills and knowledge from previous projects. (*Decoupage -Y8, layered tissue paper, oil pastels and wax resist, dry brushing- Y7, Orizomegami-Y9*. What are POSCA pens, their potential and limitation?)
11. How will I execute the decoration of my mask?

**Assessment:** You must demonstrate your

### **Knowledge and understanding of....**

- ...cultural symbols of protection and good luck.
- ...previous investigation, experimentation and visual recording to inform ideas.
- ...papier mache, the use of this technique throughout history and the 4 rule for successful papier mache and paper casting.
- ...the potential and limitation of using POSCA pens
- ...art subject specific terminology.

### **Skills and ability ...**

- ...to produce design ideas, identify the best one and create a final poster design to answer the project brief: - **“Design and create a mask which when displayed will empower and celebrate the strengths and characteristics of your hero, offering you protection and good fortune.”**
- ...to follow the 4 papier mache rules
- ...to use paper casting and cardboard construction techniques.
- ...to use previous knowledge and skills about colour, patterns, media and

techniques to apply the decoration to your 3d mask to execute your design idea.

- ...to use of POSCA pens.

...personally manage time to ensure deadlines are met

## Knowledge Organizer





# KS4 YEAR 10

## Art

**Y11** Continue with CW (portfolio - 80% of GCSE grade)

**Project Brief: 2:** Working more independently with one-to-one support and guidance explore one or all of the themes of the project title and produce a personal and original 2d or low relief final piece of work based on the concept of portraiture, selecting and using materials and techniques to demonstrate your best skills and control.

**6. MOCK EXAM - Cartwright Hall Gallery Visit** You will.....

...investigate...	
...a piece of art work personally selected from Cartwright Hall Art gallery.	

**HT6**



**HT5**

**CW Project 2. Emotions, Self and Identity – Portraiture.** You will.....

...experiment AO2...	...record AO3...	...present ideas, plan and create AO4...
...with all dry and wet drawing media. ...exploring the expressive qualities of media	...how to draw human facial features ...facial proportion using a canon ...the emotional qualities of the formal elements	...an A4 or A3 pencil self portrait ...pen self-portrait ...digitally manipulated self portrait imagery.

**CW Project 1 SKULL SYMBOLISM Parts 5,6,7&8. Individual development** Plotting your own creative course, you will...

...investigate AO1... A.M.M.O	...experiment AO2...	...record AO3....	...present ideas, plan and create AO4... <b>Project final outcome 2</b>
...skull imagery produced by famous artists and designers ...vanitas still life paintings. 	...mono and block printing (KS3) ...low relief card construction and papier mache ...digital manipulation and pattern making (extending skills learnt in KS3)	... annotated personal and original ideas. ...thumbnail sketches...	... create a range of regular and irregular pattern design, ... 



**HT4**

**HT3**

**CW Project 1 SKULL SYMBOLISM Parts 3&4. Developing skills learnt | KS3 Creating a final piece of art**

...experiment AO2...	...record AO3....	...present ideas, plan and create AO4...
...and combine all drawing media and techniques learnt in KS3 plus a range of background techniques. ...and develop digital skills learnt in KS3	...skulls of different species. ...gather and use reference materials to drawing objects and imagery relating to one of the following themes- life and death, time, creation, power, chance, transcendence, magic, rebirth, divinity, immortality.	...a mixed media symbolic skull drawing <b>Project final outcome 1</b>



**HT2**

**CW Project 1 SKULL SYMBOLISM Parts 1&2 Getting started – developing Skills learnt in KS3** You will.....

...investigate AO1...	...experiment AO2...	Record. AO3 ...
...skull imagery ...skull symbolism 	...collage and presentation techniques. ...image transfer techniques	...gathering and presenting primary and secondary visual references, (taking photos, photocopying images from books and printing off the internet ...produce mind maps and visual reference sheets



Start coursework Portfolio. 60% of final grade awarded.

**HT1**

**SKULL SYMBOLISM** Project Brief: 1- Investigate how Skull imagery has been used symbolically in art, design and craft work in different cultures and religions throughout history and produce a series of mixed media layered compositions and artefacts inspired by this investigation.

# Curriculum Road Map for Art

# Year Group: Year 10 Art

<b>Timing: Half term 1,2 3 and 4</b>		
<b>Exam: GCSE Fine Art AQA 8202</b>		
<b>Topic title/Key Question: Symbolic Skulls CW project.</b>		
<p>CW Project 1 – Symbolic Skulls - mixed media drawings, patterns, symbolic compositions and artefacts. CW = 60% of final grade</p> <p>Project Brief:- Investigate how Skull imagery has been used symbolically in art, design and craft work in different cultures and religions throughout history and produce a series of mixed media layered compositions and artefacts inspired by this investigation.</p>		
<b>Breakdown: Students will learn / revisit / practice ....</b>		
<p><b>LQ 1. – What do I have to do in GCSE Fine Art?</b> Course structure.</p>	<p>...that the Art GCSE course is made up of two components.</p> <ul style="list-style-type: none"> <li>• Course Work/personal portfolio which accounts for 60% of the final GCSE grade awarded This work is started in Sept of Y10 and continues until Dec Y11</li> </ul> <p>Exam/Externally Set Assignment (a choice of 7 questions published on Jan 2<sup>nd</sup> of Y11. At least 20 hours for preparatory work and 10 hours of sustained focus time to produce a final piece of art work under exam conditions. This accounts for 40% of the final GCSE grade awarded.</p>	
<p><b>LQ 2. – How and where is skull imagery used in Art, Design and Craft work?</b></p> <p>Gathering and presenting visual references on a given theme.</p>	<p>...how to explore a given theme by gathering information from: - given references, popular culture, books and the internet. ...how to present written and visual information in the form of visual reference sheets. ...what the FII rule is.</p> <p><b>Students will create A3 portfolio sheets displaying visual and written researched information about symbolic and icon skull imagery. A minimum of 4 symbolic meanings must be displayed, from 4 different types of Art / imagery.</b></p>	
<p><b>LQ 3. – How do I create a mind map in Art?</b></p>	<p>...how to explore a given theme by gathering and presenting visual information in the form of a mind map. ...how mind maps can be created in art and what the FII rule is.</p> <p><b>Students will create a mind map about one of the main subjects of Skull symbolism: - life and death, time, creation, power, chance, transcendence, magic, rebirth, divinity, immortality.</b></p>	
<p><b>LQ's 4 – Which drawing methods should I use? How to create accurately proportioned images of skulls from different viewpoints (Human and Animal)</b></p>	<p>...about different ways of drawing, including: - grid enlargement, direct observation, the measuring technique, tracing and underlays, templates and stencils.</p> <p><b>Students will produce a series of small pen line drawings of different types of skulls from varying viewpoints.</b></p>	<p>HW – Observational drawings of inanimate objects linked to the symbolic meanings of skulls presented on 1<sup>st</sup> visual</p>

<p>Drawing - Revisiting the formal elements, plus developing, refining knowledge, understanding and skill at using the drawing methods, media and techniques used in KS3. Developing IT skills, working digitally to explore composition ideas.</p> <p>Foci - Line, shape, proportion, space and depth, pattern, composition.</p>	<p>...how to present and annotate drawn and digitally created work to produce interesting and informative personal portfolio sheets and evidence learnings. referring to prompt sheets, acronyms, sentence starters and using subject specific language and terminology.</p> <p><b>Students will create A3 portfolio sheets with this work and demonstrate their time management skills</b></p>	<p>references sheets. For example, Magic, Time, Chance, Power, Protection...</p> <p>Students will work from primary and secondary sources they have sourced individually and/or given references. Foci – shape, tone and form</p>
<p><b>LQ 5 –How could I produce interesting paper to draw and print on to?</b></p> <p>Media experimentation— developing knowledge and skill using wet media to create coloured and textured background</p>	<p>...about materials and techniques used to create textured coloured backgrounds on which to draw.</p> <p><b>Students will create a range of backgrounds on which to draw and print their work.</b></p> <p>...to evaluate, annotate and present experimental work producing interesting and informative personal portfolio sheets by referring to prompt sheets, acronyms and sentence starters and using subject specific language and terminology.</p> <p><b>Students will create A3 portfolio sheets with this work and demonstrate their time management skills.</b></p> <p><b><u>Personal display work/Project final outcome 1</u></b></p> <p>Rendering of best digital composition on an A3 sheet of personally created <i>arty</i> paper.</p>	
<p><b>LQ 6. Who is famous for using Skull imagery in their art, design or craft work?</b></p> <p>CW project 1 Part 5 – Investigating the work of others.</p>	<p>...develop their skills at investigating and engaging with works of art to identify the distinctive characteristics in the work by using the acronym AMMO (Aesthetics, Meaning, Method and Opinion) and vocabulary and sentence starters sheets to help document this engagement. <b>Students will investigate work by a least one of the following artists whose work is inspired by skull imagery or depicts skull symbolism: Andy Warhol, Georgia O’Keeffe, Holbein, Damien Hirst, Audrey Flack, Dan Hillier, Duncan Cameron, Mimi Ilnitskaya, Jeff Stahl, Iain MacArthur, Paul Cezanne, Pablo Picasso, Leonardo da</b></p>	



	<p><b>Vinci or a painter of Vanitas Still Life composition</b></p> <p>...how to present visual and written investigation work and express personal opinions about the work they have investigated stating how the work will inform the development of their own work. <b>Students will create A3 portfolio sheets with their investigation work and demonstrate their time management skills.</b></p>
<p><b>LQ 7 - What information do I need to refine my HW drawings? How can I use my improved HW drawings to develop compositional ideas?</b></p> <p>Composing Developing ideas for personal symbolic skull compositions and patterns.</p>	<p>...to work more independently to gather and use additional visual information to refine their HW observational drawings of inanimate objects and imagery which have a link to the previous Skull Symbolism themes.</p> <p>...to manipulate their HW drawings digitally to develop layer composition ideas and patterns for personal symbolic skull 2d work.</p> <p>...to take further inspiration from their artist investigations to explore more ways to refine and develop their symbolic skull compositions.</p> <p><b>Students will create A3 portfolio sheets displaying their annotated thumbnail sketches and digital prints of ideas for symbolic skull compositions and patterns and demonstrate their time management skills.</b></p>
<p><b>LQ 8- What is a rendering? How do I refine and improve my ideas and develop my personal visual language?</b></p> <p>-Revisiting the formal elements, developing, extending and refining the use of drawing methods, media and techniques used in KS3.</p> <p>Foci – colour, tone, form and texture.</p>	<p>...to recall, develop and use the knowledge learnt about, colour theory, tone, texture and form and the different shading skills and techniques practiced in KS3 to develop their personal skull compositions and patterns working on background they have created themselves.</p> <p>...how to develop a more personal style of work by using one or more of the additional methods of working listed to produce a 2<sup>nd</sup> symbolic skull final piece.</p> <p>a) ...how to create mono prints b) ...to recall and use the IT pattern making skills learnt and practiced in KS3 and the layered composition devices learnt in part 2 to generate more digital surface pattern and decoration work.</p> <p>This work could be developed further by adding another layer of traditional, hand drawn imagery on the top of printed pattern designs.</p> <p><b>Personal display work/Project final outcome 2</b></p>
<p><b>LQ 9- How can I extend this CW project, develop a more personal way of working and gain experience of working more independently?</b></p> <p><b>LQ 10 How do I plot, navigate and plan my</b></p>	<p>...how to develop a more personal, in-depth creative project outcome. A 2<sup>nd</sup> Symbolic skull final piece for example; the creation of an 3d artefact, a low relief abstract composition, or a layered pattern and image composition. (Drawing freehand on top of a digital print out or exploring layered compositions using Adobe Express.</p> <p>Recall, use and expand the craft skill learnt in KS3 to create a decorative symbolic skull artefact using clay modelling, cardboard construction techniques and papier mache. This option would require additional commitment working afterschool</p>



<p><b>own creative course of work?</b></p> <p><b>LQ 11 How do I create my final outcome under exam condition?</b></p> <p>Further individual development. A more in-depth personal 3<sup>rd</sup> outcome. For example</p> <p>a) Development of surface decoration ideas</p> <p>b) Translating 2d imagery into 3d craft work</p> <p>c) Development of digital compositions and patterns.</p> <p>d) A photomontage</p> <p>e) A large scale a kaleidoscopic print, photo or collage composition.</p>	<p>in Enrichment on Tuesday and Friday at 2.30.</p> <p>...recall the importance of recording the decision-making process when working digitally.</p> <p>...experience what it is like creating a piece of work (working on the same piece of work) following a personal plan, working independently under exam conditions for 10 hours</p> <p><b>Students will design, develop and plan a 3<sup>rd</sup> personal display work/Project final outcome.</b></p>
<p><b>LQ 12. How do I present my completed project of work for final overall assessment?</b></p>	<p><b>Assessment:</b> Students must create portfolio of A3 sheets and final pieces of artwork to demonstrate they can...</p> <ul style="list-style-type: none"> <li>• <b>...develop ideas through the investigation of art design and craft work, demonstrating a critical understanding of the working they have selected to study.</b></li> <li>• <b>...refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</b></li> <li>• <b>....record ideas, observations and insights relevant to intentions as work progresses.</b> This will involve gathering visual references from books and the internet plus taking photos of primary sources to inform their drawing.</li> </ul> <p><b>...present a personal and meaningful response to the project brief that realises intentions and demonstrates understanding of visual language.</b></p>
<p><b>Knowledge Organizer</b></p>	



**KS4 YEAR 11**

**Art**

Further Education,  
Apprenticeships,  
Employment

**HT6**

Personal Portfolio (CW) refinement. 3weeks only

**40 % of final grade Externally Assignment You will.....**

The externally set exam assignment is the end of course exam for Art GCSE.

You will select a question / starting point from the exam paper published by the exam board at the beginning of January. You will have at minimum of 20 hours (all your lessons in January, February and March- HT3 and HT4) to...

- ... Investigate and develop ideas – AO1,
- ... experiment and develop ideas– AO2,
- ...record and develop idea – AO3,

**Assessment Foci**

in response to your chosen question / starting point. This is referred to as prep work.

At the end of April you will be given 10 hours to produce the best idea from your prep work as a final piece of art work- AO4. This will be produced under exam conditions. The 10 hours will be spread of a week.

Your prep work and final piece must explicitly show your ability to organise yourself and work independent to show our very best skills, knowledge and understanding across all for AO's.

10 hour Exam

Extended period of sustained focus

**HT5**

**HT4**

**HT3**

**Refine and present all Coursework portfolio work. Remember CW 60% of final grade awarded.**

You will review, select and present the best work from all previous projects to illustrate your ability across all 4 assessment objectives. This work must present a coherent body of work, showing the moderator that you can follow the creative process from beginning to end.

**Continue with Project 6 - Portraiture – Emotions, Self and /or Identity**  
You will.....

...independently investigate additional art work personally selected and connected to portraiture AO1

...independently continue to experiment with media and techniques of your choice to develop a personal way of working. AO2

...be taught how to record the facial features and correctly proportions portraits, working from primary sources. AO3

... developed ideas and produce final CW project outcome. AO4



**Assessment Foci**

**HT2**

**HT1**

# Curriculum Road Map for Art

# Year Group: Year 10 Art/ Year 11

<b>Timing:</b> Half term 5 and 6 Y10 and 1 and 2 Y11	
Exam: <b>GCSE Fine Art AQA 8202</b>	
<b>Topic title/Key Question:</b> CW Project 2 – Self, Identity and Emotions. CW = 60% of final grade.	
Project Brief: <b>Working more independently with one-to-one support and guidance explore one or all of the themes of the project title and produce a personal and original 2d or low relief final piece of work based on the concept of portraiture, selecting and using materials and techniques to demonstrate your best skills and control.</b>	
<b>Breakdown:</b>	<b>Students will learn/demonstrate....</b>
<b>LQ1 - How do you draw a human portrait?</b>  Drawing and visual recording related to portraiture Self, Emotions and Identity.	...how to draw facial features and correctly proportioned portraits, working from primary sources in teacher-led lessons. Student will demonstrate what they have learnt by continuing to develop these drawing skills using materials and techniques of their own choosing. Students will create annotated portfolio sheets or sketchbook pages with this work. The annotation will document their evaluation of the drawings, materials and techniques used. Students will also demonstrate time management skills.
	...how to draw a self-portrait or portrait of a family member. <b>Students will create a pencil portrait. Personal display work / final outcome 1</b>
	...how to gather images and inanimate objects to represent and/or symbolise the self. <b>Students will create a “self” collage or assemblage with these things. Personal display work / final outcome 2</b>
	.... about visually recording and expressing emotions and feelings in teacher-led investigation and experimentation. They will explore the expressive qualities of media and different techniques. <b>Students will create annotated portfolio sheets or sketchbook pages with this work.</b> The annotation will document their evaluation of the expressive qualities of the materials and techniques used and they will demonstrate time management skills.
<b>LQ2 - What is a portrait and why are they produced?</b>  identifying, gathering and presenting appropriate visual and written information to inform work. Investigating the work of others	...how to develop their mind map making skills by identifying, gathering and presenting information on the following themes: - Portraiture, Self, Identity and Emotions.
	...about the different concepts and interpretation of SELF created by different artists by taking part in a teacher-ed investigation. <b>Students will create portfolio sheets or sketchbook pages with this work and demonstrate time management skills.</b>
	Gallery visit to Cartwright Hall to identify and select art work and artefacts linked to Portraiture, Self, Identity and/or Emotions. Investigation of selected work referring to the AMMO prompt sheet. <b>Students will create artists / artwork investigation portfolio sheets or sketchbook pages with this work and demonstrate time management skills.</b>



<p>LQ 3 <b>How do artists express emotion and/or portrait identity in portraiture?</b></p> <p>Further investigation to develop personal and original ideas.</p>	<p>.... their growing independence by investigating (referring to AMMO prompt sheet) a personally selected additional art work connected to one or more of the following themes; portraiture, visual emotion or the concepts of self and identify. A “portrait index” is provided at the start of this investigation. <b>Students will create portfolio sheets or sketchbook pages with this work and demonstrate time management skills.</b></p> <p>.... their growing independence by experimenting, with one-to-one support to further develop skills using media and techniques of their own choice. Students will receive one to one support and guidance throughout this activity. <b>Students will create annotated portfolio sheets or sketchbook pages with this work.</b> The annotation will describe, explain and evaluate the distinctive characteristics discovered in their investigation and demonstrate time management skills.</p>
<p>LQ4 <b>How can I express emotion in my work?</b> And/or <b>What objects could I use to portray identity in portraiture?</b></p> <p>Developing, refining and planning the execution of their final piece of art work.</p>	<p>...(with one-to-one support from the teacher), that they can <u>independently develop</u> and refine their best ideas for a final piece/s of art work in response to project brief. Students will produce and present annotated practice drawings and sample pieces to explore different compositions and find the best materials and techniques. The annotation must document and justify the student’s decision-making process and personal creative journey.</p> <p>...(with one-to-one support from the teacher), that they can <u>independently identify and refine</u> their best idea for their final piece; selecting the most appropriate media and techniques and scale of final art work.</p> <p>...(with one-to-one support from the teacher), that they can <u>independently plan</u> for the execution of the final idea; selecting the most appropriate media and techniques and scale of final art work.</p>
<p><b>Part 5</b> <b>Execution of final piece of work</b></p>	<p><b>Y11 Mock exam</b> <b>...their ability to concentrate and <i>sustain focus</i>.</b> <b>Students will execute their chosen idea to produce a final piece of artwork under exam conditions, receiving only technical support from the teacher. (10 hours of supervised time). <u>Personal display work/ final outcome 3</u></b></p>
<p><b>Assessment:</b> Students must create a portfolio of A3 sheets or a sketchbook of work plus final pieces of artwork to demonstrate they can....</p> <ul style="list-style-type: none"> <li>• develop ideas through the investigation of art, design and craft work, demonstrating a critical understanding of the working they have selected to study.</li> <li>• refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• record ideas, observations and insights relevant to intentions as work progresses. This will involve gathering visual references from books, the internet plus taking photos of primary sources to inform their drawing.</li> </ul> <p>...present a personal and meaningful response to the project brief that realises intentions and demonstrates understanding of visual language.</p>	



## Year Group: Year 10 Art/ Year 11

**Timing:** Half term 5 and 6 Y10 and 1 and 2 Y11

**Exams:** **GCSE Fine Art AQA 8202**

**Topic title/Key Question:** CW Project 2 – Self, Identity and Emotions. CW = 60% of final grade

Project Brief: **Working more independently with one-to-one support and guidance explore one or all of the themes of the project title and produce a personal and original 2d or low relief final piece of work based on the concept of portraiture, selecting and using materials and techniques to demonstrate your best skills and control.**

<b>Breakdown:</b>	<b>Students will learn/demonstrate....</b>
<p><b><u>LQ1 - How do you draw a human portrait?</u></b></p> <p>Drawing and visual recording related to portraiture Self, Emotions and Identity.</p>	<p>...how to draw facial features and correctly proportioned portraits, working from primary sources in teacher-led lessons. Student will demonstrate what they have learnt by continuing to develop these drawing skills using materials and techniques of their own choosing. Students will create annotated portfolio sheets or sketchbook pages with this work. The annotation will document their evaluation of the drawings, materials and techniques used. Students will also demonstrate time management skills.</p> <p>...how to draw a self-portrait or portrait of a family member. <b>Students will create a pencil portrait. Personal display work / final outcome 1</b></p> <p>...how to gather images and inanimate objects to represent and/or symbolise the self. <b>Students will create a “self” collage or assemblage with these things. Personal display work / final outcome 2</b></p> <p>.... about visually recording and expressing emotions and feelings in teacher-led investigation and experimentation. They will explore the expressive qualities of media and different techniques. <b>Students will create annotated portfolio sheets or sketchbook pages with this work.</b> The annotation will document their evaluation of the expressive qualities of the materials and techniques used and they will demonstrate time management skills.</p>
<p><b><u>LQ2 - What is a portrait and why are they produced?</u></b></p> <p>identifying, gathering and presenting appropriate visual and written information to inform work.</p>	<p>...how to develop their mind map making skills by identifying, gathering and presenting information on the following themes: - Portraiture, Self, Identity and Emotions.</p> <p>...about the different concepts and interpretation of SELF created by different artists by taking part in a teacher-ed investigation. <b>Students will create portfolio sheets or sketchbook pages with this work and demonstrate time management skills.</b></p> <p>Gallery visit to Cartwright Hall to identify and select art work and artefacts linked to Portraiture, Self, Identity and/or Emotions. Investigation of selected work referring to the AMMO prompt sheet. <b>Students will create artists / artwork investigation portfolio sheets or sketchbook pages with this work and demonstrate time</b></p>

Investigating the work of others	<b>management skills.</b>
LQ 3 <b>How do artists express emotion and/or portrait identity in portraiture?</b>	... their growing independence by investigating (referring to AMMO prompt sheet) a personally selected additional art work connected to one or more of the following themes; portraiture, visual emotion or the concepts of self and identify. A “portrait index” is provided at the start of this investigation. <b>Students will create portfolio sheets or sketchbook pages with this work and demonstrate time management skills.</b>
Further investigation to develop personal and original ideas.	... their growing independence by experimenting, with one-to-one support to further develop skills using media and techniques of their own choice. Students will receive one to one support and guidance throughout this activity. <b>Students will create annotated portfolio sheets or sketchbook pages with this work.</b> The annotation will describe, explain and evaluate the distinctive characteristics discovered in their investigation and demonstrate time management skills.
LQ4 <b>How can I express emotion in my work?</b> And/or <b>What objects could I use to portray identity in portraiture?</b>	...(with one-to-one support from the teacher), that they can <b>independently develop and refine their best ideas for a final piece/s of art work in response to project brief.</b> Students will produce and present annotated practice drawings and sample pieces to explore different compositions and find the best materials and techniques. The annotation must document and justify the student’s decision-making process and personal creative journey.
Developing, refining and planning the execution of their final piece of art work.	...(with one-to-one support from the teacher), that they can <b>independently identify and refine their best idea for their final piece; selecting the most appropriate media and techniques and scale of final art work.</b>
	...(with one-to-one support from the teacher), that they can <b>independently plan for the execution of the final idea; selecting the most appropriate media and techniques and scale of final art work.</b>
<b>Part 5 Execution of final piece of work</b>	<b>Y11 Mock exam</b> ...their ability to concentrate and <i>sustain focus</i> . <b>Students will execute their chosen idea to produce a final piece of artwork under exam conditions, receiving only technical support from the teacher. (10 hours of supervised time). <u>Personal display work/ final outcome 3</u></b>
<b>Assessment:</b> Students must create a portfolio of A3 sheets or a sketchbook of work plus final pieces of artwork to demonstrate they can....	
<ul style="list-style-type: none"> <li>• ...develop ideas through the investigation of art, design and craft work, demonstrating a critical understanding of the working they have selected to study.</li> <li>• ...refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• ...record ideas, observations and insights relevant to intentions as work progresses. This will involve gathering visual references from books, the internet plus taking photos of primary sources to inform their drawing.</li> </ul>	

...present a personal and meaningful response to the project brief that realises intentions and demonstrates understanding of visual language.

## **Knowledge Organizer**