



	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Autumn Term 1</b>	Basic skills, techniques and use of colour that demonstrate how to use a broad range of materials and apply a series of techniques successfully. <i>Clear understanding of technical vocabulary, how their work is marked and what they need to do in order to make progress.</i> <b>1,2,3</b>	Artist Mark Hearld unit, experimentation with colour, mixed-media and double layer printing. <i>GCSE Artist Research Annotation where pupils form and express their own opinions.</i> <b>1,2,3,4,5</b>	Conflict unit based upon the work of Banksy and political art work in response to what is happening in our world today. <i>GCSE Artist Research Annotation that pushes each pupil to contextualise the work of an artist in relation to world events.</i> <b>1,3,4,5</b>	Textures Unit which allows each group to refine every skill taught at KS3 to a GCSE C-A* grade and encourages own research of objects, artists and photographic developments. <i>Individual GCSE Artist Research Annotation that consolidates prior learning.</i> <b>1,2,3,4,5</b>	Identity which ensures confident start to ambitious Y12 art A-Level. <i>A range of individual and independently researched and developed GCSE Artist Researches.</i> <b>1,2,4,5</b>
Assessment Milestones	Resilience and observation	Learn what colour rules do not apply	Truism	Detail in small area	All drawing strategies in place
Assessment Milestones	Feather Pencil Observational	Hare Pencil Observational/Print	Bird Pencil Observational	Apple Core/Eye Observational	Self Portrait Observational
<b>Spring Term 2</b>	BIRDS unit incorporating GCSE Art Skills in pencil, sgraffito, oil pastel and paint. <i>Incorporating language and vocabulary learnt to confidently self and peer assess.</i> <b>1,2,3,4,5</b>	Flexible development e.g. GCSE ink moth or GCSE biro insects or 3D insect or different type of print process etc. <b>1,2,3,4,5</b>	Print skills: Monoprint Sgraffito Lino Etching. <i>Introducing ambitious use of professional print vocabulary.</i> <b>1,2,3,4,5</b>	Complete Textures/Begin Sea-Life. <i>Ambitious use of technical vocabulary.</i> <b>1,2,3,4,5</b>	Return to refine and review three projects. <b>1,2,3,4,5</b>
Assessment Milestones	Symbolism		Metaphor/Polysemic	Annotate symbolism, metaphor and process	Independent knowledge of how to fulfil AO1-4
Assessment Milestones	Oil Pastel Bird Dispalay		Print	Sketchbook and final outcomes	Sketchbook and final outcomes
<b>Summer Term 3</b>	Culture/ SMSC Multi-cultural/Global Art Yinka Shonibare <i>Incorporating skills learnt into an ambitious large scale. Pupils communicate with each other in order to match designs, ideas, skills and colour blends in order to produce successful result. 4,5</i> <b>4,5</b>	Portraiture, how to use squaring up system, exhibition alongside Year 11 GCSE pupils. <i>Developing technical GCSE skills.</i> <b>1,3,4</b>	Dan Witz inspired GCSE paint skills. <i>Language of Paint.</i> <b>3</b>	Sea-Life exploration in an ambitious and sophisticated range of materials that introduce A-Level art skills with materials. <i>Express own ideas and experiments, using sketchbook like an artist journal.</i> <b>1,2,3,4,5</b>	GCSE exam (40% of overall grade). <b>1,2,3,4,5</b>
Assessment Milestones	Independent symbolism	Squaring up technical strategy	Develop in-depth knowledge of colour		
Assessment Milestones	Cultural Homework	Portrait	Paint	Fish Observational	Sketchbook and final outcomes

