

## Key Concepts

<b>Critical understanding</b> of artists, sources and concepts.	<b>Development &amp; experimentation</b> through media, techniques, processes and exploring ideas.	Recording ideas through <b>observation</b> relevant to intentions.	Presenting a final <b>personal response</b> realising intentions and demonstrating visual understanding.
Research primary and contextual sources. Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures Analyse critically, evaluate and reflect on their own work and that of others	Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Acquire and develop technical skills through working with a broad range of media	Recording the observed world, using mark-making in appropriate media Exploring ideas visually, through the act of mark-making Investigating, through the exploration of drawing media, new ways of expressing ideas, feelings or observations Record notes on developments, experiments, ideas or visits.	Develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products

## Key Themes

Colour	Line	Shape & Form	Tone	Texture	Pattern	Composition	Culture
<b>Colour theory</b> The science and art of using colour. How humans perceive colour; and the visual effects of how colours mix, match or contrast with each other. <b>Colour mixing</b> The skill of being able to make a range of colours through mixing in a variety of media.	The use of various marks, outlines, and implied lines during artwork and design. Width, direction, density, curve, and length.	Exploring varied types of shape through artwork created by lines, textures, colours. Drawing and creating three-dimensional forms through a variety of media.	Light and dark values used to render a realistic object, or to create an abstract composition. The use of tone in a range of media to create 3D effects and realism.	The perceived surface quality of a work of art. Use of texture, along with other elements of design to convey realism and/or a variety of messages and emotions.	The underlying structure that organizes surfaces or structures in a consistent, regular manner. A repeated unit of shape or form.	The placement or arrangement of visual elements in a work of art and how these affect the viewer.	Art influenced by evolution of artists, societies, the country of origin, spiritual belief systems, including locally based understanding of the relationships between nature, humans and deities.

Yr 7	<b>FORMAL ELEMENTS – Tone Texture, Form Drawing,</b> Big Question: What are the formal elements and how are they used in art?  Tonal exercise Observation Texture - Mark making Durer	<b>FORMAL ELEMENTS – Line, Pattern, Colour Shape Drawing</b> Big Question: How can Optical illusions be created through line, colour & pattern?  Op Art Research – Culture Bridget Riley Perspective Op Art designs	<b>SHAPE, FORM, COLOUR Drawing - pastel</b> Big Question: How can you show proportion & movement of the human form using abstract figures and does colour theory impact the viewer? Figure proportion Erica Russell abstract figures Oil pastel designs	<b>SHAPE, PATTERN, COLOUR Drawing, Printing</b> Big Question: How can you show repetition of movement through print.  Abstract figures developed into print  Design Print Print	<b>FORM, COLOUR, TEXTURE Drawing, Design</b> Big Question: How does culture influence artwork?  Chinese new year, carnival  Research and design	<b>FORM, COLOUR, TEXTURE 3D ceramics, Painting</b> Big Question: How to make a 2D design 3d?  Carnival dragon Clay modelling Colour theory Paint mixing
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Yr 8	<b>FORM, TONE, TEXTURE</b> <b>Drawing, Design</b> Big Question: How can we use what we know to create imaginative creatures and forms? Brian Froud Research Observation	<b>FORM, TEXTURE</b> <b>Sculpture, painting</b> Big Question: How can the form & texture of a creature be emphasized in various types of media? Modroc, paper & wire sculptures	<b>PATTERN, SHAPE</b> <b>Design, Printing</b> Big Question: How can you show cultural identity within art? Yinka Shonibare Research Visual cultural symbolism Pattern/Print design Repeat Print	<b>SHAPE, COLOUR, TONE, COMPOSITION</b> <b>Drawing, Painting</b> Big Question: How can you simplify and abstract detailed observations? Pop Art research Observational drawing Pop Art food design – compositions,	<b>SHAPE &amp; CULTURE</b> <b>Drawing, Graphics</b> Big Question: How can you simplify and abstract detailed observations? Sarah Graham painting/Oil pastel – cropping, scaling/gridding Group Photography set up	<b>SHAPE &amp; CULTURE</b> <b>Drawing, 2D design, laser cutting</b> Big Question: How do you use graphical and digital techniques in art? Exploring packaging/nets Perspective Digital – 2D design Laser cutting design
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Yr 9	<b>FORM, TONE, TEXTURE – Manmade- Steampunk</b> <b>Drawing, Monoprint</b> Big Question: How can technology and innovation (19 <sup>th</sup> century steam powered machinery) influence art? Steampunk research Observational drawing	<b>FORM, SHAPE, TEXTURE, PATTERN</b> <b>Construction, Drawing, Clay</b> Big Question: How can architecture influence modern forms? Frank Gehry research Observation	<b>SHAPE, LINE, COLOUR, LINE – Identity &amp; Statement</b> <b>Photography, digital</b> Big Question: How can art be used to protest against world issues? Artist Research – Fairey/Opie/Kruger/Basquiat/Banksy Drawing related to Global warming/Racism/Poverty Ideas	<b>SHAPE, LINE, COLOUR, LINE – Identity &amp; Statement</b> <b>Painting/mixed media</b> Big Question: How can art be used to protest against world issues? Painting/Print/Mixed media	<b>FORM, SHAPE, TEXTURE, PATTERN</b> <b>Construction, Drawing, Clay</b> Big Question: How can architecture influence modern forms? Ideas Sculptural construction
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Yr 10	<b>Introductory Skills Projects - Natural</b> Intro course assess obs <b>AO1, AO2, AO3 – sketchbook studies</b> Workshop skills Drawing techniques, Lino printing, Watercolour, Acrylic, Oil pastel, Charcoal, Ink, wire, paper, collage	<b>Natural Artist Studies AO1</b> <b>Development of ideas AO2</b>	<b>Natural Personal response AO4</b> Clay, Willow	<b>Pop Art-</b> How do society & every day popular culture inspire art? <b>Artist studies</b> Lichtenstein, Warhol <b>Record</b> Portrait tonal drawing <b>Development of Ideas</b> Extra artists, Digital, <b>Experimentation</b> Painting	<b>Pop Art</b> <b>Final pieces</b> Painting	<b>GCSE Personal Project-</b> Surroundings/Fragments/identity Preparatory Studies- <b>Artist studies</b> <b>Observational drawing</b> <u>Big Question:</u> How can art communicate a theme or personal meaning?
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Yr 11	<b>GCSE Personal Project-</b> Surroundings/fragments/ identity Preparatory Studies- <b>Initial idea</b> <b>Experimentation/Start Final Piece</b> <u>Big Question:</u> How can art communicate a theme or personal meaning?	<b>GCSE Personal Project-</b> Surroundings/fragments/ identity <b>Final Piece</b> Nov/Dec – Review and Refine CW <u>Big Question:</u> How can art communicate a theme or personal meaning?	<b>Externally Set GCSE Exam</b> Preparatory studies for Final Exam Artist studies, record & initial idea <u>Big Question:</u> How can art communicate a theme or personal meaning?	<b>Externally Set GCSE Exam</b> Preparatory studies for Final Experimentation <u>Big Question:</u> How can art communicate a theme or personal meaning	<b>Externally Set GCSE</b> <b>Review/Refine Course</b> <b>work.</b> Final Exam Final refinement of coursework	Study Leave
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