

	TERM 1 / 2 / 3	TERM 4 / 5 / 6
KEY TOPIC/VALUE	Junk Modelling - Robots Drawing and sculpture	Mondrian and basic shapes Painting and mixed media
<p>YEAR 5/6 A 2022-23</p> <p>Merlins</p> <p>1 lesson/week for 2 terms</p>	<p>Research - To learn about how and why 3D art is made. Linked to artists and cultures.</p> <p>Experimentation - To learn ways to manipulate different 3D media such as junk modelling, card, clay, wire, paper mache and use cutting tools safely.</p> <p>Reflection + planning – to develop visual and written ways to record intentions and observations, using sketches, ppts, photographs, trial pieces.</p> <p>Vocabulary linked to media they use:</p> <p>Maquette, scoring, tabs, prototype, form, scale, proportion, framework.</p> <p>Clay work – scoring, slip, kiln, biscuit firing.</p> <p>Creation + Evaluation</p> <p>Be supported in presenting a record of their learning in a sketchbook and have the opportunity to take photos of the 3D outcome in different contexts.</p> <p>Have a sense of pride in their work and be able to express how they feel about it and what progress they have made.</p> <p>Assess students' work and add to SMS steps.</p>	<p>Research - To learn about colour theory and mixing and link to art, design and cultures.</p> <p>Experimentation - To learn ways to manipulate different kinds of paint, ink, mixed media.</p> <p>To understand how to look after and use different tools, brushes, glues, papers.</p> <p>To learn to select appropriate ways to support their skill level – basic sketching techniques, using the light box, photocopier, gridding, pc Paint program.</p> <p>Reflection + planning – to develop visual and written ways to record intentions and observations, using sketches, ppts, photographs, trial pieces.</p> <p>Vocabulary linked to painting and mixed media theme:</p> <p>Hot/cold colours, primary colours, secondary/complementary colours, tones, line, pattern, composition, mixed media, monochrome.</p> <p>Creation + Evaluation</p> <p>Be supported in presenting a record of their learning in a sketchbook and have the opportunity to take photos of their outcomes in different contexts.</p> <p>Have a sense of pride in their work and be able to express how they feel about it and what progress they have made.</p> <p>Assess students' work and add to SMS steps.</p>

<p>YEAR 5/6 B 2023-24</p> <p>Merlins</p> <p>There are weekly single lesson all year from Sept 2023 following this scheme:</p>	<p>Research - To build on prior knowledge and extend learning about how and why 3D art is made. Linked to artists and cultures.</p> <p>Experimentation - To continue to learn ways to manipulate different 3D media such as junk modelling, card, clay, wire, paper mache and use cutting tools safely.</p> <p>Reflection + planning – to develop visual and written ways to record intentions and observations, using sketches, ppts, photographs, trial pieces.</p> <p>Vocabulary linked to media they use:</p> <p>Maquette, scoring, tabs, prototype, form, scale, proportion, framework.</p> <p>Creation + Evaluation</p> <p>Be able to be more involved in presenting a record of their learning in a sketchbook and take photos of the 3D outcome in different contexts.</p> <p>Have a sense of pride in their work and be able to express how they feel about it and what progress they have made.</p> <p>Assess students’ work and add to SMS steps.</p>	<p>Research - To build on prior knowledge and extend learning about how and why paint and mixed media is used in different contexts. Linked to artists, design and cultures.</p> <p>Experimentation - To continue to learn ways to manipulate different different kinds of paint, ink, mixed media.</p> <p>To understand how to look after and use different tools, brushes, glues, papers.</p> <p>To learn to select appropriate ways to support their skill level – basic sketching techniques, using the light box, photocopier, gridding, pc Paint program.</p> <p>Reflection + planning – to develop visual and written ways to record intentions and observations, using sketches, ppts, photographs, trial pieces.</p> <p>Vocabulary linked to painting and mixed media theme:</p> <p>Hot/cold colours, primary colours, secondary/complementary colours, tones, line, pattern, composition, mixed media, monochrome.</p> <p>Creation + Evaluation</p> <p>Be able to be more involved in presenting a record of their learning in a sketchbook and take photos of the 3D outcome in different contexts.</p> <p>Have a sense of pride in their work and be able to express how they feel about it and what progress they have made.</p> <p>Assess students’ work and add to SMS steps.</p>
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<p>YEAR 6/7 B</p> <p>N/A 2023-24</p>				Term 4	Term 5	Term 6
	Term 1	Term 2	Term 3	Pop Art: Food	Design: Toys	Underwater:
	<p>Greek Art:</p> <ul style="list-style-type: none"> • Human and animal shadows/silhouettes • Upcycled vases • Parthenon inspired dioramas • draping toga photographs and monochrome drawings or Photoshop 	<p>Buddhism – Vesak + seasonal displays:</p> <ul style="list-style-type: none"> • Pumpkins • Upcycled jam jars • Paper lanterns • Xmas junk models • Photography 	<p>Ying Yang/Opposites: Drawing techniques, Photographic research, artists' reference:</p> <ul style="list-style-type: none"> • Line • Tone • Composition • Positive/neg space • Texture • Monoprint 	<ul style="list-style-type: none"> • Logos • Scaling up • Colour theory • Sounds • Giant food 	<ul style="list-style-type: none"> • Soft toys • Plastic mini figures • Cars and machines • African upcycling 	<ul style="list-style-type: none"> • Sea life • Subs • Steam Punk • Mermaids/men • Visit Sanders
	<p>Research - To build on prior knowledge and extend learning about how and why 3D art is made. Linked to artists and cultures.</p> <p>Experimentation - To continue to learn ways to manipulate different 3D media such as junk modelling, card, clay, wire, paper mache and use cutting tools safely.</p> <p>Reflection + planning – to develop visual and written ways to record intentions and observations, using sketches, ppts, photographs, trial pieces.</p>			<p>Research - To build on prior knowledge and extend learning about how and why paint and mixed media is used in different contexts. Linked to artists, design and cultures.</p> <p>Experimentation - To continue to learn ways to manipulate different different kinds of paint, ink, mixed media.</p> <p>To understand how to look after and use different tools, brushes, glues, papers.</p>		

<p>YEAR 7/8 A 2022-23</p>	<p>Vocabulary linked to media they use: Maquette, scoring, tabs, prototype, form, scale, proportion, framework. Clay work – scoring, slip, kiln, biscuit firing. Creation + Evaluation Be able to be more involved in presenting a record of their learning in a sketchbook and take photos of the 3D outcome in different contexts. Have a sense of pride in their work and be able to express how they feel about it and what progress they have made. Assess students' work and add to SMS steps.</p>	<p>To learn to select appropriate ways to support their skill level – basic sketching techniques, using the light box, photocopier, gridding, pc Paint program. Reflection + planning – to develop visual and written ways to record intentions and observations, using sketches, ppts, photographs, trial pieces. Vocabulary linked to painting and mixed media theme: Hot/cold colours, primary colours, secondary/complementary colours, tones, line, pattern, composition, mixed media, monochrome. Creation + Evaluation Be able to be more involved in presenting a record of their learning in a sketchbook and take photos of the 3D outcome in different contexts. Have a sense of pride in their work and be able to express how they feel about it and what progress they have made. Assess students' work and add to SMS steps.</p>
	<p>ROBOTS and JUNK MODELLING Research - To build on prior knowledge and extend learning about how and why 3D art is made. Linked to artists and cultures. Experimentation - To continue to learn ways to manipulate different 3D media such as junk modelling, card, clay, wire, paper mache and use cutting tools safely. Reflection + planning – to develop visual and written ways to record intentions and observations, using sketches, ppts, photographs, trial pieces.</p>	<p>MONDRIAN AND SHAPES/FORMS Painting + Mixed media Research - To build on prior knowledge and extend learning about how and why paint and mixed media is used in different contexts. Linked to artists, design and cultures. To have the option to use photography to gather primary research ideas and learn how to use the editing programs on ppt and Photoshop Experimentation - To continue to learn ways to manipulate different kinds of paint, ink, mixed media.</p>

	<p>Vocabulary linked to media they use:</p> <p>Maquette, scoring, tabs, prototype, form, scale, proportion, framework.</p> <p>Clay work – scoring, slip, kiln, biscuit firing.</p> <p>Creation + Evaluation</p> <p>Be able to be more involved in presenting a record of their learning in a sketchbook and take photos of the 3D outcome in different contexts.</p> <p>Learn to explain the purpose of this kind of art – communicating ideas, expressing cultures, selling products, telling stories.</p> <p>Have a sense of pride in their work and be able to express how they feel about it and what progress they have made.</p> <p>Assess students' work and add to SMS steps.</p>	<p>To understand how to look after and use different tools, brushes, glues, papers.</p> <p>To learn to select appropriate ways to support their skill level – basic sketching techniques, using the light box, photocopier, gridding, pc Paint program.</p> <p>Reflection + planning – to develop visual and written ways to record intentions and observations, using sketches, ppts, photographs, trial pieces.</p> <p>Vocabulary linked to painting and mixed media theme:</p> <p>Hot/cold colours, primary colours, secondary/complementary colours, tones, line, pattern, composition, mixed media, monochrome.</p> <p>Creation + Evaluation</p> <p>Be able to be more involved in presenting a record of their learning in a sketchbook and take photos of the 3D outcome in different contexts.</p> <p>Learn to explain the purpose of this kind of art – communicating ideas, expressing cultures, selling products, telling stories.</p> <p>Have a sense of pride in their work and be able to express how they feel about it and what progress they have made.</p> <p>Assess students' work and add to SMS steps.</p>
<p>YEAR 7/8 B</p> <p>2023-24</p> <p>There are weekly single lesson all year from Sept 2023 following this scheme:</p>	<p>Research - To build on prior knowledge and extend learning about how and why 3D art is made. Linked to artists and cultures.</p> <p>Experimentation - To continue to learn ways to manipulate different 3D media such as junk modelling, card, clay, wire, paper mache and use cutting tools safely.</p>	<p>Research - To build on prior knowledge and extend learning about how and why paint and mixed media is used in different contexts. Linked to artists, design and cultures.</p> <p>To have the option to use photography to gather primary research ideas and learn how to use the editing programs on ppt and Photoshop</p>

Reflection + planning – to develop visual and written ways to record intentions and observations, using sketches, ppts, photographs, trial pieces.

Learn to explain the purpose of this kind of art – communicating ideas, expressing cultures, selling products, telling stories.

Creation + Evaluation

Be able to be more involved in presenting a record of their learning in a sketchbook and take photos of the 3D outcome in different contexts.

Have a sense of pride in their work and be able to express how they feel about it and what progress they have made.

Assess students' work and add to SMS steps.

Experimentation - To continue to learn ways to manipulate different different kinds of paint, ink, mixed media.

To understand how to look after and use different tools, brushes, glues, papers.

To learn to select appropriate ways to support their skill level

Reflection + planning – to develop visual and written ways to record intentions and observations, using sketches, ppts, photographs, trial pieces.

Learn to explain the purpose of this kind of art – communicating ideas, expressing cultures, selling products, telling stories.

Creation + Evaluation

Be able to be more involved in presenting a record of their learning in a sketchbook and take photos of the 3D outcome in different contexts.

Have a sense of pride in their work and be able to express how they feel about it and what progress they have made.

Assess students' work and add to SMS steps.

Term 1	Term 2	Term 3
<p>Pop Art: Food</p> <ul style="list-style-type: none"> Logos Scaling up Colour theory Sounds Giant food 	<p>Design: Toys</p> <ul style="list-style-type: none"> Soft toys Plastic mini figures Cars and machines Christmas upcycling creatures 	<p>Ying Yang/Opposites: Drawing techniques, Photographic research, artists' reference:</p> <ul style="list-style-type: none"> Line Tone Composition Positive/neg space Texture Monoprint

Term 4	Term 5	Term 6
<p>Masks:</p> <ul style="list-style-type: none"> Junk masks Plague masks Venetian masks 	<p>Asian Art:</p> <ul style="list-style-type: none"> Buddhas Chinese waving cat Superflat 	<p>Photography:</p> <ul style="list-style-type: none"> Colour Form Perspective Shadows and light

YEAR 9

There are weekly single lesson all year from Sept 2023 following this scheme:

<p>Drawing and sculpture with photography</p> <p>Research - To build on prior knowledge and extend learning about how and why 3D art is made and recorded using photography. Link to artists and cultures.</p> <p>Learn about ways to create different focus' in photography by changing the aperture settings, considering lighting and position of viewer. Learn to edit and use layers and filters to experiment with ideas and reflect what was learnt in research materials.</p> <p>Experimentation - To continue to learn ways to manipulate different 3D media such as junk modelling, card, clay, wire, paper mache and use cutting tools safely.</p> <p>Reflection + planning – to develop visual and written ways to record intentions and observations, using sketches, ppts, photographs, trial pieces.</p> <p>Vocabulary linked to media they use</p> <p>Creation + Evaluation</p> <p>Be able to be more involved in presenting a record of their learning in a sketchbook and take photos of the 3D outcome in different contexts.</p> <p>Be able to make cross curricular links and develop their outcomes with increasing independence and personalization.</p>	<p>Painting, printmaking and photography</p> <p>Research - To build on prior knowledge of colour theory and concepts learnt over the past years – tone, composition, form, contrast, positive and negative space, purpose.</p> <p>Extend learning about art and design concepts behind painting and if appropriate to learner's level, have opportunity to do block or lino printing. Link to artists and cultures.</p> <p>Learn about ways to create different focus' in photography by changing the aperture settings, considering lighting and position of viewer. Learn to edit and use layers and filters to experiment with ideas and reflect what was learnt in research materials.</p> <p>Experimentation - To experiment with layers in painting and printmaking, mark making, colour and background paper choices.</p> <p>Reflection + planning – to develop visual and written ways to record intentions and observations, using sketches, ppts, photographs, trial pieces.</p> <p>Lino printing requires understanding of health and safety.</p> <p>Vocabulary linked to media they use</p> <p>Learn to explain the purpose of this kind of art – communicating ideas, expressing cultures, selling products, telling stories.</p> <p>Creation + Evaluation</p>

	<p>Have a sense of pride in their work and be able to express how they feel about it and what progress they have made.</p> <p>Be able to identify how assessment objectives from the GCSE exam board relate to their work and learning, in preparation for GCSE.</p> <p>Assess students' work and add to SMS steps.</p>			<p>Be able to be more involved in presenting a record of their learning in a sketchbook and take photos of the 3D outcome in different contexts.</p> <p>Be able to make cross curricular links and develop their outcomes with increasing independence and personalization.</p> <p>Have a sense of pride in their work and be able to express how they feel about it and what progress they have made.</p> <p>Be able to identify how assessment objectives from the GCSE exam board relate to their work and learning, in preparation for GCSE.</p> <p>Assess students' work and add to SMS steps.</p>		
	<p>Term 1: Political art:</p> <ul style="list-style-type: none"> • Banksy • Greenpeace • JR Street photography 	<p>Term 2: Celebrations:</p> <ul style="list-style-type: none"> • Hallowe'en • Tim Burton • Terry Pratchett • Christmas crafts 	<p>Term 3: Steam Punk Sci Fi project:</p> <ul style="list-style-type: none"> • HG Wells • Nautilus 	<p>Term 4: Somerset Levels landscape art</p> <ul style="list-style-type: none"> • Mixed media • Printmaking • Photography • Mark Hearld 	<p>Term 5: Figures</p> <ul style="list-style-type: none"> • Stick figures • Giacometti • Movement • Animals and humans 	<p>Term 6: Photography</p> <ul style="list-style-type: none"> • Dioramas • Model making • Depth of field

KEY TOPIC/VALUE	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
		Assessment leads to Data drop		Assessment leads to Data drop		Assessment leads to Data drop
GCSE Art Year 1	<p>Start a Foundation Project 1, focusing on building level 1 skills (linked to the SEG ABC award criteria:</p> <ol style="list-style-type: none"> 1. Using + handling 	<p>Term 2 - Use last term's research to build an individual project:</p> <ol style="list-style-type: none"> 2. Researching + developing ideas thro practical 	<p>Term 3 -</p> <ol style="list-style-type: none"> 3. Start a new project: ABC defines this as: Working to a Brief 	<p>Term 4 - Some students may need term 4 to complete their project. Others can move onto Term 5 new project starter.</p>	<p>Term 5 - Start coursework/portfolio project 2.</p> <p>Begin to research ideas as artists and ways to start the next course work project. This should be a different</p>	<p>Term 6 - Continue to work on project 2, showing next steps with visual experiments and annotations, using media of choice.</p>

	<p>media + materials:</p> <p>Use appropriate tools/range of equipment safely</p> <p>Use materials and processes</p> <p>Follow health and safety guidelines</p> <p>List 3 possible causes of accidents/who to report to</p> <p>(These are similar skills to AQA GCSE AO2)</p>	<p>application of techniques:</p> <p>Identify and select different ways of planning/gathering research</p> <p>Produce a workbook</p> <p>Show ideas in different ways</p> <p>Explore media, explaining choices</p> <p>Explore the formal elements (art vocabulary and ideas)</p> <p>(These are similar skills to AQA GCSE AO1 + AO3)</p>	<p>Follow ABC criteria to build a project that covers GCSE assessment criteria as well</p> <p>Define intentions and keep a learning log of progress</p> <p>Develop ideas by researching sources</p> <p>Add photographs</p> <p>Review, refine and modify your work</p> <p>Work in a safe manner</p>	<p>Work to a time scale (learning log plan runs to the end of term 3/4)</p> <p>Explain your choices, using art vocabulary and visual language</p> <p>This ABC coursework covers GCSE assessment objectives as well. AO3+ AO4</p>	<p>area of study but build on prior learning and strengths.</p> <p>Can look at a previous exam paper to get an idea about the kinds of starting points to come.</p> <p>Moderator for Level 1 ABC course comes in the check the work in June or July so all projects need to be completed.</p>	<p>Photography can be added either as part of this project's focus or as a stand alone summer holiday project.</p>
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GCSE Art Year 2

Term 1 Year 11 -	Term 2 -	Term 3 Year 11	Term 4	Term 5	Term 6 End of course	
<p>Extend the focus of the original idea and add extra art links. Explore media and make models and small studies that allow for personal exploration of options.</p> <p>Record each stage and show reflection.</p> <p>AO2+ AO3</p>	<p>Review the project and when planning, annotations and sketches and studies (AO3) are complete, present a final outcome which completes the project (AO4).</p> <p>Self-assess and make sure all the assessment objectives are completed.</p> <p>End of Unit 1 Coursework.</p>	<p>Start Unit 2 Externally Set Task</p> <p>Candidates work from the Externally Set Task paper, choosing a starting point and exploring ways to research and develop ideas from a critical starting point.</p> <p>AO1.</p> <p>AO2 Show experimentation with ideas linked to critical sources and try different techniques to achieve a personal response.</p>	<p>AO3 Plan next steps and annotate, modify, review and sketch to show intentions and learning.</p>	<p>Complete AO4 in exam conditions, 10 hours over 2 weeks.</p> <p>End of course, marks submitted by the end of May.</p>		

<p style="text-align: center;">GCSE Photography Year 1</p>	<p>Start Foundation Project 1, focusing on learning how to use the camera and understand key concepts in photography.</p> <p>(This is coursework or Portfolio Unit 1)</p> <p>Work on Ppt, explain how to:</p> <ul style="list-style-type: none"> • Change the dial on the dslr camera • Change the aperture to achieve different focus effects • Change the ISO and manipulate lighting • Use leading lines + different viewpoints – aerial, worm’s eye view • Use the rule of thirds <p>Identify a topic to study and begin to</p>	<p>Continue to experiment with media and show analysis of artists’ processes with notes, diagrams, annotations, close up details of their work.</p> <p>Look at context and explore ways to use different media to develop own responses.</p> <p>Learn to use ppt filters and Photoshop to edit and explore processes.</p> <p>Learn to record these experiments on ppt using appropriate language and visuals.</p> <p>This links to AO2</p>	<p>Extend AO2 by widening the focus of the project and make links to art, design, media topics.</p> <p>Analyse additional research materials in order to develop personal responses.</p> <p>Use concepts learnt in the Foundation project, to show understanding of key photographic concepts.</p>	<p>Explain choices, make sketches to illustrate ideas, plan next steps.</p> <p>This links to assessment objective 3 and prepares the ground for creating a final outcome.</p> <p>Present a personal response which sums up learning so far and self-assess, making links to prior learning.</p> <p>Review learning so far.</p> <p>AO3+ AO4</p>	<p>Start coursework/portfolio project 2.</p> <p>Begin to research ideas, artists and ways to start the next course work project. This should be a different area of study but build on prior learning and strengths.</p> <p>Previous projects that can be adapted are: surrealism, animals in art, scale and proportion, portraiture, and landscape art.</p> <p>AO1</p>	<p>Continue to work on project 2, showing next steps with visual experiments and annotations, using media of choice.</p> <p>Another optional photography project can be added as a stand-alone summer holiday project, if students wish to add to their submission. This may be a tactic should they have a shortage of work due to starting late in Year 10.</p>

GCSE Photography Year 2	<p>research artists and ideas that are relevant.</p> <p>Previous projects have been:</p> <p>Autumn + winter project, Vanitas project, Patterns, Pop Art, Food Art, but students can agree one with staff that is appropriate.</p> <p>Identify key themes, meanings and processes.</p> <p>Make mind maps, mood boards, identify key artists and influences, show understanding of their influences and make cross curricular links.</p> <p>(AO1)</p>					
	<p>Extend the focus of the original idea and add extra art links. Explore media and make models and small studies that allow for personal exploration of options.</p>	<p>Review the project and when planning, annotations and sketches and studies (AO3) are complete, present a final outcome which completes the project (AO4).</p>	<p>Start Unit 2 Externally Set Task</p> <p>Candidates work from the Externally Set Task paper, choosing a starting point and exploring ways to research and</p>	<p>AO3 Plan next steps and annotate, modify, review and sketch to show intentions and learning.</p>	<p>Complete AO4 in exam conditions, 10 hours over 2 weeks.</p> <p>End of course, marks submitted by the end of May.</p>	

	<p>Record each stage and show reflection.</p> <p>AO2+ AO3</p>	<p>Self-assess and make sure all the assessment objectives are completed.</p> <p>End of Unit 1 Coursework.</p>	<p>develop ideas from a critical starting point.</p> <p>AO1.</p> <p>AO2 Show experimentation with ideas linked to critical sources and try different techniques to achieve a personal response.</p>			
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