

### ART Y1 Learning Programme

Topic/Content	Objectives/Skills	Homework (most home/classwork is a continuum). Discrete homework is noted below	Assessment	Success Criteria (for E/S/D at KS3)	Stretch & Challenge (Thirst for Learning)
<b>1 Drawing</b>	Students experiment with simple mark making, texture and tone. They go on to improve their basic drawing skills. Students also look at a wide variety of artist, craftspeople and designers drawing.	Artists drawing research activities.  Learn for artists' drawing test.  Bring in a tin can with the label removed.	Pupils will be assessed for learning on all work.  Key pieces of work will be formally marked and an overall level and effort grade will be given at the end of each unit.	See 'Skills & Progression' information below.  Pupils view a variety of examples on display in the Art room that highlight the characteristics inherent in work judged to be Excellence, Secure or Developing.	Stretch & Challenge is inherent in all schemes of work and activity.  The Art room is open every day at lunch and after school for those pupils wanting further help and wishing to pursue and develop work.
<b>2 Portraiture (Drawing)</b>	Students look at different approaches to portraiture. They then produce a self-portrait and learn how to enlarge an image. Students also look at a wide variety of artist, craftspeople and designers portraits.	Collect pictures of an eye, nose, mouth and ear.  Learn for artists' portraits test.  Complete the 'gridded enlargement' self-portrait exercise.	In most topics pupils will also be tested on their ability to recognise relevant artists.  Pupils will also engage in peer and self-assessment activities.		Photography Competition.
<b>3 Portraiture (Clay Work)</b>	Students develop their self-portrait into three dimensions, learning clay-modelling techniques.	Learn for artists' sculpture test			

<b>4 Portraiture (Photography)</b>	Students look at different portrait photographers and use this as a starting point for their own 'powerful portraits'.	Take a series of photographs of a family member using chiaroscuro.			
<b>5 Colour</b>	Students are look at composition. They go on to look at composition and produce a still life painting.	Learn for artists' colour test.			
<b>6 Composition</b>	Students are look at composition. They go on to look at composition and produce a still life painting.				

### ART Y2 Learning Programme

Topic/Content	Objectives/Skills	Homework	Assessment	Success Criteria (for E/S/D at KS3)	Stretch & Challenge (Thirst for Learning)
<b>1 Words as Meanings</b>	Students use graphics techniques and imagination to make words look link their meanings.		Pupils will be assessed for learning on all work.  Key pieces of work will be formally marked and an overall level and effort grade will be given at the end of each unit.	See 'Skills & Progression' information below.  Pupils view a variety of examples on display in the Art room that highlight the characteristics inherent in work judged to be Excellence, Secure or Developing.	Stretch & Challenge is inherent in all schemes of work and activity.  The Art room is open every day at lunch and after school for those pupils wanting further help and wishing to pursue and develop work.
<b>2 Gargoyle Sculpture</b>	Students research gargoyle and chimera sculptures, using their findings to inform their own sculptural designs and modelling techniques.	Gargoyle research activities and presentation.  Final gargoyle sculpture evaluation and review.	Pupils will also engage in peer and self-assessment activities.		There is also the annual Creative Arts London visit.  Photography Competition.
<b>3 Atmospheric Perspective</b>	Students look at the atmospheric perspective and associated watercolour painting techniques and produce a landscape painting.	Collection of visual information (trees and clouds).			
<b>4 Collage &amp; Painting</b>	Students look at the concept of collage. They then collect natural and man-made artefacts found underfoot and assemble into a collage. From this they enlarge into a painting	Collection of collage and stencil items.			
<b>5 Photomontage</b>	Students are look at composition. They go on to look at composition and produce a still life painting.	Take a series of photographs for photomontage			

<b>Photography</b>		activities.			
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# KEY STAGE 3 ART : SKILLS & PROGRESSION

Strand	Developing	Secure	Excellence
<b>2D Skills</b> <b>Drawing, Painting and Mixed Media Skills</b>	<ul style="list-style-type: none"> <li>The student can <b>successfully use</b> line to describe shape and form.</li> <li>The student has <b>good control</b> and ability to show varying tone in a drawing.</li> <li>The student can use a range of drawing media <b>with some confidence</b>.</li> <li>The student shows good control and neatness in paint.</li> <li>The student can mix secondary and tertiary colours and <b>maintain thickness and quality</b> of paint.</li> <li>The student can <b>mix some tints and tone</b></li> </ul>	<ul style="list-style-type: none"> <li>The student uses line <b>expressively and imaginatively</b>.</li> <li>The student can <b>confidently apply</b> a range of tones to describe surfaces and textures.</li> <li>The student can use a range of drawing media <b>with confidence and skill</b>.</li> <li>The student has reliable and consistent skill and control of paint.</li> <li>The student can mix secondary, tertiary, tints and tones effectively and <b>use them with some success</b>.</li> <li>The student is starting to <b>explore a variety of painting techniques</b> and begin to apply them to develop own style.</li> </ul>	<ul style="list-style-type: none"> <li>The student shows a <b>fluent and expressive</b> use of line and mark making.</li> <li>The student shows <b>skilful use</b> of tonal range to show contrasts in light and shadow, texture and form.</li> <li>The student can use a range of drawing media <b>with technical fluency to record accurately</b>.</li> <li>The student has fluent control and confidence when using paint.</li> <li>The student can mix secondary, tertiary, tints and tones <b>with confidence, high skill and accuracy</b>.</li> <li>The student can <b>experiment successfully</b> to create own paint</li> </ul>

			techniques.
<b>3D Skills Pottery and Sculpture Skills</b>	<ul style="list-style-type: none"> <li>The student can <b>use</b> and understand the basic skills of working in mixed media or 3D.</li> <li>The student can <b>use skills learnt</b> with a variety of materials to produce an improved quality outcome.</li> </ul>	<ul style="list-style-type: none"> <li>The student can <b>skilfully use</b> a range of materials and techniques with confidence and creativity.</li> <li>The student can <b>understand the limits</b> of materials and techniques to produce a good quality and more complex outcome.</li> </ul>	<ul style="list-style-type: none"> <li>The student can <b>independently and fluently use</b> a variety of materials to achieve own aims.</li> <li>The student can <b>show sensitivity and originality</b> in the use of media and processes to produce a high quality outcome.</li> </ul>
<b>Research and Development</b>	<ul style="list-style-type: none"> <li>The student can <b>adequately</b> research the work of others and collect relevant information.</li> <li>The student can evaluate thoughts and feelings or intensions shown in the work of others independently</li> </ul>	<ul style="list-style-type: none"> <li>The student can <b>confidently and with some independence</b> research the work of others and collect relevant information.</li> <li>The student can evaluate and describe the work of others and show understanding of the connections between their own work and the work of others.</li> </ul>	<ul style="list-style-type: none"> <li>The student can <b>fluently and independently</b> research the work of others to support personal work and idea development.</li> <li>The student can confidently analyse and describe the work of others and apply gained knowledge and understanding to skilfully develop own work and ideas.</li> </ul>
<b>New Technologies</b>	<ul style="list-style-type: none"> <li>The student can use</li> </ul>	<ul style="list-style-type: none"> <li>The student can</li> </ul>	<ul style="list-style-type: none"> <li>The student can</li> </ul>

	<p>and understand the <b>basic</b> processes of working with digital technology (still and moving image).</p> <ul style="list-style-type: none"> <li>The student can <b>use skills learnt</b> with these technologies to produce an improved quality outcome</li> </ul>	<p><b>skilfully</b> use a range of processes, working with digital technology (still and moving image) materials with some confidence and creativity.</p> <ul style="list-style-type: none"> <li>The student can <b>understand the limits</b> of these technologies to produce good quality and more complex outcome.</li> </ul>	<p><b>independently and fluently</b> use a variety of technologies to achieve own aims.</p> <ul style="list-style-type: none"> <li>The student can show <b>sensitivity and originality</b> in the use of technology to produce a high quality outcome.</li> </ul>
<p><b>Flightpath to GCSE</b></p>	<ul style="list-style-type: none"> <li>During year 7, if students are working in this stage, they are on a flightpath to grades 4 to 6 at GCSE at the end of Year 11.</li> <li>During year 8, if students are working in this stage, they are on a flightpath to grades 3 to 5 at GCSE at the end of Year 11.</li> </ul>	<ul style="list-style-type: none"> <li>During year 7, if students are working in this stage, they are on a flightpath to grades 6 to 8 at GCSE at the end of Year 11.</li> <li>During year 8, if students are working in this stage, they are on a flightpath to grades 5 to 6 at GCSE at the end of Year 11.</li> </ul>	<ul style="list-style-type: none"> <li>During year 7, if students are working in this stage, they are on a flightpath to grade 8 to 9 at GCSE at the end of Year 11.</li> <li>During year 8, if students are working in this stage, they are on a flightpath to grades 7 to 9 at GCSE at the end of Year 11.</li> </ul>