



Art

Year 7-11 Subject Learning Scheme 2017-2018



Year 7 KS3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Prior Teaching and Learning						
<p>Key Learning and Activities.</p> <ul style="list-style-type: none"> • knowledge • skills • experiences <p>Introduction to Key Stage 3 course. Establishment of routines and Health and Safety in Art and Design.</p> <p>Use of sketchbook as a research and development tool documenting the development of ideas and exploration of techniques and approaches.</p> <p>Understanding of the work of others and appreciation of their influence on personal ideas and responses.</p>	<p>CUBIST SELF PORTRAIT</p> <p>Introduction to Art and Design through use of sketchbook and exploration of self.</p> <p>Name and photo used to personalise the first few pages of sketchbook.</p> <p>Baseline assessment will then take place formed around pupil's formal self- portraits. Proportion and relationships of facial features and details will be explored together and tonal work developed in pupil's self- portraits.</p> <p>Continuous line and use of opposite drawing hand used to explain different drawing intentions and</p>	<p>CUBIST SELF PORTRAIT</p> <p>Picassos WEEPING WOMAN introduced and explored through the use of content, form, process, and mood. Pupils to understand this approach in examining the work of others.</p> <p>Cubism explored further by looking at contemporary artist Brenda Kato and approach to final self- portrait.</p> <p>Pupils to cut and reassemble photographs of their facial features taken in contrasting expressions.</p>	<p>KANDINSKY COLOUR</p> <p>Creation of title page in sketchbook exploring Kandinsky's work and representing research into his work, facts and key words. Designs will develop watercolour, colour pencil, marker and shading pencil.</p> <p>Pupil research into Kandinsky presented on a double page in sketchbook.</p> <p>Pupils will revisit the use of a viewfinder to select and enlarge an interesting section from their own collected Kandinsky image. This zoom in will be developed with tonal pencil, colour pencil,</p>	<p>KANDINSKY COLOUR</p> <p>Pupils will revisit the colour wheel created in the Autumn term and discuss complimentary and contrasting colour use in relation to Kandinsky's work. A double sketchbook page will be divided into 8 and colour paper circles will be layered (3 together on a colour paper background). Colours will be selected to show different contrasting, complimentary, primary, secondary and harmonious colour.</p> <p>Further development of the</p>	<p>FRUIT AND VEG</p> <p>Extending knowledge of observational drawing to create pattern.</p> <p>A title page will start this project looking at key images, facts and key words from 3 artists who focused upon the theme of fruit and veg. Kate Malone, Venus Winston and Archimboldo.</p> <p>Discussion will focus upon how a common theme can be approached in different ways depending upon viewpoint.</p> <p>Pupils will create a double sketch-book</p>	<p>FRUIT AND VEG</p> <p>A5 sections from pupils previous observational study will be developed to create a symmetrical design which can be rotated to create a kaleidoscope pattern. These designs will be completed in 5 related colours only and develop a number of techniques.</p> <p>Designs will be traced and flipped and rotated 6 times to create a cell shaped pattern. Colour mixing, blending, mark making, texture, mosaic and tonal work will be explored more imaginatively working again with only 5 related colours.</p> <p>Final pieces will be displayed as a group piece.</p>

<p>Basic skills visited such as tonal, mark making work, colour mixing and relationships and use of 2d media such as shading, colour pencil, oil pastel watercolour etc.</p> <p>SAIL will be delivered throughout the first unit of year 7 work.</p> <p>See separate scheme of work.</p>	<p>appreciation of the work of others.</p> <p>Tonal ladders explored with different grades of pencil and documented in sketchbook.</p> <p>Colour wheel introduced exploring related colours, colour mixing etc. Individual worksheet created.</p>	<p>Some photographs will be worked on top of, others drawn from to create a cubist self-portrait. This work will be developed using colour and tone related to the colour wheel and tonal ladder created earlier in the project.</p> <p>Evaluation of project presented in a creative way in sketch-book.</p>	<p>felt tip and watercolour with pupils given the choice in selection and development of these media in their own work.</p> <p>This A5 zoom in will be presented on a double sketchbook page with the Kandinsky image it was taken from, 4 key words and decoration.</p>	<p>colour wheel will take place with pupils collaging a teacher selected section from this with collected and found materials. These sections will be put together to create a number of class colour wheels.</p> <p>Pupils will then develop their final piece. This will include elements of all sketchbook work, chalk pastel background, tissue and paper shapes, line, coloured card and paper layers/ song lyrics and collage materials collected for homework.</p> <p>Evaluation creatively presented in sketchbook.</p>	<p>page presenting collected images of fruit and veg and examples of Venus Winstons work.</p> <p>A5 observational studies will be made from a piece of fruit or veg cut in half to show interesting details and form. Work will develop understanding of colour pencil use, mixing, blending and mark making to record information.</p> <p>Key homework to create a card relief mosaic of a cross section of a piece of fruit and veg will be set.</p>	<p>Display of work and evaluation presented creatively in sketchbook.</p>
<p>Key Activities promoting SMSC and British Values.</p>	<p><u>SPIRITUAL</u> Understanding of self.</p>	<p><u>SPIRITUAL</u> Understanding of self.</p>	<p><u>SPIRITUAL</u> Personal expression inspired by music.</p>	<p><u>SPIRITUAL</u> Personal expression inspired by music.</p>	<p><u>MORAL</u> Sharing of ideas and appreciation of the work of others</p>	<p><u>MORAL</u> Sharing of ideas and appreciation of the work of others</p>

<p>Key Homework</p>	<p>Photograph of self.</p> <p>5 facts about the painting WEEPING WOMAN by Picasso.</p> <p>Colour poem</p>	<p>Content/form process/mood about the The Weeping Woman.</p> <p>Zoom in of Brenda Kato's work in colour.</p> <p>Evaluation.</p>	<p>Completion of title page.</p> <p>Kandinsky research.</p> <p>A5 zoom in.</p>	<p>Collection of favorite song and music.</p> <p>Completion of colour wheel section.</p> <p>Collection of coloured collage materials.</p> <p>Evaluation of project work.</p>	<p>Research into Kate Malone, Venus Winston and Arcimboldo.</p> <p>Collection of images of fruit and veg.</p> <p>Card relief mosaic of a cross section of fruit or veg.</p>	<p>Completion of Fruit and veg title page.</p> <p>Completion of A5 design for rotation.</p> <p>Evaluation of project.</p>
<p>Key Assessment incl. dates</p>	<p>Baseline in first 4 weeks of term on formal self - portrait in sketchbook.</p>	<p>Assessment of sketchbook work before starting final piece.</p> <p>On completion of project.</p>	<p>½ TERMLY.</p>	<p>½ TERMLY.</p> <p>On completion of project.</p>	<p>½ TERMLY.</p>	<p>Year 7 exam drawing from fruit and veg.</p> <p>½ termly.</p> <p>On completion of project.</p>

Year 8 KS3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Prior Learning						
<p>Key Learning and Activities</p> <ul style="list-style-type: none"> • knowledge • skills • experience <p>Emphasis on three dimensional work during year 8 through card relief and construction, textiles manipulation and clay work.</p> <p>Sketchbooks will be used as a document of experimentations and A3 design sheets will be introduced to record and develop ideas and techniques learnt in Year 7.</p> <p>More freedom will be given in the selection and use of materials in pupils work.</p>	<p>MEXICAN DAY OF THE DEAD</p> <p>Pupils will explore images of Mexican Art and gain understanding of this tradition and culture.</p> <p>Pupils will create a sketchbook title page recording images, facts and their own artwork in an imaginative way.</p> <p>Pupils will present research into Mexican Day of the Dead on a double page in sketchbook.</p> <p>Pupils will then work with a skull template to explore different media, pattern and decoration in hot and cold palettes. Background designs</p>	<p>MEXICAN DAY OF DEAD</p> <p>Pupils will design their skull and background pattern on a double page in sketchbooks. These studies will be fully coloured and annotated in light of possible approaches to the making discussed in class.</p> <p>Depending upon suitability to classes skull designs will be created in either clay, flat relief work or relief work modelled onto plastic masks. Tin foil will be used on relief work to give a smooth finish before paper mache work.</p>	<p>PACKAGING</p> <p>Pupils will be introduced to project title theme of packaging. Use of text and imagery will be explored and developed through a double sketchbook page of 9 sections spelling the title packaging.</p> <p>Each section will be designed from different styles and fonts from packaging and 9 2d approaches will be developed from pencil shading to colour with mixed media.</p> <p>Artist research pages created exploring the work of Sarah Graham/ Carla Bank/Cynthia Poole and pupils will represent collected</p>	<p>PACKAGING</p> <p>An area from pupils A5 observational study will be selected and enlarged onto an A3 jigsaw piece template.</p> <p>Relief surface will then be developed with string and stcked cardboard and any collected materials from home.</p> <p>After designs have been paper mached watercolour, acrylic, mosaic, marker and pastel will be used to create colour and further embellishments applied such as buttons/sequins etc.</p>	<p>HERE AND NOW</p> <p>This unit focuses upon street art.</p> <p>Pupils will explore examples of street art and the work of Banksy.</p> <p>Discussion will take place on the use of imagery and how current events and popular image are often found in street art and Banksys work.</p> <p>Research into Banksy collected.</p> <p>Pupils will be asked to respond to the theme of Here and Now through the collection of current images which are personal to them in some way.</p> <p>Pupils will be asked to create a study using mono-print or oil pastel</p>	<p>HERE AND NOW</p> <p>Pupils will create an A4/A3 brick using texture and paint. Tearing, cutting and layering of previous work and images will be applied and a section of their brick will be taken away revealing an image from a recent news event. Mixed media will be used to work into A4/A3 designs.</p> <p>Individual pieces will then form a year group display making a wall and working with the title Here and Now.</p> <p>Evaluation presented creatively in sketchbooks.</p>

<p>Pupils will be encouraged to explore more personal responses to the work of others and contemporary artists/ current practitioners will form the focus of much of Year 8 study.</p> <p>Work from another culture will be the focus of one Year 8 unit promoting respect for and understanding of the work of others influenced by beliefs and traditions.</p>	<p>will be worked with tissue paper collage and monochrome pattern designs.</p> <p>Paper cut-out and skull flake homework will be presented creatively in pupils sketchbooks.</p>	<p>Colour will be developed in different combinations of monochrome and one colour way, hot or cold.</p> <p>Background patterns will be created either with painted, printed or stencilled motifs repeated on colour paper.</p> <p>Titles will be given to pupils skulls and presented on a banner template using ICT.</p> <p>Evaluation of project creatively presented in sketchbooks with photographs.</p>	<p>packaging in sketchbooks.</p> <p>Observational work will take place enlarging a section of pupils collage of wrappers in sketchbooks. Viewfinders will be used and A5 zoomed in section developed with watercolour and colour pencil.</p>	<p>Pupils will complete their sketchbook front cover with the homework of initials from packaging.</p> <p>Final designs will be displayed as a year group piece.</p> <p>Year 8 exam will be sat with pupils completing an A5 observed study from sweets and biscuits in mixed media. Work will contribute to this project.</p> <p>Evaluations completed and presented creatively in sketchbooks.</p>	<p>transfer techniques from their image of a building.</p> <p>Text, pupils name and the date will be sampled using graffiti writing style and newspaper lettering cut-outs.</p>	
<p>Key Activities promoting SMSC and British Values.</p>	<p>CULTURAL Exploration into the work of others and celebration of cultural differences.</p>	<p>CULTURAL Exploration into the work of others and celebration of cultural differences.</p>	<p>SOCIAL Sharing of resources and personal preference in collection of imagery.</p>	<p>SOCIAL Sharing of resources and personal preference in collection of imagery.</p>	<p>CULTURAL Pupils will explore current affairs issues, events, imagery from our own and other countries.</p>	<p>CULTURAL Pupils will explore current affairs issues, events, imagery from our own and other countries.</p>

Key Homework	<p>Research into Mexican Day of the Dead.</p> <p>Paper cut-out skull.</p> <p>Skull flake.</p>	<p>Skull design for clay work.</p> <p>Relief/collage pattern design.</p> <p>Evaluation.</p>	<p>Collection and presentation of packaging.</p> <p>Artist research.</p> <p>Zoomed in collage of 6 images from one packaged product.</p>	<p>A5 paper cutout/mosaic of initials found in packaging examples.</p> <p>Evaluation of project.</p>	<p>Research and collection of materials.</p> <p>Artist research.</p>	<p>Collection of imagery.</p> <p>Evaluation of project.</p>
Key Assessment incl. dates	<p>½ TERMLY.</p>	<p>½ TERMLY.</p> <p>On completion of project.</p>	<p>½ TERMLY.</p>	<p>½ TERMLY.</p> <p>On completion of project.</p>	<p>½ TERMLY.</p>	<p>½ TERMLY</p> <p>On completion of project work.</p>

Year 9 KS3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Key Learning</p> <ul style="list-style-type: none"> • knowledge • skills • experiences <p>Year 9 will have opted early for GCSE and the years course is designed to cover key skills normally delivered for Year 9 in Key Stage 3 under the design of the New GCSE syllabus by AQA.</p> <p>The majority of work will focus upon 2d media development but introduce students to the freedom of choice in their response to broader themes.</p> <p>All 4 assessment objectives will be covered during the year course and it is hoped that the majority of work will be submitted for</p>	<p>POP ART ICONS</p> <p>Students will be introduced to work from the Pop Art movement and will focus their research on three influential artists, Peter Blake, Andy Warhol and Roy Lichtenstein.</p> <p>Students will complete their own research into these 3 artists and create A3 mood boards focusing on each individual artist.</p> <p>Students will then be asked to research an iconic figure from any number of fields to concentrate their study and present this research on one mood-board.</p> <p>Portrait work will then develop oil pastel transfer and</p>	<p>POP ART ICONS</p> <p>A5 samples of 14 different techniques/ways of working will develop background approaches to stencil work.</p> <p>An A4 stencil design will be developed from portrait work and cut from plastic. Samples of this stencil will be made.</p> <p>Between 3 and 6 A4 backgrounds will be created and stencil design overlaid on each as a final piece.</p>	<p>POP ART ICONS</p> <p>Sample and development work will displayed on A1 sheets with a background design.</p> <p>Chosen icon name developed to decorate final piece.</p> <p>Work evaluated creatively using acetate.</p>	<p>ARRANGEMENTS</p> <p>Students to create an A2 long sectioned design spelling ARRANGEMENTS in boxes to fill the page, measurements given/different fonts and styles used for lettering. A range of 2d techniques will be revisited from lower school to create tone/colour/ Texture/collage focusing on visual imagery found in 8 artists work.</p>	<p>ARRANGEMENTS</p> <p>A folded sketchbook will then be completed presenting research into 8 artists work these include Op Art, Pop Art, Frank Stella, Graffiti art, Kandinsky, Ingrid Dijkers, Jaume Plensa, Gustav Klimt.</p> <p>The reverse side of this sketchbook will explore font and text presenting a key word personally chosen by pupils to reflect an element of the theme arrangements.</p> <p>The plan for pupils word will be created in their exam and annotated in the folded sketchbook.</p> <p>A front and back cover will be made</p>	<p>ARRANGEMENTS/ SUMMER PROJECT</p> <p>Construction and development of 3d final piece/word using a range of media.</p> <p>Evaluation.</p> <p>Students will begin their Summer Project work to be continued over the Summer break focusing upon camouflage.</p> <p>Students will be asked to create an A3 mood board on animal eyes/close ups and an A3 mood board on animal patterns and textures.</p> <p>3 x A5 observational studies 1. an animal eye in mosaic, 2. an A5 mixed media colour piece looking at animal markings and 3. an A5 study of half an animal head in monochrome.</p>

assessment at the end of Year 11. Contemporary and twentieth century artists will be a focus to encourage students to look at current practice in the world around them.	mono-print onto different background designs.				reflecting elements of all 8 artists work.	Completed project due in first week back in September as Y10.
Key Activities promoting SMSC and British Values.	<u>SPIRITUAL</u> All students will explore and respect the work of different artistic styles.	<u>SPIRITUAL</u> All students will explore and respect the work of different artistic styles.	<u>SPIRITUAL</u> All students will explore and respect the work of different artistic styles.	<u>SPIRITUAL</u> All students will explore and respect the work of different artistic styles.	<u>SPIRITUAL</u> All students will explore and respect the work of different artistic styles.	<u>SPIRITUAL</u> All students will explore and respect the work of different artistic styles.
Key Homework	On- going. Mood board on Warhol/ Lichtenstein/ Blake.	On- going. Text work samples using quotes, action words and icon name.	On- going. Evaluation Icons.	On- going. Research into Frank Stella/Klimt/ Kandinsky/Op Art/ Graffiti Art/Pop Art/Ingrid Dijkers/ Jaume Plensa.	On-going. Prep for mock exam.	On- going. Summer project work.
Key Assessment incl. dates	½ termly. On completion of mood boards.	½ termly.	½ termly. On completion of project.	½ termly.	½ termly.	½ termly. On completion of project.

Year 10 KS4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Prior Teaching and Learning						
<p>Key Learning</p> <ul style="list-style-type: none"> • knowledge • skills • experiences <p>Year 10 will be introduced to the year with evaluation of the past y11 exhibition and understanding of the 4 assessment objective outlined in the AQA syllabus.</p> <p>All students will be offered the experience of collecting primary research on the Chester Zoo visit planned to take place during the first 2 weeks of the Autumn Term.</p> <p>Projects will initially cover 2 assessment objectives, collection and analysis of a range of imagery and</p>	<p>CHESTER ZOO</p> <p>: One lesson per week on Arrangements project until complete.</p> <p>Summer project, see end of y9, due in first week back.</p> <p>During the first 2 weeks of the term students will have a day visit to Chester zoo recording the trip with photographs and collection of information.</p> <p>Back at school students will spend time creatively presenting their photos on 2 long mood boards with a range of 2d and 3d media.</p>	<p>ANIMAL HEAD</p> <p>An A2 study of their chosen animal head will be made and sectioned, to be developed in various 2d and relief media.</p> <p>An A4 study of the eye of their animal will be created in mixed media and then a mod roc sample will be made exploring texture and relief techniques.</p> <p>A sample of card construction will also be made for their mock exam. Work will be presented on an A2 sheet and decorated.</p>	<p>ANIMAL HEAD</p> <p>Clay animal heads will be made exploring pupils chosen animal head in profile or a front view.</p> <p>Students will then colour and decorate their three dimensional work using a range of media appropriate to intentions.</p> <p>Animal heads completed for final assessment.</p> <p>Evaluation of Chester zoo work and animal head presented creatively on paper with acetate.</p> <p>Extension work to focus upon a lantern exploring texture and</p>	<p>ANOTHER CULTURE</p> <p>:Knowledge/ exploration of different responses to the theme of Culture (2 cultures chosen initially and 4 mood boards completed)</p> <p>: Knowledge of successful layout of sketchbook to meet all assessment objectives in preparation for controlled assessment.</p> <p>: New and previous skills and techniques developed, explored and selected in more depth</p>	<p>ANOTHER CULTURE</p> <p>Sampling will begin with students introduced to some new ways of working and ways of presenting their work.</p> <p>14 A5 samples will be completed</p> <p>Brusho Scrafitto Mosaic</p> <p>Poly print Stencils Mono print Oil pastel transfer</p> <p>Gutta Batik Fabric transfer</p> <p>Fineliner on brown paper White pencil on black paper</p>	<p>ANOTHER CULTURE</p> <p>Samples will be presented creatively in students sketchbooks with the best 3 presented on a separate A3 sheet. All samples will be titled and annotated.</p> <p>Front covers to sketchbook completed title ANOTHER CULTURE.</p> <p>An A5 design for a rotated A3 piece will be created drawing upon students best work. Both the A4 and A3 will be completed using a minimum of 3 different techniques and lead into the creation of individual design ideas.</p> <p>: Experience of design work in the creation of 2 design ideas and a final idea which develops</p>

<p>experimentation and exploration into ideas and media.</p> <p>Units of work will then develop personal response to starting points set and realisation of ideas.</p> <p>At least 2 areas of study will be covered during Y10, 2d painting and drawing, 3d work through wire construction and clay, textiles work and printmaking.</p>	<p>Students will chose an animal head to focus upon for the project. This must include photos and secondary images and 3 studies of the animal head from different viewpoints.</p>		<p>pattern from their project work.</p>	<p>appropriate to intentions.</p> <p>: Secondary source material collected by students to support and extend their study.</p>	<p>Border design with sharpie pens Tonal pencil on grey paper.</p>	<p>individuality and personal response. These will be sampled and annotated fully.</p>
<p>Key Activities promoting SMSC and British Values</p>	<p><u>SOCIAL</u> Maintain Shevington standards whilst on Chester zoo trip.</p>	<p><u>MORAL</u> Awareness of rare species and animals danger.</p>	<p><u>MORAL</u> Awareness of rare species and animals in danger.</p>	<p><u>CULTURAL</u> Pupils will explore the work of others from different cultural backgrounds.</p>	<p><u>CULTURAL</u> Pupils will explore the work of others from different cultural backgrounds.</p>	<p><u>CULTURAL</u> Pupils will explore the work of others from different cultural backgrounds.</p>
<p>Key Homework</p>	<p>On- going.</p>	<p>On- going.</p>	<p>On- going.</p>	<p>On- going</p> <p>4 x A3 moodboards.</p> <p>5x colour swatches</p> <p>Title page</p>	<p>On- going.</p> <p>Sketchbook including Brainstorm Personal response Zoom in 1 Zoom in 2</p> <p>Sampling x 14</p>	<p>On- going.</p> <p>A5 prep for rotated A3.</p> <p>Completion of rotated A3 design in 3 chosen media.</p> <p>Samples to be presented in sketchbook and best 3 on one A3 sheet.</p>

				Culture research pages 5 in total		
Key Assessments inc. dates	½ termly.	½ termly On completion of project.	½ termly On completion of animal head project.	½ termly.	½ termly	½ termly On completion of project.

Year 11 KS4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Prior Teaching and Learning.						
<p>Key Learning</p> <ul style="list-style-type: none"> • knowledge • skills • experiences <p>All assessment objectives in AQA syllabus explored and covered equally in this unit.</p> <p>Personal response (assessment objective 4) a focus in preparation for controlled test.</p> <p>Culture coursework project designed to be a dry run for controlled assessment, developing students ability to answer a general title in a personal and imaginative way to cover all</p>	<p>CULTURE/ ARCHITECTURE</p> <p>First 4 weeks of Year 11 and then one lesson per week on Another Culture project.</p> <p>Students will then collect primary photos of their house, street and local environment and present these on A1 sheets. Rubbings will also be made from home or school and again be presented creatively.</p> <p>Students will research 4 artists for this project Ian Murphy, Mae Chevrette, Seth Clarke and The Boyle Family. Research will be presented creatively on A3 mood boards</p>	<p>CULTURE/ ARCHITECTURE</p> <p>: One lesson per week on Culture work until complete.</p> <p>Students will then develop their chosen primary sources through drawing and mixed media samples using a wide range of media and approaches, creating an A3 study and an A4 zoom in from this.</p> <p>Students will then create an A3 final design for a mixed media canvas. Students will annotate this work fully to communicate understanding of the imagery,</p>	<p>CONTROLLED ASSESSMENT/ EXTERNALLY SET TASK</p> <p>: New sketchbook required for this unit.</p> <p>: Knowledge of the importance of personal response to exam paper set by board.</p> <p>: Exploration into chosen question and artists found in support of this. Greater understanding of the artists' work and how this influences student's individual ideas.</p> <p>: Experience and format of previous culture project used to organise study.</p>	<p>CONTROLLED ASSESSMENT/ EXRENALLY SET TASK</p> <p>:10 hour controlled test in response to AQA exam paper. Divided into 3 morning sessions.</p> <p>Sketchbooks submitted on first session.</p> <p>Exam evaluation completed.</p>	<p>EXHIBITION AND ASSESSMENT</p> <p>: Exhibition of individuals work across school.</p> <p>Understanding of layout and embellishments to aid assessment and show individuality/ artistic flair.</p> <p>Staff to assess and moderate. Marks in by end of first Summer half term (end of May).</p>	<p>MODERATION</p> <p>Moderators visit followed by Open evening for exhibition. Parents invited.</p>

<p>assessment objectives</p>	<p>exploring different responses to the theme of architecture. A range of 2d media will be used in the presentation of mood-boards and A3 development sheets to explore each artists work in more depth.</p>	<p>sample techniques in great detail and to evaluate the success of these studies. : Experience of design of final idea which develops individuality and personal response. :Experience of time constraints in preparation for 10 controlled test in the completion of final pieces (15 hours minimum school time to complete) : Mock exam to take place during this half term. This will involve designing and creating their own Seth Clark house study in mixed media.</p>	<p>Students fully developing this format to realise their intentions.</p>			
<p>Key Activities to promote SMSC and British Values.</p>	<p><u>SPIRITUAL</u> Appreciation of home surroundings and awareness of self.</p>	<p><u>SPIRITUAL</u> Appreciation of home surroundings and awareness of self.</p>	<p><u>SPIRITUAL</u> All students will explore and respect the work of different artistic styles.</p>	<p><u>SPIRITUAL</u> All students will explore and respect the work of different artistic styles.</p>	<p><u>SOCIAL</u> Students able to cooperate with others to successfully exhibit work.</p>	

Key Homework:	<p>On-going throughout unit. Deadlines set accordingly.</p> <p>4 X mood boards 4 X development</p> <p>Primary photos.</p> <p>Rubbings from home/school.</p>	<p>On- going throughout project.</p> <p>Completion of design work for final piece.</p> <p>Completion of mock exam and prep.</p>	<p>On- going throughout project.</p> <p>Title page.</p> <p>Artist research.</p> <p>Brainstorm and personal response.</p> <p>Zoom ins x2</p> <p>Primary and secondary research.</p> <p>Development in stages of 2 per week.</p>	<p>On- going throughout project.</p> <p>Development in stages of 2 per week.</p> <p>Design ideas 1 and 2 and final design. Front cover of sketchbook.</p> <p>Sketchbook submitted on first examination session.</p> <p>Evaluation by end of last exam session.</p>	<p>On- going throughout until deadline.</p> <p>Completion of work to date and presentation.</p>	
Key Assessments Inc Dates	<p>½ termly.</p> <p>On completion of prep work.</p> <p>One to one reviews taking place fortnightly.</p>	<p>½ termly</p> <p>Mock exam.</p> <p>On completion of final design/final piece.</p> <p>One to one reviews taking place fortnightly.</p>	<p>Controlled assessment to start 1st week back after Xmas.</p> <p>Preparation period.</p> <p>One to one reviews taking place weekly.</p>	<p>Controlled test to take place 2 weeks before Easter break. 10 hours spread over 3 morning sessions.</p> <p>Sketchbook submitted on first session.</p> <p>One to one reviews taking place weekly.</p>	<p>Exhibition up 3/4 weeks before the May half term for assessment and moderation.</p> <p>All work <u>must</u> be completed and exhibited before the first timetabled exam.</p>	<p>Open evening for parents and pupils.</p>