

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set Satchel One, work reviews	CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set Satchel One, work reviews	CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set Satchel One, work reviews	CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Satchel One, work reviews	CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set Satchel One, work reviews	CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Satchel One, work reviews

Skills developed through the year:

Students learn how to develop their observational skills in drawing and painting including still life and perspective. Students further their understanding of a range of media including drawing, painting, printmaking, ceramics, illustration, dry graphics, and digital. A broad range of artists from diverse cultures are introduced as students learn how to appreciate and talk about art. Students work with specialist teachers through a rotation model.

In Y7 students build on a range of skills based in the workshop developing in:

Fine art, Textiles, Graphics, 3D, and Design Technology

Extra-Curricular Opportunities:

Key Stage 3 Art Club, Artist of the Month, Artist of the Year, and external competitions

Subject: **Art**

Year group: **8**

Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5	Rotation 6
Drawing - Morandi	Painting- Cezanne, Joel Penkman	Textile- Pop art - Lichtenstein	Print -Endangered species- Andy Warhol	Digital -Hybrid Creature Salvador Dali	Illustration – John Burgerman, Quentin Blake
<ul style="list-style-type: none"> • Observational skills • Experiment with mark making and texture using a range of drawing materials 	<ul style="list-style-type: none"> • Colour theory • Colour mixing, blending, tone and texture • Learn about the properties of paint 	<ul style="list-style-type: none"> • Heat transfer paint • Fabric paint • Positive and negative shapes • Incorporating text 	<ul style="list-style-type: none"> • Mono-printing • Creating a design • Poly printing • Create a multilayer Lino print 	<ul style="list-style-type: none"> • Creating a hybrid creature using photoshop • Learn how to use layers and edit an image selection tools 	<ul style="list-style-type: none"> • Learn about the work of contemporary illustrators • Learn how to work with clay
<ul style="list-style-type: none"> • To be able to draw 3D objects using tone • Creating a comparison between artist's work • Research the work of artists 	<ul style="list-style-type: none"> • Block paints • Compare a historical and contemporary artist • Analyse the work of a contemporary artist 	<ul style="list-style-type: none"> • Creating a comparison between artist's work • Analyse the work of a contemporary artist 	<ul style="list-style-type: none"> • Creating a comparison between artist's work • Analyse the work of a contemporary artist 	<ul style="list-style-type: none"> • Creating a comparison between artist's work • Learn how to use transform and rotation tools • Analyse the work of a contemporary artist 	<ul style="list-style-type: none"> • Learn how to create a character • Learn how to work in a range of materials • Learn different ways to create a story
<ul style="list-style-type: none"> • To produce a personal outcome which carefully consider the formal elements of drawing • Evaluate work 	<ul style="list-style-type: none"> • Respond in the style of an artist • Create a personal outcome • Evaluate work 	<ul style="list-style-type: none"> • Create a personal outcome • Evaluate work 	<ul style="list-style-type: none"> • Develop independent working • Create a personal outcome • Evaluate work 	<ul style="list-style-type: none"> • Develop independent working • Create a personal outcome • Evaluate work 	<ul style="list-style-type: none"> • Create a personal outcome • Evaluate work

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Skills developed through the year:

Students learn how to develop their observational skills in drawing and painting including still life and perspective. Students further their understanding of a range of media including drawing, painting, printmaking, ceramics, illustration, dry graphics, and digital. A broad range of artists from diverse cultures are introduced as students learn how to appreciate and talk about art. Students work with specialist teachers through a rotation model.

In Y8 students build on a range of skills based in the workshop developing in:

Fine art, Textiles, Graphics, 3D, and Design Technology

Extra-Curricular Opportunities:

Key Stage 3 Art Club, Artist of the Month, Artist of the Year, and external competitions

Subject: Art GCSE Year group: 9

GCSE title: In Year 9 the student's progress through four rotations textiles and print, drawing and sculpture, paint and digital, graphics and photography
 At the end of Y9 students will choose the exam in which they want to specialize.

Exam Board: Edexcel

Unit 1 and Unit 2

Practical work completed in class and HW
 80%

Fine Art/ Unendorsed

Practical: 10-hour exam -Taken over two days
 20%

Rotation 1	Rotation 2	Rotation 3	Rotation 4
Textiles and print	Drawing and sculpture:	Paint and digital	Graphics and photography
<ul style="list-style-type: none"> • Heat press • Transfer paints • embroidery • Inks • Work with a range of fabrics 	<ul style="list-style-type: none"> • Observational skills • Experiment with mark making and texture using a range of drawing materials 	<ul style="list-style-type: none"> • Developing Colour theory Learn how to use different paint: Acrylic, Water colour, Gouache, Colour mixing, blending, • Tone and texture • Learn about the properties of paint 	<ul style="list-style-type: none"> • Using Illustrator to plan a 3D typographic piece. • Using manual techniques to make a physical model • Record and edit images using camera and Photoshop • Use digital images to create and installation or painting
<ul style="list-style-type: none"> • Hand sewing • machine stitch • applique, transfer paint • poly print & weaves • Developing pattern 	<ul style="list-style-type: none"> • To be able to draw 3D objects using tone • Creating a comparison between artist's work • Research the work of artists 	<ul style="list-style-type: none"> • Learn how to use layers and edit an image selection tools • Adobe Photoshop 	<ul style="list-style-type: none"> • Adobe Illustrator

<ul style="list-style-type: none"> Artist response 	<ul style="list-style-type: none"> To work with clay using different hand building techniques To work with wire To work with papier mache 		
<ul style="list-style-type: none"> Personal outcome Evaluation 	<ul style="list-style-type: none"> To produce a personal outcome which carefully consider the formal elements of drawing Evaluation 	<ul style="list-style-type: none"> To produce a personal outcome which carefully consider the formal elements of drawing Evaluation 	<ul style="list-style-type: none"> To produce a personal outcome which carefully consider the formal elements of drawing Evaluation
Assessment	Assessment	Assessment	Assessment
CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews	CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews	CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews	CW/ HW In class assessments, data reviews, verbal feedback weekly, written feedback fortnightly, homework set on Show My Homework Work reviews

Skills developed through the year:

In Y9 students build on a range of skills based in the workshop.

As part of a recover curriculum Students are on a carousel system and will rotate across four subjects over the course of the year.

Students will choose an area to focus on at the end of Year 9 for year 10 and 11.

Art Rotation: textiles and print, drawing and sculpture, paint and digital, graphics and photography

At the end of year 9 students will opt for one of these 5 specialisms for Art GCSE:

1. FINE ART
2. TEXTILES
3. GRAPHICS
4. SCULPTURE
5. PHOTOGRAPHY
6. UNENDORSED

Extra-Curricular Opportunities:

Key Stage 3 after school club, external competitions and intervention

Resources to support independent learning – Include titles of text/revision books and useful other resources:

Useful websites

BBC bitesize:

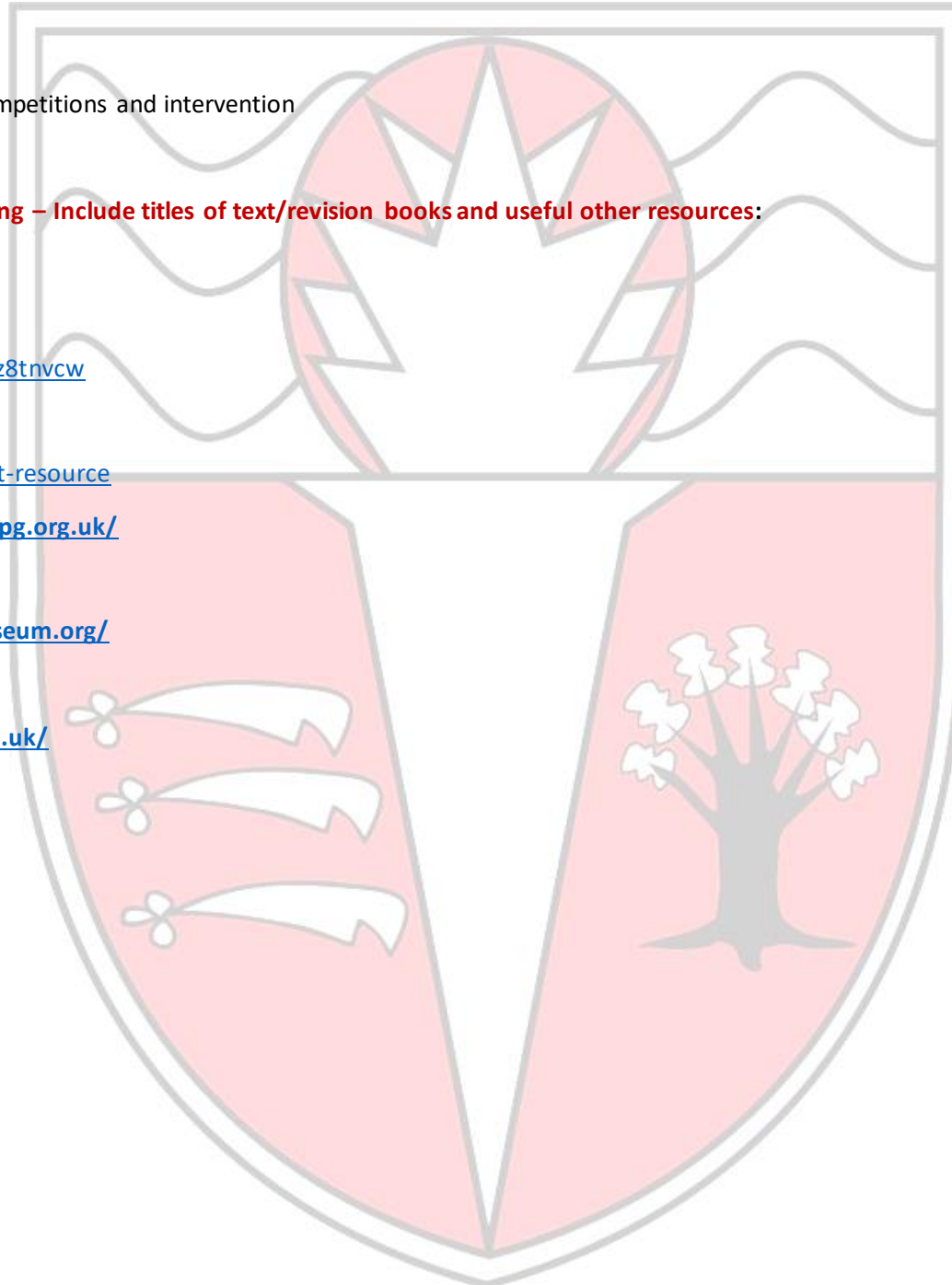
<https://www.bbc.co.uk/bitesize/subjects/z8tnvcw>

Tate: <https://www.tate.org.uk/art/student-resource>

National portrait Gallery: <https://www.npg.org.uk/>

British Museum: <https://www.britishmuseum.org/>

Victoria and Albert: <https://www.vam.ac.uk/>



Subject: Fine Art, Textile Design, Graphic Communication. Unendorsed (Art Craft and Design) Year group: 10

GCSE title: Write name here (Write number here if applicable or delete)

Exam Board: Edexcel

Component 1: 60%- Year 10

Component 2: 40% - Year 11 Externally set assessment (ESA). Paper is available from 1 February

In art and design students will be given individual learning plans (ILP). This contains personalised targets for each student specifically written to guide them individually to the next stage and to pinpoint areas for improvement or development. Students are expected to contribute to these targets using green pen.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FINE ART COMPONENT 1: Personal Portfolio THEME: Landscape vs cityscape Mono print Painting textures where appropriate</p>	<p>FINE ART COMPONENT 1: Personal Portfolio THEME: Landscape vs cityscape Lino Print 4 colour reduction print</p>	<p>FINE ART COMPONENT 1: Personal Portfolio THEME: LIFESTYLE FOOD AND DRINK The main focus is painting. Researching the work of artists (AO1)</p>	<p>FINE ART COMPONENT 1: Personal Portfolio THEME: LIFESTYLE FOOD AND DRINK Producing a series of pastiches demonstrating colour mixing, blending, tone and texture</p>	<p>FINE ART COMPONENT 1: Personal Portfolio THEME: LIFESTYLE FOOD AND DRINK Respond and develop compositional work to produce a series of paintings on their chosen theme.</p>	<p>FINE ART COMPONENT 1: Personal Portfolio THEME: LIFESTYLE FOOD AND DRINK Produce outcomes (paintings) based on their developmental work on their chosen theme.</p>
<p>TEXTILE DESIGN COMPONENT 1: Personal Portfolio THEME: Kew Gardens Students are familiarised with the exam style. Research on independently chosen topic based on design and</p>	<p>TEXTILE DESIGN COMPONENT 1: Personal Portfolio THEME: Kew Gardens Students are guided through the Assessment Objectives (A.Os.) Students record colour pattern, a shape and form from primary Kew photos.</p>	<p>TEXTILE DESIGN COMPONENT 1: Personal Portfolio THEME: Kew Gardens Students start to develop and explore theme and skills – mark making, trapping, heat press, transfer paint. Students create digital</p>	<p>TEXTILE DESIGN COMPONENT 1: Personal Portfolio THEME: Kew Gardens Students start to respond to artists, Picasso, Andrea Lauren and Timorous Beasties. Students create lino prints in response to</p>	<p>TEXTILE DESIGN COMPONENT 1: Personal Portfolio THEME: Kew Gardens Students develop and present design ideas, final design, exploring theme. Drawing skills and techniques introduced for fashion designs.</p>	<p>TEXTILE DESIGN COMPONENT 1: Personal Portfolio THEME: Kew Gardens Students start to construct outcomes.</p>

making products for the Kew gift shop.		experiments, line drawings.	arts whilst exploring own theme.		
<p>GRAPHIC COMMUNICATION COMPONENT 1: Personal Portfolio</p> <p>THEME: Typography</p> <p>Students are familiarised with the rules of typography. They use Adobe Illustrator (AI) to make selections. They research, respond to and evaluate work of artists and designers.</p>	<p>GRAPHIC COMMUNICATION COMPONENT 1: Personal Portfolio</p> <p>Typography</p> <p>Students are able to choose and download appropriate fonts. They are aware of layout and relevant placement of text. They are introduced to logo design and create a logo and poster for a charity.</p>	<p>GRAPHIC COMMUNICATION COMPONENT 1: Personal Portfolio</p> <p>THEME: Character Design</p> <p>Students create a character based on an animal, using traditional and digital recording</p>	<p>GRAPHIC COMMUNICATION COMPONENT 1: Personal Portfolio</p> <p>THEME: Character Design</p> <p>The make merchandise to promote their character</p>	<p>GRAPHIC COMMUNICATION COMPONENT 1: Personal Portfolio</p> <p>THEME: Exam style project:</p> <p>Students are given an exam style topic to research and produce experimental and developmental work for. They have the choice to select a topic or theme which interests them</p>	<p>GRAPHIC COMMUNICATION COMPONENT 1: Personal Portfolio</p> <p>THEME: Exam style project:</p> <p>Students complete outcomes for their exam style project</p>
<p>ART, CRAFT AND DESIGN COMPONENT 1: Personal Portfolio</p> <p>THEME: Identity</p> <p>Students work on developing analytical skills alongside drawing for 2D and 3D projects.</p>	<p>ART, CRAFT AND DESIGN COMPONENT 1: Personal Portfolio</p> <p>THEME: Identity</p> <p>Students work with we and dry materials to experiment with a range of traditional and digital media.</p>	<p>ART, CRAFT AND DESIGN COMPONENT 1: Personal Portfolio</p> <p>THEME: Identity</p> <p>Students work on refining 2D and 3D skills in photography, wire and clay</p>	<p>ART, CRAFT AND DESIGN COMPONENT 1: Personal Portfolio</p> <p>THEME: Identity</p> <p>Students select an area of focus for their theme and work towards a series of mini experimental outcomes.</p>	<p>ART, CRAFT AND DESIGN COMPONENT 1: Personal Portfolio</p> <p>THEME: Identity</p> <p>Students respond and develop compositional work to produce a series of paintings on their chosen theme.</p>	<p>ART, CRAFT AND DESIGN COMPONENT 1: Personal Portfolio</p> <p>THEME: Identity</p> <p>Students complete outcomes for their Identity project</p>

Assessment

GCSE – In class folder assessments. Students should refer to their ILP (Individual Learning Plan). These are placed in their folders. Internal standardisation occurs termly to ensure consistency across the art and design specifications.

Work completed in mock examinations in art and design is integrated into Component 1 in Year 10 and into Component 2 in Year 11 (a separate grade is also given to assess how they work in examination conditions)

Skills developed through the year:

- Analysis of artists' work
- Responding to the work of artists and designers
- Experimenting with materials and techniques. Refining work and skills
- Realising their own ideas visually.

Extra-Curricular Opportunities:

After school classes (days will differ according to individual staff)

Resources to support independent learning – Include titles of text/revision books and useful other resources:

Examination Board textbooks

Subject: Fine Art, Textile Design, Graphic Communication. Unendorsed (Art Craft and Design) Year group: 11

GCSE title: Write name here (Write number here if applicable or delete)

Exam Board: Edexcel

Component 1: 60%- Year 10

Component 2: 40% - Year 11 Externally set assessment (ESA). Paper is available from 1 February

In art and design students will be given individual learning plans (ILP). This contains personalised targets for each student specifically written to guide them individually to the next stage and to pinpoint areas for improvement or development. Students are expected to contribute to these targets using green pen.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>FINE ART COMPONENT 1: Personal Portfolio Working towards targets set in ILP to refine and extend work and to ensure that all assessment objectives (AO) are met to the best of a student's ability</p>	<p>FINE ART COMPONENT 1: Personal Portfolio Working towards targets set in ILP to refine and extend work and to ensure that all assessment objectives (AO) are met to the best of a student's ability</p>	<p>FINE ART COMPONENT 2: Externally Set Assignment (ESA) THEME: TBC Is set by the exam board and the paper is released on 01 February. Students will research the theme set and develop ideas in line with their specialism.</p>	<p>FINE ART COMPONENT 2: Externally Set Assignment (ESA) THEME: TBC Students work in line with the A.O.'s to produce a body of work to the theme. They will evaluate and respond to the work of artists and designers. They will experiment with materials and techniques and develop work using the knowledge they have gained over the course.</p>	<p>FINE ART COMPONENT 2: Externally Set Assignment (ESA) THEME: TBC Students will sit a 10 hour exam in their normal art classroom (over 2 days) during this time they will produce an outcome or outcomes based on the preparatory work they have completed since 01 February. They are allowed to bring their preparatory work (sketchbooks and research) with them.</p>	<p>FINE ART</p>
<p>TEXTILE DESIGN COMPONENT 1: Personal Portfolio</p>	<p>TEXTILE DESIGN COMPONENT 1: Personal Portfolio</p>	<p>TEXTILE DESIGN COMPONENT 2: Externally Set Assignment (ESA)</p>	<p>TEXTILE DESIGN COMPONENT 2: Externally Set Assignment (ESA)</p>	<p>TEXTILE DESIGN COMPONENT 2: Externally Set Assignment (ESA)</p>	<p>TEXTILE DESIGN</p>

<p>Working towards targets set in ILP to refine and extend work and to ensure that all assessment objectives (AO) are met to the best of a student's ability.</p>	<p>Working towards targets set in ILP to refine and extend work and to ensure that all assessment objectives (AO) are met to the best of a student's ability.</p>	<p>THEME: Is set by the exam board and the paper is released on 01 February. Students will research the theme set and develop ideas in line with their specialism.</p>	<p>THEME: TBC Students work in line with the A.O.'s to produce a body of work to the theme. They will evaluate and respond to the work of artists and designers. They will experiment with materials and techniques and develop work using the knowledge they have gained over the course.</p>	<p>THEME: TBC Students will sit a 10 hour exam in their normal art classroom (over 2 days) during this time they will produce an outcome or outcomes based on the preparatory work they have completed since 01 February. They are allowed to bring their preparatory work (sketchbooks and research) with them.</p>	
<p>GRAPHIC COMMUNICATION COMPONENT 1: Personal Portfolio THEME: Typography Students are familiarised with the rules of typography. They use Adobe Illustrator (AI) to make selections. They research, respond to and evaluate work of artists and designers.</p>	<p>GRAPHIC COMMUNICATION COMPONENT 1: Personal Portfolio Typography Students are able to choose and download appropriate fonts. They are aware of layout and relevant placement of text. They are introduced to logo design and create a logo and poster for a charity.</p>	<p>GRAPHIC COMMUNICATION COMPONENT 2: Externally Set Assignment (ESA) THEME: Is set by the exam board and the paper is released on 01 February. Students will research the theme set and develop ideas in line with their specialism.</p>	<p>GRAPHIC COMMUNICATION COMPONENT 2: Externally Set Assignment (ESA) THEME: TBC Students work in line with the A.O.'s to produce a body of work to the theme. They will evaluate and respond to the work of artists and designers. They will experiment with materials and techniques and develop work using the knowledge they have gained over the course.</p>	<p>GRAPHIC COMMUNICATION COMPONENT 2: Externally Set Assignment (ESA) THEME: TBC Students will sit a 10 hour exam in their normal art classroom (over 2 days) during this time they will produce an outcome or outcomes based on the preparatory work they have completed since 01 February. They are allowed to bring their preparatory work (sketchbooks and research) with them.</p>	<p>GRAPHIC COMMUNICATION</p>

<p>ART, CRAFT AND DESIGN COMPONENT 1: Personal Portfolio Working towards targets set in ILP to refine and extend work and to ensure that all assessment objectives (AO) are met to the best of a student's ability</p>	<p>ART, CRAFT AND DESIGN COMPONENT 1: Personal Portfolio Working towards targets set in ILP to refine and extend work and to ensure that all assessment objectives (AO) are met to the best of a student's ability</p>	<p>ART, CRAFT AND DESIGN COMPONENT 2: Externally Set Assignment (ESA) THEME: Is set by the exam board and the paper is released on 01 February. Students will research the theme set and develop ideas in line with their specialism.</p>	<p>ART, CRAFT AND DESIGN COMPONENT 2: Externally Set Assignment (ESA) THEME: TBC Students work in line with the A.O.'s to produce a body of work to the theme. They will evaluate and respond to the work of artists and designers. They will experiment with materials and techniques and develop work using the knowledge they have gained over the course.</p>	<p>ART, CRAFT AND DESIGN COMPONENT 2: Externally Set Assignment (ESA) THEME: TBC Students will sit a 10 hour exam in their normal art classroom (over 2 days) during this time they will produce an outcome or outcomes based on the preparatory work they have completed since 01 February. They are allowed to bring their preparatory work (sketchbooks and research) with them.</p>	<p>ART, CRAFT AND DESIGN</p>
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