	Half term 1 Learning Overview			Half term 2 Learning Overview	Half term 3 Learning Overview	Half term 4 Learning Overview	Half term 5 Learning Overview	Half term 6 Learning Overview
Substantive Knowledge– what will pupils to be able to know and do by the time they finish this unit/topic?	Year 7 Pupils will be encouraged to **experiment** and nurture **emerging** creativity and ideas and develop proficiency in their execution. They should develop a critical understanding of traditional, historical, and contemporary work, expressing reasoned judgements that can inform their own responses. Students will be provided with a knowledge rich curriculum content exploring a range of cultural and cross-curricular links throughout their studies. By the end of Year 7, pupils will understand the formal elements of art (line, tone, colour, texture, shape, form and space) and use them confidently to create observational and imaginative work. They will explore the influence of different cultures through the Mexican Day of the Dead project and understand how artists communicate ideas through symbolism, pattern and design. Pupils will develop confidence using a wide range of media including pencil, charcoal, watercolour, cardboard relief, mono-printing, batik and textiles. They will understand colour theory, tonal shading, proportion and composition while learning how artists experiment, refine ideas and record observations.							
Disciplinary Knowledge – what powerful knowledge is included in this SoW?	Pupils will begin to work like artists by observing closely, experimenting with materials and evaluating their own work using appropriate artistic vocabulary. They will analyse artists and cultural influences, justify creative decisions and understand that artwork develops through experimentation, reflection and refinement. Pupils will learn safe and effective use of specialist materials and begin to make informed choices about techniques and processes. **Year 7** – understand how artists communicate ideas through culture and symbolism.							
Year 7 Art **Cultural project Mexican Day of the Dead Half term 1-3**	**Formal Elements mini project** **What?** Develop an understanding of the 7 Formal elements in Art and how these can	**Tonal study** **What?** Develop an understanding of the key features of Mexican Day of the Dead skulls and where and why they	**Chalk and Charcoal study** **What?** Develop an understanding of the key features of Mexican Day of the Dead skulls and where and why they were used and create a	**Cardboard relief** **What?** Develop an understanding of **Relief** Art, Form and shape. Work as part of a team to create a	**Watercolour painting** **What?** How to accurately paint using watercolours understanding how ratio of paint to water will affect the quality of our work. We will also learn how to select	**Mono printing** **What?** Introduction to the theme of cells develop an understanding of the Mono-printing process and **experiment** with composition and	**Batik** **What?** To develop an understanding of **Batik**, and record observation using wax. **Why?**	**Felt making/ Applique** **What?** To develop an understanding of **Applique** and felt making. **Why?** To develop felt making and applique skills. To

Cells project Term 4-6	make up a piece of art. Learn how to think like an artist. Take risks, experiment and understand what creativity looks like in all aspects of Art. **Why?** So, we can apply this knowledge into future Artwork and have a better understanding of the main disciplines within the Art curriculum. To learn about new Artists and Art movements and how they have been influenced by	were used and create a **drawing** from **observations**. What is **proportion** and why it is important in Art. How can we use a range of **tones** to make our drawings look three-dimensional and realistic. **Why?** **Identify** how different cultures, history, traditions, and design have an **influence** and impact on art and design. Understand the importance of observation in art.	**drawing** from **observations**. What is **proportion** and why it is important in Art. How we can use different media to record observations. How can we use a range of **tones** to make our drawings look three-dimensional and realistic. **Why?** **Identify** how different cultures, history, traditions, and design have an **influence** and impact on art and design. Understand the importance of observation in art. **How?** Produce a highly developed **drawing** paying attention to **proportion**, tonal	large scale 2D piece of Art. Develop an understanding of **Symmetry** and patterns through the use of cardboard relief **Why?** To develop fine motor skills, to gain a greater variety of **media experimentation** with consideration of shape and patterns. To understand how working as part of a team/collaboration can be used in all lessons and future careers. **How?** By completed a large, stencilled skull onto MDF paying attention to accuracy of stencil cutting and printing.	appropriate colours through colour mixing and learn how to gradually blend them together. **Why?** So that we can make our paintings look more realistic and apply colour mixing to future work. To understand the importance of colour and how to gradually blend colours/tones together. **How?** By completing a painting using watercolour paints to colour mix, blend and add a wide range of tones.	colour theory through collage. **Why?** To develop collage, mono-printing, tonal and collage skills to gain a greater variety of **media experimentation** with consideration of composition. **How?** By completing a cells collage using mono-printing, collage and text.	To develop batik and presentation skills. To gain a greater variety of **media experimentation** with consideration of composition. **How?** Produce a **highly developed** wax batik and ink painting paying attention to Colour and intricate details.	gain a greater variety of **media experimentation** with consideration of composition. **How?** By completing a cells applique informed by colour theory and observation.

	the Formal elements. **How?** Through a series of mini workshops that each explore the 7 Formal elements and an Artist linked to that element.	**How?** Produce a highly developed **drawing** paying attention to **proportion** and tonal shading	shading and blending.					
Key Vocabulary:	Form, Shape, Space, Value, Colour, Texture, Line, Formal Elements	Observation, Proportion, tone, gradual, intricate, symmetry.	Blending, Proportions Observation, tone, gradual, intricate, symmetry.	Relief, Layers, Symmetry, patterns, Collaboration, Detail, Template.	Watercolour, Colour mixing, Harmonious, Complementary Precision, Mark making, Transparent	Collage, mono-printing, composition, colour theory, layers.	Colour theory, Primary, Secondary, Tertiary, Complimentary, Realism, Layers, Tone, and Detail.	Applique, composition, colour theory, layers, felt, stitch.
Substantive Knowledge – what will pupils to be able to know and do by the time they finish this unit/topic?	Year 8 Pupils will be encouraged to **develop and embed** their creativity and ideas and increase proficiency in their execution. They should continue to develop a critical understanding of traditional, historical, and contemporary work, expressing reasoned judgements that can inform their own responses. Students will be provided with a knowledge rich curriculum content exploring a range of cultural and cross-curricular links throughout their studies. By the end of Year 8, pupils will deepen their understanding of observational drawing through studies of reptiles or insects and natural forms. They will develop greater control of proportion, tone, colour theory and texture whilst extending their knowledge of printmaking, lino printing, stencilling, oil pastel and watercolour techniques. Pupils will understand how contemporary artists influence creative practice and use composition to communicate ideas inspired by the natural world.							
Disciplinary Knowledge – what powerful	Pupils will refine their ability to investigate artists, compare artistic approaches and apply these influences to their own work. They will increasingly select appropriate media and techniques for different purposes, evaluate the effectiveness							

knowledge is included in this SoW?	of their outcomes and demonstrate greater independence when experimenting and refining ideas. They will use increasingly sophisticated artistic vocabulary when discussing and evaluating artwork. **Year 8** – understand how artists interpret and represent the natural world.						
Year 8 **Art** **Term 1-3: Reptiles or Insects Project** **Term 4-5: Natural Forms project**	**Insect or Reptile Tonal Study**	**Abby Diamond- Watercolour Study**	**Stencilling**	**Oil pastel Study**	**Lino print**	**Cactus tonal study**	**Artist Study/collage**
	What? To develop an understanding of **Proportion**, what it means and why it is important when recording observations to create realism and depth. **Why?** To record an accurate observation of a reptile, developing **Shape and Form** with correct **proportion** whilst exploring Herpetology- the study of amphibians and reptiles. **How?** Produce a **highly developed** drawing paying attention to Proportion and intricate details of layering through **Tone** and **mark making** to create **detail**.	**What?** To develop an understanding of **Colour Theory**, what it means and why it is important when recording observations to create realism and depth. **Why?** To record an accurate observation of a reptile, developing **Watercolour skills** with correct **tonal values** whilst exploring the style of artist Abby Diamond. To learn about Contemporary Artists and be able to form an opinion about the work of others and how this can inform our own work. **How?**	**What?** Develop an understanding how to safely and accurately cut and print stencils. Develop an understanding of Symmetry and patterns through the use of colour and stencilling. **Why?** To develop stencilling and printing skills to gain a greater variety of **media experimentation** with consideration of composition. **How?** Cutting and printing a multi layered stencil and presenting this onto a collage background in sketch books.	**What?** To embed and apply a good understanding of Colour Theory through the medium Oil Pastels. To develop techniques and processes within applying **Texture, detail and Mark-making.** **Why?** To record an accurate and detailed observation of a reptile eye, developing Oil pastel skills to gain a greater variety of **media experimentation.** **How?** By completing an observational study using oil pastels to colour mix, blend and add a wide range of tones.	**What?** To develop an understanding of printing and the process of **Lino printing** through the theme Natural Forms. To develop an understanding of repeated patterns. **Why?** To record an accurate observation of a Leaf or flower on Lino, developing **Printing skills** with control, whilst exploring themes of Natural Forms. **How?** Produce a **highly developed** Lino Print stamp and printed design.	**What?** To progress in understanding of **Tone**, how it can be developed with greater control and why it is important when recording observations to create realism and depth. **Why?** To record an accurate observation of a Cactus or Plant, developing **Pencil skills** with correct **tonal values,** whilst exploring themes of Natural Forms. **How?** Produce a **highly developed** Tonal study paying attention to more than 3 tones and intricate details.	**What?** To develop an understanding of collage and the process of **Composition** through the theme Natural Forms. To develop an understanding of the visual work by artist Clare Young. **Why?** To record an accurate collage inspired by the artist Clare Young, developing **Collage skills** with control, whilst exploring themes of Natural Forms. **How?** Produce a **highly developed** Collage piece evidencing skill and understanding of the artist Clare Young.

		Produce a **highly developed** watercolour study paying attention to Colour and intricate details in the style of Abby Diamond					
Key Vocabulary:	Proportion, tone, gradual, intricate, observation, gradient, Realism, shape, and form.	Colour theory, colour mixing, subtle tones, precision, mark making, detail, scales, and layers.	Stencilling, Printing, Layers, Symmetry, patterns, Colour, Colour Mixing	Colour theory, colour mixing, subtle tones, precision, mark making, detail, scales, and layers.	Detail, Shape and Form, Lino Printing, Carving, Repetition and Colour theory.	Mark-making, Observation, Proportions, Realism, Layers, Tone, Highlights and Detail.	Detail, Shape and Form, collage, layers and Colour theory.
Substantive Knowledge – what will pupils to be able to know and do by the time they finish this unit/topic?	Year 9 Pupils will be encouraged to **refine and enhance** their creativity and ideas and increase proficiency in their execution. They should continue to develop a critical understanding of traditional, historical, and contemporary work, expressing reasoned judgements that can inform their own responses. By the end of Year 9, pupils will understand how artists can use their work to communicate powerful messages about environmental and global issues. Through an interdisciplinary project linking with Geography, pupils will explore the meaning of endangered, vulnerable and extinct species, considering the human and environmental factors that threaten biodiversity. They will investigate how Andy Warhol used colour, repetition and printmaking in his *Endangered Species* series to raise awareness of conservation. Pupils will develop increasingly accurate observational drawing, printmaking, acrylic painting and typography skills while applying composition, proportion and colour theory to create meaningful personal responses inspired by endangered wildlife.						
Disciplinary Knowledge – what powerful knowledge is included in this SoW?	Pupils will work increasingly independently by investigating how artists respond to social, cultural and environmental issues and applying these approaches within their own work. They will analyse and evaluate the intentions behind artists' work, making informed connections between contextual research and practical outcomes. Through sustained experimentation with drawing, mono-printing, stencilling and painting, pupils will refine techniques, justify creative decisions using subject-specific vocabulary and understand how the creative process can be used to communicate ideas, influence audiences and raise awareness of important global issues. Pupils will understand how experimentation, problem solving and reflection contribute to successful artistic outcomes, preparing them for GCSE study. **Year 9** – understand how artists communicate messages about contemporary environmental issues and use art as a vehicle for advocacy, preparing students for the more conceptual thinking required at GCSE.						

Year 9 Art Term 1-3: Endangered species Term 4-5: Circus Project	**Andy Warhol- mono printing**	**Stenciling**	**Acrylic Painting (Fur)**	**Tonal Study**	**Biro Study**	**Circus Typography**
	What? To explore the work of artist **Andy Warhol,** what **Composition** is and how to experiment a variety of Compositions through **design**. **Why?** To record a response in the style of Andy Warhol, exploring his **style** and processes. To understand how this can influence our work and development. **How?** By producing monoprints using ink and oil pastels and presenting these alongside information about the Artist.	**What?** Continue to develop an understanding how to safely and accurately cut and print stencils. Develop an understanding of stencilling and enhance our fine motor skills through cutting more complex stencils. **Why?** To develop stencilling and printing skills to gain a greater variety of **media experimentation** with consideration of composition. **How?** Cutting and printing a multi layered stencil and experimenting with colour and background surfaces in sketch books.	**What?** To develop an understanding of **Proportion**, what it means and why it is important when recording observations to create realism and depth. **Why?** To develop an understanding of acrylic paints and how to apply them to illustrate fur, realism and depth. To prepare students for using Acrylic paint at GCSE (more technical). **How?** Paint a close-up section of an endangered animal and gradually blend using acrylic paints?	**What?** To develop an understanding of **Proportion**, what it means and why it is important when recording observations to create realism and depth. **Why?** To record an accurate observation of an endangered species, developing **Shape and Form** with correct **proportion.** **How?** Produce a **highly developed** drawing paying attention to Proportion and intricate details of layering through **Tone** and **mark-making** to create **detail**.	**What?** What proportion means and why this is important when recording observations. **Why?** So, our observations have been drawn accurately and look realistic. **How?** By completing an observation study relating to the circus.	**What?** Develop an understanding of typography, Font, size, scale and three dimensions. **Why?** To develop an understanding of what is typography and how it could be used in Art, Design and Graphics. **How?** By exploring a range of different circus font styles and designing our own typography inspired by the Circus.
Key Vocabulary:	Endangered, Extinct, Mono printing, Colour theory, Composition,	Printing, Lino, Carving, Design, Repetition, Accuracy, detail and Observation.	Blending, Painting, Harmonious colours, Ratio, Pseudonym, Accuracy, Colour, Tone, Detail,	Proportions, Tone, Recording observations, Primary Observation, Secondary Observation, Accuracy,	Proportions, Cross Hatch, Recording observations, Primary Observation, Secondary	Typography, Font, Detail, Three-dimension, scale, design, colour.

				Detail, Gradient, Highlights	Observation, Accuracy, Detail	
Substantive Knowledge – what will pupils to be able to know and do by the time they finish this unit/topic?	Year 10 Pupils will be encouraged to **refine and apply** their creativity and ideas, and evidence highly skilled proficiency in their execution. They should continue to develop a critical understanding of traditional, historical, and contemporary work, expressing reasoned judgements that can inform their own responses. By the end of Year 10, pupils will understand the requirements of the AQA GCSE Fine Art course and apply the four Assessment Objectives throughout sustained projects. They will develop sophisticated observational recording, investigate a range of artists, experiment confidently with mixed media and produce informed design ideas. Pupils will understand how contextual research, experimentation and refinement support the development of personal responses and final outcomes.					
Disciplinary Knowledge – what powerful knowledge is included in this SoW?	Pupils will work increasingly independently, using investigation, experimentation and reflection to develop original ideas. They will critically analyse artists and their own work, making purposeful connections between research and practical outcomes. Pupils will understand how evidence for Assessment Objectives is generated through recording observations, exploring materials, refining ideas and presenting a personal response. **Year 10:** Investigate, refine and produce personal responses against the Assessment Objectives.					
Year 10 Fine Art **Project 1: Birds**	**Project 1** **Recording Observations, Artist exploration, Media Processes, and techniques.** **Assessment Objectives: A01, A02, A03**			**Project 1** **Design Ideas** **Assessment Objectives: A01, A02, A04**	**Project 1** **Final Piece** **Assessment Objectives: A01, A02, A03, A04**	**Project 2** **Recording Observations, Artist exploration, Media Processes, and techniques.** **Assessment Objectives: A01, A02, A03**
Project 2: Under the Sea or Food	**What?** Produce a **highly developed** idea through creative and **purposeful investigations.** Produce a range of **highly developed** drawings demonstrating observational skills.			**What?** **Produce a highly developed ability to effectively develop ideas through creative**	**What?** How to effectively develop our ideas through creative and **purposeful investigations to create a final piece**	**What?** Produce a **highly developed** idea through creative and **purposeful investigations.** **Why?** To demonstrate a **critical understanding** of artists.

	Why? To demonstrate a **critical understanding** of artists. o record ideas, **observations**, and insights relevant to intentions as work progresses. **How?** Produce a **highly developed** design idea which makes **subtle links** to **a wide range of artists** **By completing a ride range of studies using paint, coloured pencils and pencil tone.**	**and purposeful investigations** **Why?** To demonstrate a **critical understanding** of artists. So we can apply new skills to future work. **How?** Produce a **highly developed** design idea which makes **subtle links** to several Artists you have studied.	**Why?** To demonstrate a **critical understanding** of our own work and the work of others **How?** Producing a **highly developed** final piece which makes **subtle links** to your design ideas and several Artists you have studied.	**How?** Produce a **highly developed** design idea which makes **subtle links** to **a wide range of artists**
Key Vocabulary:	Critical Understanding Mixed Media Subtle Composition Investigation Layers Tone Proportions Assessment objectives	Critical Understanding Design Mixed Media Subtle Composition Investigation Layers Background Text Design Assessment Objectives Informed choices		Critical Understanding Mixed Media Subtle Composition Investigation Layers Tone Proportions
Substantive Knowledge – what will pupils to be able to know	Year 11 Pupils will be encouraged to **refine and apply** their creativity and ideas, and evidence highly skilled proficiency in their execution. They should continue to develop a critical understanding of traditional, historical and contemporary work, expressing reasoned judgements that can inform their own responses. By the end of Year 11, pupils will confidently apply the knowledge, skills and understanding required to complete both the Personal Portfolio and Externally Set Assignment. They will demonstrate secure			

<table>
<tr><td>and do by the time they finish this unit/topic?</td><td colspan="3">understanding of artist research, sustained investigations, media experimentation, refinement and final outcomes, producing highly personal responses that meet all four GCSE Assessment Objectives.</td></tr>
<tr><td>Disciplinary Knowledge – what powerful knowledge is included in this SoW?</td><td colspan="3">Pupils will think and work independently as artists by researching, planning, experimenting and evaluating throughout extended projects. They will make informed creative decisions, synthesise contextual influences with practical experimentation and critically evaluate their own progress. Pupils will demonstrate resilience, independence and purposeful refinement throughout the creative process while confidently addressing the GCSE assessment criteria.

Year 11: Work independently and synthesise knowledge to meet GCSE standards.</td></tr>
<tr><td rowspan="2">Year 11
Fine Art

Project 2
Birds</td><td>Project 2
Design Ideas
Assessment Objectives: A01, A02, A04</td><td>Project 2
Final Piece
Assessment Objectives: A01, A02, A03, A04</td><td>Component 2: Exam Question January- May
Examination Start of May.
Assessment Objectives: A01, A02, A03, A04</td></tr>
<tr><td><u>What?</u>

Produce a <u>highly developed</u> ability to effectively develop ideas through creative and <u>purposeful investigations</u>

<u>What?</u>
To demonstrate a <u>critical understanding</u> of artists and work towards addressing Assessment Objective 4.

<u>How?</u>
Produce a <u>highly developed</u> final design which makes <u>subtle links</u> to <u>the Artists studied across</u></td><td><u>What?</u>

Produce a <u>highly developed</u> ability to effectively develop ideas through creative and <u>purposeful investigations</u>

<u>What?</u>
To demonstrate a <u>critical understanding</u> of artists and work towards addressing Assessment Objective 4.</td><td>Component 2: Externally set assignment
Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with exam papers on 1 January, or as soon as possible after that date.

Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.

Supervised time – 10 hours Following the preparatory period, students must complete 10 hours of unaided, supervised time. (Usually Start of May)</td></tr>
</table>

	the project and the mediums explored.	**How?** Produce a **highly developed** final design which makes **subtle links** to **the Artists studied across the project and the mediums explored.**	
Key Vocabulary:	Critical Understanding Mixed Media Subtle Composition Investigation Detail	Design Detail Abstract Purposeful Response	Critical Understanding Mixed Media Subtle Composition Investigation Detail Research Assessment Objectives
Substantive Knowledge – what will pupils to be able to know and do by the **time** they finish this unit/topic?	Year 12 and 13 Pupils will be encouraged to **Investigate, Experiment and Explore with purpose** through a personal investigation and workshops demonstrating highly skilled proficiency in their execution. They should continue to develop a critical understanding of traditional, historical and contemporary work, expressing reasoned judgements that can inform their own responses. Students will be provided with a knowledge rich curriculum content exploring a range of cultural and cross-curricular links throughout their studies. Students will focus on their learning through addressing the AQA A Level Assessment Objectives.		

<table>
<tr><td>Disciplinary Knowledge – what powerful knowledge is included in this SoW?</td><td colspan="2">Students will take part in a wide range of workshops including Drawing, painting, Mixed media, Photography and Textiles.
Students will explore the use of drawing for purposes, using a variety of methods and media on a variety of scales.
Students will explore the work of a range of different Artists, images and artefacts relevant to their starting point through gallery/artist visits and internet research
Students will explore and evidence skills within a range of media and evidence their ability whilst addressing the four AQA A Level assessment objectives.</td></tr>
<tr><td rowspan="2">Year 12-13
Fine Art</td><td>Component 1
Personal Investigation
Assessment Objectives: A01, A02, A03, A04
60% of A Level

Non- Exam Assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre.</td><td>Component 2: Externally set assignment
Start: February Year 13
Assessment Objectives: A01, A02, A03, A04
Preparatory period + 15 hours supervised time (Examination)
40% of A Level
Externally set assignment set and marked by the centre and moderated by AQA during a visit to the centre.</td></tr>
<tr><td>Component 1: Personal investigation
This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.</td><td>Component 2: Externally set assignment
Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with exam papers on 1 February, or as soon as possible after that date.
Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.</td></tr>
</table>

	The written material must accompany the personal investigation and should be between 1000-3000 words confirming understanding of creative decisions, providing evidence of all four assessment objectives. Students will be able to clarify the focus of the investigation, demonstrating critical understanding of contextual and other sources, substantiating decisions leading to the development and refinement of ideas. Students will also be encouraged to discuss recording of ideas, observations and insights relevant to intentions by reflecting critically on practical work. Students can present the written material as a single passage of continuous prose or as a series of shorter discrete, but linked, passages of continuous prose incorporated within the practical work.	**Supervised time** – 15 hours Following the preparatory period, students must complete 15 hours of unaided, supervised time. (Usually Start of May)
Key Vocabulary:	Critical Understanding Mixed Media Explore Observations Refinement Evidence Contemporary Independently Subtle Composition Contextual Investigation Detail Design Detail Abstract Purposeful Response Subtraction Transfer	