

Year 7		Portraiture & Formal elements	Japanese Art	Abstract Cells
	Aim	Students have an introduction to the formal elements of Art and how to apply these successfully when creating a portrait. Students will explore the changing role of portraiture through history and understand the differing styles employed by portrait artists.	Students are learning about key elements of Japanese artforms and cultural traditions. Students are further developing their understanding and application of the formal elements within a silk painting.	Students are developing their understanding of artistic styles with a focus on non-representative Art. Students will continue to develop their application of the formal elements whilst exploring cellular imagery to inspire abstract artwork
Knowledge	Practitioner focus	Armeo Modigliani and Chuck Close - developing awareness of differing portrait styles	Katsushika Houksai and Yayoi Kusama - developing awareness of both traditional and contemporary Japanese practitioners	Karen Kamenetsky and Clint Fulkerson - developing awareness of contemporary artists inspired by Science and Maths
	Formal elements	Line, tone, form, texture, colour, shape	Pattern, colour, line, tone	Line, shape, form, tone, colour, pattern, texture
	Drawing methods	Observational drawing. The grid technique - scale and proportion. Working from a primary source	Manga drawing; for example using guidelines and following a tutorial, final design planning	Observational drawing, working from a primary source
	2D techniques	Tonal drawing and watercolour painting	Pencil drawing and watercolour landscape painting	Pencil drawing, collage and anilinky painting
	Mixed media / Textiles		Silk painting using gutta and hand embroidery such as seed stitch and couching to embellish	String, card, foil and PVA relief pieces
	Purpose	To engage and represent a likeness and express mood/emotion through a range of artistic methods	To raise awareness and celebrate - learning about a tradition from another culture and this informing a textiles outcome.	To inform - wide ranging nature of art styles and to raise awareness of how subjects can overlap by using Science/Maths as inspiration for their own artwork
Assessment	Knowledge Quiz	Term 1 - Quiz will contain questions on the knowledge learned this term. Achieving below 80% will require a re-sit and support will be given through free private tuition classes	80% T2 + 20% T1	
	Learning Demonstration	Planning - sketchbook drawing and painting tasks which demonstrate knowledge of formal elements such as tone and colour. Creating - the creation of a self portrait utilising watercolour paints	Planning - sketchbook drawing and painting tasks which demonstrate knowledge of formal elements such as line and tonal colour. Creating - the creation of an embroidered silk painting using gutta and anilinky inks	Planning - sketchbook drawing and painting tasks which demonstrate knowledge of formal elements such as pattern and shape using collage and drawing. Creating - the creation of an original abstract design
	Question	How can a painting depict a person's identity?	Why is Japanese Art popular around the world today?	How might non representative Art convey meaning?
Cultural Capital	Practitioner Exposure	Pablo Picasso, Amy Sherald, Julian Opie, Vincent Van Gogh	Ogata Korin	Betsy Busby, Reggie Laurent, Christine Yukenbarri, Pablo Picasso
	Context	Historical portraiture e.g. monarch, 20th century developments with photography. Realism and abstraction	Traditional forms of Japanese Art such as ukiyo-e - 17-19th century. The development of manga. Mental health and breaking with tradition	The development of abstract Art in the early 20th century. The significance of scientific discoveries at Cambridge University
	Oracy	Professional response when discussing artwork (Questioning)	Professional response when discussing artwork (Questioning), peer review of final outcomes	Professional response when discussing artwork (Questioning), peer review of outcomes. Giving explanations for artistic choices
	Challenging Perceptions	Exposure to artists from a diverse range of backgrounds including ethnic minorities and non European	A focus on non European artists and a link to mental health and overcoming obstacles such as family expectations and traditional gender roles (LGBTQ)	Exposure to artists from a diverse range of backgrounds including ethnic minority and non European
	Career	Freelance portrait artist - Gaining awareness of commissions	Artist/designer - Gaining awareness of museum commissions	Artist in residence - Gaining awareness of this role within a museum/gallery setting

Year 8	Day of the dead	Natural forms	Urban landscapes
Aim	Students have an introduction to the Day of the Dead festival as part of Mexican culture. Students will explore the use of symbolism within their own artwork whilst continuing to develop their application of the formal elements.	Students explore nature as inspiration for their artwork. Students will create artwork in both 2D and 3D media; building on their knowledge and experience of form, colour and shape.	Students will discuss the role and impact of Street Art. Students will explore urban environments for inspiration when creating 2D outcomes including digital pieces.
Practitioner focus	Frida Kahlo - Developing awareness of artists from another culture and also awareness regarding LGBTQ and disability.	Kate Malone - Developing an awareness of how the natural world can inform artwork and also of a contemporary, British artist working with ceramics.	Banksy - Developing an awareness of street art in terms of historical context and the culture around this artistic style.
Formal elements	Line, pattern, colour, texture	Form, tone, colour, texture	Pattern, line, tone, texture
Drawing methods	Symmetry, scale, applying tonal colour, working from secondary sources	Observational drawing, working from primary and secondary sources, design planning	Perspective drawing, mark making and applying tonal colour
2D techniques	Pencil drawing, watercolour painting further developing knowledge of colour theory	Chalk pastels for tonal colour, collage to explore texture and surface, and pen drawing to explore tone	Colouring pencil to create block and tonal colour. Fine liner pen for use of line/typography.
Mixed media / 3D techniques	3D mask construction -using card, tape, PVA, tissue paper, string	Ceramics - using clay techniques such as coiling and attaching. Applying colour using either paint or glaze	
Digital	Photograph - self portraits using a digital camera		Macro photography using a lens, filters and iPads, PhotoShop editing
Purpose	Entertain and Inform - learning about another culture and traditions and this informing a decorative 3D outcome.	To inform and raise awareness - learning about a range of artistic approaches to a similar subject matter (natural forms).	To inform, provoke and raise awareness - considering how Street Art might have the power to evoke political responses from its audience.
Knowledge Quiz	Term 1 - Quiz will contain questions on the knowledge learned this term. Achieving below 80% will require a re-sit and support will be given through free private tuition classes	80% T2 + 20% T1	70% T3 + 30% T1 + T2
Learning Demonstration	Planning - sketchbook work including a Kahlo inspired piece using symbolism. Creating - the creation of a 3D relief mask using recycled media and which further builds on knowledge of the formal elements of Art.	Planning - sketchbook work including chalk pastel and pen drawings utilising knowledge of the formal elements of Art. Creating - the creation of a 3D clay outcome further building on knowledge of 3D construction.	Planning - sketchbook work including perspective drawing and the use of typography. Creating - the creation of a digital design on PhotoShop using perspective skills.
Question	What makes the Day of the Dead festival unique?	How are artists inspired by nature?	What does the ideal gallery space look like?
Practitioner Exposure	Kara Walker, Paul Cezanne	Mark Powell, Grayson Perry	Kieth Haring, Jean Michel Basquiat, L7M, Hundertwasser, Gaudi
Context	Mexican culture and how it's been influenced by aztec and Spanish tradition. It's popularity in the world today. Frida Kahlo's life and use of symbolism in 20th century	The prevalence of nature informing Art both historically and in contemporary Art.	The development of Street Art in the 1980s and its links to protest Art in the 1970s. Cross-curricular links to Graphics and Geography
Oracy	Professional response (Questioning), peer review of outcomes, giving explanations for artistic decisions	Professional response (Questioning), peer review of outcomes, giving explanations for artistic decisions	Professional response (Questioning), peer review of outcomes, giving explanations for artistic decisions
Challenging Perceptions	Exposure to artists from a diverse range of backgrounds including ethnic minority, LGBTQ, and non European. Understanding different cultures and the impact of colonisation	The work of artist Grayson Perry regarding mental health and LGBTQ.	Exposure to artists from a diverse range of backgrounds including ethnic minority, LGBTQ, and non European. A link to political motivations behind artwork
Career	Wardrobe mistress - awareness of working towards a brief for a theatre company	Artist - working collaboratively with a gallery	Designer/artist - developing knowledge of working on a brief for an international company

Year 9	Human Form	Adorn, decorate & embellish
Aim	Students explore the prevalence of the human form informing Art throughout history. Students will continue to develop their application of the formal elements in a series of pieces which demonstrate an ability to develop and refine using 2D media.	Students explore the use of pattern within Art and will take inspiration from both traditional and contemporary practitioners of relevance. Students will become more independent in their design and creation of a mixed media final piece.
Practitioner focus	Antony Gormley, Shepard Fairey - Developing an awareness of contemporary a British artist working in 3D and American street art and protest art.	Yinka Shonibare, Yellena James, Michael Brennan Wood - developing an awareness of a wide range of artists and pattern from different cultures.
Formal elements	Line, tone, form, shape, colour	Pattern, colour, line, shape, form, tone, texture
Drawing techniques	Using the grid technique to draw accurate human figures, consideration of proportion and scale.	Pencil drawing using line and tone, techniques to develop repeat pattern prints, consideration of symmetry
2D techniques	Observational drawing, mono printing, acrylic painting using different tones of block colour	Pencil drawing, printmaking techniques such as poly block
Mixed media / 3D techniques	Developed work such as edited mono prints using mixed media such as watercolour paints	Experimentation with relief and 3D mixed media including recycled materials
Digital	Digital photography using bridge cameras, PhotoShop editing using filters	PhotoShop - to create repeat designs and to apply editing techniques
Purpose	To raise awareness and understanding through exposure to artists who use the human form to communicate different ideas and emotions.	To inform and celebrate - gaining a greater understanding of artwork from different cultures and using this to inform a decorative final piece.
Knowledge Quiz	100% T1	80% T2 + 20% T1
Learning Demonstration	Planning - students will create a sustained body of work based on the theme which will include printmaking and painting. Creating - students will create a final portrait outcome, using acrylic paints	Planning - students will create a sustained body of work based on the theme which will include printmaking and mixed media. Creating - students will create a final outcome using 3D mixed media
Question	Is portrait painting still relevant?	Is there a universal language within the visual Arts?
Practitioner Exposure	Pablo Picasso, Henry Moore, Edgar Degas	William Morris, Kevin Cole, Maya Freelon,
Context	Art history - the representation of the human form from cave paintings to contemporary examples. Background information about the Fourth plinth project at Trafalgar square	The relevance of Art on the world around us in our everyday lives. The development of printed textiles for example the Arts and Crafts movement in 19th-20th century
Oracy	Professional response (Questioning), peer review of outcomes, giving explanations for artistic decisions	Professional response (Questioning), peer review of outcomes, giving explanations for artistic decisions
Challenging perceptions	Drawing on previous themes of identity and body image and it's link to mental health. A focus on a contemporary public Art project (4th Plinth)	Exposure to artists from a diverse range of backgrounds including ethnic minority, and non European. Understanding different cultures and the impact of colonisation
Career	Artist - further developing knowledge of commissions and public Art institutions	Textile designer - working towards a design brief for a company