Year 7	Year 7 Autumn term into winter- Day of the Dead and Cezanne ● Composition presentation ● Line drawing ● Ink biro drawing ● Water colour ● Pattern ● Analysis & evaluation ● Research skills/ culture		2nd part of Winter term Colour theory and Kandinsky- ● Colour wheel- primary/ secondary/ tertiary ● Complimentary ● Harmonious ● Tonal scale ● Mixing ● Research informing inspiration (Kandinsky) ● Responding ● Annotating		Summer term- Shade, tone and texture. ● 3D drawing ● Shadows ● Mark making ● Tone ● Texture ● Graduation ● Light & shade ● Proportion ● shape/line/ form ● Texture
Links	KS2 Research on Cultural Painting using watercolour paints Drawing- developing line drawings Sculpture in outcome	● KS4 ● Research skills AO1 ● Awareness of line & tone AO2 ● Exploring a range of media AO2 ● Annotations to analyse & evaluate AO3 ● Original final outcomes AO4	KS2 Using ready-mixed paint Using watercolours Observing colours of the subjects (animals/ flowers/ tribal paintings)	KS4 Investigating the work and influences of other artists AO1 Knowledge of how to mix colours and 'families' of colour AO2 Annotation of process AO3 Using precisely mixed colours in a final outcome AO4 Understanding the relationships between colours AO2 & AO4	KS2 Drawing Texture Line Animal patterns William Morris Lowry - proportion	KS4 Drawing AO3 Experiment using a range of mark-making AO2 Developing an accurate final outcome AO4
Skills	Research skills Painting techniques Line drawing Patterns Clay work	Drawing Ink painting Research Annotation Analysis Evaluation Sculpture	Painting Watercolours	Colour mixing Application of paint Recognising colour/ tonal 'families'	Drawing skills How to create the look of different textures Exploring different patterns	Accuracy Observation Measuring Shading Blending Mark making Proportions Composition

	Gargoyle (KS2)	Gargoyle (KS4)	Hundertwasser (KS2)	Hundertwasser (KS4)	Architecture (KS2)	Architecture (KS4)
Year 8	● Y8 Term one. Gargoyle project ● Research ● Grid drawings ● Typography ● Design ● Sculpture ● Clay ● Painting		● Y8 Term two. Hundertwasser project. ● Pattern ● Colour ● Research ● Still life		● Y8 Term three. Architecture project. ● Research ● Perspective ● Different types of architecture (EG: brutalist/ curvilinear etc) ● Sketching & refining ● Drawing skills ● 3D	
Links	KS2 Tribal masks Sculpture- Andy Goldsworthy Clay lighthouse sculpture	KS4 Investigations into cultures AO1 Designing and planning own outcome AO2 Drawing to show ideas AO3 Creating an outcome as a result of a project AO4	KS2 Researching artists Using colour Animal patterns	KS4 Research into artists AO1 Experimenting & refining AO2 Evaluating the work AO3 Working towards and producing a high quality outcome AO4	KS2 Clay lighthouse sculpture Drawing to show ideas line/shape/form/space (watercolours at the beach) Houses created with charcoal	KS4 Research into a range of architectural styles AO1 AccuracyAO2 Experimenting with design ideas to include consideration to materials AO2 Showing resilience in creating accurate drawings AO2 & AO3 Annotation of ideas AO3 Working towards designing and producing a high quality outcome AO4
Skills	Designing Researching Moulding	Research Drawing Accuracy Proportions Features Moulding Sculpting Score/ slip Rendering Dry brushing	Drawing Research Observation	Observation Research Drawing observation Structure lines Colour Pattern Accuracy	Drawing skills Observation of buildings Line, shape & form	Research Observation Perspective Single point perspective Vanishing point Horizon line Accuracy Scale proportion Detail Shadow form Highlights

Year 9	● Overview statement: During year 9 students will undertake a foundation style course that allows them to explore an extended range of art, textile, media and photography techniques through quick fire workshop sessions. Lesson focus will be 'doing' oriented whereas homework will focus on extending students cultural capital though exploring artists and movements with the opportunity to refine and practice skills. Teachers will select workshops from a bank of resources which suit the students they teach. In this way we aim to inspire and create passion for the subject for all students.		Menu of workshops: Art Blind contour drawing Chalk and Charcoal Chiaroscuro Observational drawing Chuck close drawing Mono Printing Illustration One point perspective Optical illusions Paper weaving Thinking outside the box Wax resist Sculpture Clay 3D abstract Abstract faces		● Menu continued: ● ● Textiles ● Coutching ● Weaving ● Tie Dye socks ● ● Photography, graphics and media ● Graphics ● Jordi Koalitic ● Creative typography ●
Links	KS3 ● Art Optical illusions Mono Printing Optical illusions Wax resist All arrears touched on.	KS4 ● Art AO1 Researching artists and movement AO2 Exploring skills AO3 Reflecting through self marking AO4 Making outcomes	KS3 ● Sculpture and Textiles Clay	KS4 ● Sculpture AO1 Researching artists and movement AO2 Exploring skills AO3 Reflecting through self marking AO4 Making outcomes	KS3 ● Photography, graphics and media	KS4 ● Photography, graphics and media AO1 Researching artists and movement AO2 Exploring skills AO3 Reflecting through self marking AO4 Making outcomes
Skills	Drawing Printing Technical drawing Weaving Painting Mixed media	Work created over the year is the foundation of the GCSE art project which informs students choices in	Clay Weaving	Work created over the year is the foundation of the GCSE art and textiles project which informs students choices in both direction and narrative.	Work created over the year is the foundation of the GCSE media and photography project which informs students	

		both direction and narrative.			choices in both direction and narrative.	

Why do we teach what we teach, in the order that we teach it?

Our Key Stage 3 schemes of learning build upon the key elements of art, enabling students to learn and build upon these skills which are crucial for any young art student. This is especially important when students have had a lack of comprehensive art education prior to Secondary School, whilst also enabling more advanced learners to refine and extend knowledge and abilities which are fundamentally core to both GCSE and later A-Level art and design. These key elements are of course entwined with one another, however this does not restrict us from focusing on each element in depth in turn and gradually building complexity. Key elements are: **Line**, **value** (tone), **space** (proportion, perspective and negative space), **shape** (2D), **form** (3D), **texture**, and **colour**. It should also be noted that the schemes of learning follow the GCSE approach to projects of: learning about a topic/artist, experimenting with the material, refining the process, and then producing an outcome. All the while students build skills in a variety of mediums and learn a broad range of processes and techniques.

Y7 Term 1 - Explores the elements of line and tone. This is being able to observe an object and transform its visual image into representative lines on a page (bottle drawings). Simultaneously students also work on being able to recognise how light and dark falls across a physical object and then represent this as tone within their work (bottle ink drawings). These concepts once formalised, also begin to incorporate the element of space (proportion, negative space, etc) as is seen in the bottle collage outcome.
Student's then progress into exploring line and tone in more complex imagery, however the fundamental principles of recognising line and tone (and now the distribution of positive and negative space in an image) are the same (Cezanne oil pastel skulls).

Y7 Term 2 - Explores shape and the portrayal of three dimensional form on a 2D surface (3D shapes drawing and shading them), and later transitioning shape into form (mod-rock work). It also continues to build further upon the line, tone and space skills from Term 1. After the 3D shapes drawing (which are relatively smooth objects and require appropriate mark-making to that effect) we also explore visual texture in terms of shading techniques like hatching, experimental mark-making and pattern experimenting, and the visual textures these create. This leads to creating textures using mod-rock which is a 3D representation of the mark-making students have just experimented with. The texture learning on the slides then transitions into pattern through repetition within the work of Esher.

Y7 Term 3 - Explores the key element of colour. It covers the basics of how to recognise primary, secondary and tertiary colours, how to mix them, use a paint brush etc... As a medium that some students have never previously had the opportunity to use, working in an abstract manner after the initial theory learning enables them to experiment and become accustomed to the medium in a risk free environment, whilst enabling more able students to refine their paint application abilities.

Y8 mirrors Y7 in many ways, therefore revisiting prior learning/skills and building upon it.

Y8 Term 1 - Detailed Gargoyle drawings continue to refine line, tone and space skills. This progresses into the planning of a 2D design (shape+visual texture) and transforming this into a 3D outcome (form+texture).

Y8 Term 2 - Hundertwasser advances the colour theory learnt in Y7 as well continuing skills building in coloured mediums. It demands much more refined use of the coloured mediums than the Y7s are required in the colour theory project, facilitating the refinement of their skills in those mediums.

Y8 Term 3 - Architectural drawing is the pinnacle of accurate line, tone, shape, space application. And I believe Tabs is working on introducing 3D outcomes to that project which will then also cover form also meaning they have to combine several key elements simultaneously within their work.