

Yr10 (KS4)	Topic Area	Knowledge/skills to be taught.	Resources/support at home
Autumn 1	Movement <i>A teacher-led, introductory project directed at developing pupils' understanding of the formal elements, media and processes. Final piece: painting</i>	Knowledge: <ul style="list-style-type: none"> Experimental drawing Proportions of the Figure Understanding the key principles of the Futurists and Cubists Skills: <ul style="list-style-type: none"> Control of the formal elements Drawing from observation 'Scaling up' work Hockney photo-collage process Colour mixing acrylic Mixing skin tones 4 different Painting techniques 	Department website Movement Summer Tasks and presentations Materials sent home to Year 9 students in July 2020 (sketchbook, paints, brush, pencil, pen)
Autumn 2	Movement <i>A teacher-led, introductory project directed at developing pupils' understanding of the formal elements, media and processes. Final piece: painting</i>	Knowledge: <ul style="list-style-type: none"> Colour Theory Experimental Mark Making Understanding of different painting techniques (Flat colour, Sgraffito, Translucent Layering & Impasto) Develop understanding of composition Skills <ul style="list-style-type: none"> Colour mixing acrylic Mixing skin tones 4 different Painting techniques 	Department website Movement Materials provided in school. Checklists
Spring 1	Movement <i>A teacher-led, introductory project directed at developing pupils' understanding of the formal elements, media and processes. Final piece: paintingement</i>	Knowledge: <ul style="list-style-type: none"> Embedding knowledge regarding colour mixing mark making. Appropriate use of different painting techniques (Flat colour, Sgraffito, Translucent Layering & Impasto) Skills <ul style="list-style-type: none"> Effective use of composition Colour mixing acrylic Mixing skin tones 	Department website Movement Materials provided in school. Checklists
Spring 2	Protest & Survive <i>Pupils' work is based around an issue they feel</i>	Knowledge: <ul style="list-style-type: none"> Issues based artwork particularly work that examines social issues and forms of protest. 	Department website Protest & Survive

	<i>strongly about. The outcome is a ceramic and/or mixed media pots in the style of Grayson Perry</i>	<ul style="list-style-type: none"> Appropriating existing imagery / text to create new artwork / message. Eg Barbara Krugar & Grayson Perry 'Nokia bird' plate. Public protest art: Banksy Skills: <ul style="list-style-type: none"> Research into artists- writing formally about artist's work, developing a critical language Develop collage techniques Understanding stencil printing Application of acrylic paint Colour Mixing (monochrome) 	Protest & Survive Exhibition at the Whitechapel gallery in 2001 for context of the theme: https://frieze.com/article/protest-and-survive-0 Checklists
Summer 1	Protest & Survive <i>Pupils' work is based around an issue they feel strongly about. The outcome is a ceramic and/or mixed media pots in the style of Grayson Perry</i>	Knowledge <ul style="list-style-type: none"> Appropriation of text: process and techniques used by Tom Phillips in 'The Humament' Conveying an opinion through artwork: Thomas Toft & Grayson Perry plates and pots The significance of banners as a form of protest: union banners and Jeremy Deller Skills <ul style="list-style-type: none"> Using 2D mixed media appropriately to edit text (Humament) Basic ceramic techniques: slab, slipware, sgraffito, embossing, moulding, piercing etc. Research techniques to gather relevant information about social issues. Developing designs in the sketchbook 	Department website Protest & Survive Protest & Survive Exhibition at the Whitechapel gallery in 2001 for context of the theme: https://frieze.com/article/protest-and-survive-0 Checklists
Summer 2	Protest & Survive <i>Pupils' work is based around an issue they feel strongly about. The outcome is a ceramic and/or mixed media pots in the style of Grayson Perry</i>	Knowledge <ul style="list-style-type: none"> Application of prior learning Skills <ul style="list-style-type: none"> Embed ceramic construction and decoration techniques. Coil Pot construction Decorative Clay surface techniques: emboss, engrave, glaze etc. 	Department website Protest & Survive Protest & Survive Exhibition at the Whitechapel gallery in 2001 for context of the theme: https://frieze.com/article/protest-and-survive-0 Checklists
Yr11 (KS4)	Topic Area	Knowledge/skills to be taught.	Resources/support at home
Autumn 1	Past, Present & Future <i>An independent project which begins with teacher led workshops (printing techniques). Students negotiate independent developments toward a personal outcome.</i>	Knowledge: <ul style="list-style-type: none"> How to develop independent/personal responses to briefs set Skills: <ul style="list-style-type: none"> Printmaking: relief, mono-printing, lino and collograph Planning developments through negotiating tasks with the teacher 	Department website Past, Present & Future Checklists
Autumn 2	Past, Present & Future <i>An independent project</i>	Knowledge <ul style="list-style-type: none"> Synthesising previous research, experimentation etc to develop a personal response to the theme. 	Department website Past, Present & Future Checklists

	<p><i>which begins with teacher led workshops (printing techniques). Students negotiate independent developments toward a personal outcome.</i></p>	<p>Skills</p> <ul style="list-style-type: none"> Processes and techniques dependent on direction taken by individual students. 	
Spring 1	<p>Word theme</p> <p><i>An independent, Issues based project which begins a word relating to the "Past, Present, Future" project. Students negotiate independent developments towards a personal outcome which they produce at the end of the prep period.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Working in a gallery context Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions. <p>Skills:</p> <ul style="list-style-type: none"> Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing. Research into artists- writing formally about artist's work, developing a critical language. Reflect upon work as it progresses in order to refine ideas. Select and organise information that is relevant to personal interests. Processes and techniques dependent on direction taken by individual students. 	<p>Department website Checklists</p>
Spring 2	<p>Word theme</p> <p><i>An independent, Issues based project which begins a word relating to the "Past, Present, Future" project. Students negotiate independent developments towards a personal outcome which they produce at the end of the prep period.</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Working in a gallery context Explore a wide variety of work produced by fine artists and understand the differences in their methods, approaches, purposes and intentions. <p>Skills:</p> <ul style="list-style-type: none"> Record ideas, first-hand observations, insights and judgments by any suitable means, especially drawing. Research into artists- writing formally about artist's work, developing a critical language. Reflect upon work as it progresses in order to refine. Select and organise information that is relevant to personal interests. 	<p>Department website Checklists</p>
Summer 1	<p>Revisiting Time:</p> <p><i>Students revisit "Movement" "Past Present and Future" and their "Word" units to ensure all are complete, and annotated. All work is photographed and presented in a Google Slides doc.</i></p>	<p>Skills</p> <ul style="list-style-type: none"> Consider different presentation formats for slideshow. Understand how to photograph and present Art work Reflect upon work as it progresses in order to refine ideas and annotate your work Students write their own "Creative Statement" outlining the entire coursework journey. 	<p>Department website Checklists</p>