

<b>Subject</b>	Art
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	12 weeks
<b>Module</b>	Sugar Rush

**Skills and concepts to be developed and assessed:**

- Colour Theory
- Responding to the work of artists
- Composition and arrangement
- Observational drawings
- Elements of Art
- Principles of Art
- Evaluation and analysis
- Photorealism painting

**Factual knowledge to be taught and assessed:**

- Elements of Art
- Principles of Art
- Artist research
- Key words and definitions
- Evaluation and analysis

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

There are good opportunities to promote good standards of literacy through the use of extended writing. Pupils will be taught how to analyse artists work using the correct technical language and articulate their opinions about the artists work. The use of writing stems, exemplars and stimulus questions to help structure extended writing are strategically used to support this.

**Formative Assessment and Summative Assessment:**

In Art, feedback is an ongoing process to encourage pupils to review and refine their artwork, prior to it being finally realised. Much feedback occurs throughout the lesson, as pupils are working creatively and independently. However, written formative feedback is given at least once each cycle. Pupils are summatively assessed on AO3 using the thresholds of acquiring, developing, proficient and excellent at the end of each cycle.

**Building Retention: What prior learning must be built upon?**

The aim of this module is to give all pupils a grounding in the principles of Art and allow them to feel comfortable to experiment with new skills and techniques by exploring a wide variety of media.

**Link forward: where next for the learning?:**

Skills learnt in this cycle will be built upon in a printing and paper manipulation project based on the theme of African Textiles specifically Adinkra, Adire and Mud cloth. Pupils will revisit the elements and principles of art and develop their knowledge and skill in using these.

<b>Subject</b>	Art
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	12 weeks
<b>Module</b>	Print and Paper manipulation

### **Skills and concepts to be developed and assessed (linking to identified AOs)**

- Weaving
- Notan
- Stencil design and production
- Printing
- Repeat pattern
- Watercolour
- Composition and arrangement
- Evaluation and analysis of own and other's artwork
- Analysis of African textile design specifically Adrie, Adinkra and Mud cloth.
- Principles of Art
- Elements of Art
- Tonal shading
- Evaluation
- A range of drawing techniques

### **Factual knowledge to be taught and assessed (including subject specific vocabulary)**

- Elements of Art
- Principles of Art
- Artist research
- Research into African textile design specifically Adrie, Adinkra and Mud cloth.
- Key words and definitions

### **Spelling-Punctuation-Grammar How will you promote high standards within this module?**

There are good opportunities to promote good standards of literacy through the use of extended writing. Pupils will be taught how to analyse artists work using the correct technical language and articulate their opinions about the artists work. The use of writing stems, exemplars and stimulus questions to help structure extended writing are strategically used to support this.

### **Formative and Summative Assessment**

In Art, feedback is an ongoing process to encourage pupils to review and refine their artwork, prior to it being finally realised. Much feedback occurs throughout the lesson, as pupils are working creatively and independently. However, written formative feedback is given at least once each cycle. Pupils are summatively assessed on AO3 using the thresholds of acquiring, developing, proficient and excellent at the end of each cycle.

### **Building Retention: What prior learning must be built upon?**

The aim of this module is to give all pupils a grounding in the formal elements and principles of Art required to develop more creative visual forms and allow them to feel comfortable to experiment with new skills and techniques.

### **Link forward: where next for the learning?**

Skills learnt in this cycle will be built upon in a Ceramic Sculpture and Architecture project, Pupils will revisit the elements and principles of art and develop their knowledge and skill in using these.

<b>Subject</b>	Art
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	12 weeks
<b>Module</b>	Ceramic Sculpture + Architecture

**Skills and concepts to be developed and assessed:**

- Colour Theory
- Colour blending
- Three dimensional construction
- Sculpting and modelling
- Texture experiments
- Evaluation and analysis of own and other's artwork
- Design ideas

**Factual knowledge to be taught and assessed:**

- Elements of Art
- Colour theory
- Artist research specifically Gaudi
- Keywords and definitions
- Three-dimensional sculpture

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

There are good opportunities to promote good standards of literacy through the use of extended writing. Pupils will be taught how to analyse artists work using the correct technical language and articulate their opinions about the artists work. The use of writing stems, exemplars and stimulus questions to help structure extended writing are strategically used to support this.

**Formative Assessment and Summative Assessment:**

In Art, feedback is an ongoing process to encourage pupils to review and refine their artwork, prior to it being finally realised. Much feedback occurs throughout the lesson, as pupils are working creatively and independently. However, written formative feedback is given at least once each cycle. Pupils are summatively assessed on AO3 using the thresholds of acquiring, developing, proficient and excellent at the end of each cycle.

**Building Retention: What prior learning must be built upon?**

The aim of this module is to give all pupils an opportunity to experiment with the formal elements and principles of Art required to develop more creative visual forms and allow them to feel comfortable to experiment with new skills and techniques, such as sculpture and installation.

**Link forward: where next for the learning?:**

Skills learnt in this cycle will be built upon in year 9. Pupils will revisit the elements and principles of art and develop their knowledge and skill in using these. This knowledge will be built upon by introducing art with a political or personal message. Pupils will then use their knowledge of the elements and principles of art to create meaningful and personal art.