

Long Term Plan Year 7 Art

POP ART

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver - Be curious, be creative, be reflective, be yourself	Anticipated misconceptions	Links to previous KS2	Links to future KS4	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Key terminology to be communicated simultaneously throughout lessons.											
1	POP ART	Critical understanding of Andy Warhol. Drawing basic shapes in proportion and how to add tone. Colour theory - primary, secondary and complementary colours.	Secure knowledge of subject specific keywords including the Formal Elements of Art. Key skills: How to create an accurate outline drawing, mirrored drawing, gridding, tracing, tonal scales and applying tone. Using lines to create a range of different marks develops the ability to work independently. How to write a critical study and why it is important / relevant. The use of the colour wheel and its importance in Pop Art.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies	'Art is just pretty pictures' https://www.youtube.com/watch?v=Kjxx6PzajE Types of drawing (accuracy) Comprehension of key words - Formal Elements & Visual Principles.	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	Literacy starters - H/W tasks designed to promote discussions about artists/architects/designers . Broad spectrum covered at the teachers discretion.	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement
2	POP ART	Looking at compositions by Andy Warhol and taking inspiration from his work Applying new knowledge from colour theory to our new compositions.	Secure knowledge of subject specific keywords including the Formal Elements of Art. Key skills: Using lines to create a range of different marks develops the ability to work independently. Using composition to guide the creators on how to present their work. How to apply their critical study and why it is important / relevant. The use of the colour wheel and its importance in Pop Art.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	Comprehension of key words - Formal Elements & Visual Principles Complementary vs Harmonising colour pairs .	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement

3	POP ART	Critical study and investigation of Nancy Standlee's work. Reapplying knowledge of how to draw basic shapes and look at how to draw cupcakes. Working with mixed media and apply this to our drawings.	How to create an accurate outline drawing of a cupcake. Using lines to create a range of different marks develops the ability to work independently. How to write a critical study and why it is important / relevant. The use of the colour wheel and its importance in Pop Art. Skills: Applying new mixed media such as collage, watercolour and 3D design.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	What is the point in idea generation if I just like the first drawing that I did?	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement
4	POP ART	Combining and applying mixed media with Andy Warhol & Peter Blake style compositions	Skills: Applying new mixed media such as collage, watercolour and 3D design.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	Ensuring that observation skills are taken on board - not making up shapes Pattern is a repeating element	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement

5	POP ART	<p>What is onomatopoeia?</p> <p>How do you best illustrate an onomatopoeic word?</p>	<p>Use to create an effective onomatopoeia word by designing own font</p>	<p>Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate</p>	<p>'Art is just drawing' - pupils to see that there are other ways in which to mark make, challenge the misconception that it is all to do with drawing</p>	<p>KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques</p>	<p>The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.</p>	<p>Pupils can consider their own ways of making marks on a page - other than pen, paint and pencil Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.</p>	<p>Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working</p>	<p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.</p>	<p>Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement</p>
6	POP ART	<p>What is source material?</p> <p>How do you use the styles and media experimented with to create your own personalised and individualised outcome?</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Experiment with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of Pop Art.</p>	<p>Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate</p>	<p>What does Pop Art? Pop is short for popular - move away from the thinking of onomatopoeia is the only part of pop art</p>	<p>KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques</p>	<p>The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.</p>	<p>Pupils can consider their own ways of making marks on a page - other than pen, paint and pencil Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.</p>	<p>Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working</p>	<p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.</p>	<p>Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement</p>

Long Term Plan Year 8 Art

CUBSIM

Half term	Unit title CUBISM	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver - Be curious, be creative, be reflective, be yourself	Anticipated misconceptions	Links to previous KS2	Links to future KS4	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Key terminology to be communicated simultaneously throughout lessons.											
1	CUBISM	Critical understanding of Marcia Baldwin. Drawing basic shapes in proportion and how to add tone. Colour theory - primary, secondary and complementary colours. Natural form drawings and applying colour using watercolour	Secure knowledge of subject specific keywords including the Formal Elements of Art. Key skills: How to create an accurate outline drawing applying tone. Using lines to create a range of different marks develops the ability to work independently. How to write a critical study and why it is important / relevant. The use of the colour wheel and its importance Art. Fauvism and it's effect in Art.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies	'Art is just pretty pictures' https://www.youtube.com/watch?v=Kjxx6PzajE Types of drawing (accuracy) Comprehension of key words - Formal Elements & Visual Principles.	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	Literacy starters - H/W tasks designed to promote discussions about artists/architects/designers. Broad spectrum covered at the teachers discretion.	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement
2	CUBISM	Critical understanding of Pablo Picasso. Investigation into Pablo Picasso and the art movement of Cubism. Creating work inspired by the artist and movement.	Key skills: Using lines to create a range of different marks develops the ability to work independently. Using composition to guide the creators on how to present their work. How to apply their critical study and why it is important / relevant. Basic drawing of a guitar and looking at Pablo Picasso's guitar sculpture. Monoprinting of guitar	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	Comprehension of key words - Formal Elements & Visual Principles Complement ary vs Harmonising colour pairs .	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement

3	CUBISM	Applying watercolour to drawings of guitar, focusing on monochromatic colours and the colour wheel. How does tone impact on a painting? Applying Marcia Baldwin's style of working.	Watercolour techniques and shape drawings. Taking inspiration from and applying key features from another artist's work.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	What is the point in idea generation if I just like the first drawing that I did?	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement
4	CUBISM	Designing of 3D guitar	Skills: Applying new mixed media such as collage, watercolour and 3D design.	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	Ensuring that observation skills are taken on board - not making up shapes Pattern is a repeating element	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement

5	CUBISM	<p>What is source material?</p> <p>How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Skills: Applying new mixed media such as collage, watercolour and 3D design.</p>	<p>Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate</p>	<p>Using too much water when applying brown tape therefore not being able to form the 3D shape.</p>	<p>KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques</p>	<p>The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.</p>	<p>Pupils can consider their own ways of making marks on a page - other than pen, paint and pencil Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.</p>	<p>Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working</p>	<p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.</p>	<p>Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement</p>
6	CUBISM	<p>What is source material?</p> <p>How do you use the styles and media experimented with to create your own personalised and individualised outcome? AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>Skills: Applying new mixed media such as collage, watercolour and 3D design.</p>	<p>Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate</p>	<p>Using too much water when applying brown tape therefore not being able to form the 3D shape.</p>	<p>KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques</p>	<p>The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.</p>	<p>Pupils can consider their own ways of making marks on a page - other than pen, paint and pencil Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.</p>	<p>Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working</p>	<p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.</p>	<p>Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement</p>

Long Term Plan Year 9 Art
ARCHITECTURE

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver - Be curious, be creative, be reflective, be yourself	Anticipated misconceptions	Links to previous KS2	Links to future KS4	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Key terminology to be communicated simultaneously throughout lessons.											
1	ARCHITECTURE	<p>What is perspective How do you draw a basic shapes? How do you apply perspective to basic shapes? How do you apply tone to create 3D effect. What is one point perspective. What is two point perspective</p> <p>What is a vanishing point and how it is used in perspective drawing</p> <p>Creating a simple one point perspective street drawing. How do you produce an accurate two point perspective drawing</p>	One point perspective drawing, two point perspective drawing	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies	'Art is just pretty pictures' https://www.youtube.com/watch?v=Kjx6PzajE Types of drawing (accuracy) Comprehension of key words - Formal Elements & Visual Principles. Not using the ruler effectively in perspective drawings.	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	Literacy starters - H/W tasks designed to promote discussions about artists/architects/designers. Broad spectrum covered at the teachers discretion.	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement
2	ARCHITECTURE	<p>Applying perspective rules to drawings of architectural features of buildings examples to include windows, doors, columns and mouldings. Complete creation of simple drawings of buildings showing understanding of perspective and building features from previous lessons. Mixed media carousel. Using different art techniques to create studies of buildings and architectural features. Techniques include mono prints, collage, charcoal</p>	Experimenting in art gives students the ability to explore different medias in depth and apply new skills to further develop work. Use pen and water applying ink and water technique to drawings of architectural features of buildings	Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate	Not adding enough detail to architecture drawings, accuracy of drawings	KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques	The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.	Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.	Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working	The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.	Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement

3	ARCHITECTURE	<p>John Piper image analysis</p> <p>How does John Piper use colour and line, effectively make use of copies of previous drawings and add colour through the application of paint. "How do you appropriately create a painted image using the ideas seen in John Piper's?"</p> <p>How do you effectively make each of the images used link to each other?"</p>	<p>Secure knowledge of subject specific keywords including the Formal Elements of Art. Key skills: How to create an accurate outline drawing, mirrored drawing, gridding, tracing, tonal scales and applying tone. Using lines to create a range of different marks develops the ability to work independently.</p> <p>How to write a critical study and why it is important / relevant.</p>	<p>Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate</p>	<p>What is the point in idea generation if I just like the first drawing that I did? Students will be out of comfort zone creating work only using the edge of cardboard but it will enable students to think outside the box to make their images look like a building. Some students may give up quickly which will need encouragement and further modelling.</p>	<p>KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques</p>	<p>The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.</p>	<p>Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.</p>	<p>Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working</p>	<p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.</p>	<p>Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement</p>
4	ARCHITECTURE	<p>How do you appropriately create a painted image using the ideas seen in John Piper's?</p> <p>How do you effectively make each of the images used link to each other?"</p>	<p>Skills: Applying new mixed media such as collage, watercolour and acrylic paint</p>	<p>Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate</p>	<p>Students will be out of comfort zone creating work only using the edge of cardboard but it will enable students to think outside the box to make their images look like a building. Some students may give up quickly which will need encouragement and further modelling.</p>	<p>KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques</p>	<p>The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.</p>	<p>Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.</p>	<p>Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working</p>	<p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.</p>	<p>Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement</p>

5	ARCHITECTURE	<p>Ian Murphy image analysis</p> <p>How does Ian Murphy use colour and line. Effectively make use of fineliner and water to architectural drawings. Effectively make use of fineliner and water to architectural drawings</p>	<p>Skills: Applying new mixed media such as collage, watercolour and 3D design. How to write a critical study and why it is important / relevant.</p>	<p>Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate</p>	<p>'Art is just drawing' - pupils to see that there are other ways in which to mark make, challenge the misconception that it is all to do with drawing</p>	<p>KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques</p>	<p>The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.</p>	<p>Pupils can consider their own ways of making marks on a page - other than pen, paint and pencil Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.</p>	<p>Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working</p>	<p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.</p>	<p>Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement</p>
6	ARCHITECTURE	<p>What is source material?</p> <p>How do you use the styles and media experimented with to create your own personalised and individualised outcome?</p> <p>AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Independent research is an investigation carried out without the intervention of another, developing our own thoughts and conclusions</p>	<p>Experiment with a variety of mark making techniques including collage, watercolour and 3D design Explore the visual style of Pop Art.</p>	<p>Be creative - Experiment, develop, resilience Be curious - Critical and contextual studies Be reflective - Annotate and record Be yourself - Relate and innovate</p>	<p>What does Pop Art? Pop is short for popular - move away from the thinking of onomatopoeia is the only part of pop art</p>	<p>KS1/2 Use a range of materials and techniques KS1/2 Use a range of techniques that link to the Formal Elements KS1/2 Look at a range of different artists / architects / designers KS2 Improve mastery of art and design techniques</p>	<p>The accurate use of subject specific keywords is required for GCSE Art & Design Development of key skills Creating links Developing a creative /personal response.</p>	<p>Pupils can consider their own ways of making marks on a page - other than pen, paint and pencil Challenging secondary source images. High level exemplars relating to key skills shared to encourage additional refinements.</p>	<p>Social: Encourage lessons to allow for open conversations about artwork and the work of classmates Moral: Be respectful of each other's work and the working environment Spiritual: Begin the exploration of and learn about oneself, their interests and what enthuses them. Cultural: Explore different ways of working</p>	<p>The course focuses on the building of knowledge blocks that are refined and applied to a range of creative problems throughout the student's time in Art & Design. Analysis, understanding composition and creating links are key components of the courses. Students learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made.</p>	<p>Creative mindset - transferable skills. Architecture, graphic designer, web designer, media, film studies, photographer, social media manager, advertisement</p>