

## Art High Level Plan

Year 7 Autumn Term	Year 8 Autumn Term	Year 9 Autumn Term
<b>Drawing Skills Birmingham project</b>	<b>Still life project (Toys or Food)</b>	<b>Landscape and Architecture Project</b>
Building on prior knowledge from key stage 2 Pupils will be set a baseline test to see what their Prior knowledge is in art, this will be based on a selection of questions and art tasks, then evaluated by teacher.	The project is delivered to strengthen pupil's observational studies skills in exploring mark making whilst developing drawing skills	Landscape and Architecture is a distinct separation between studies of Urban, Rural and Cityscapes making it a perfect example for a landscape.
<b>Key skills</b>	<b>Key Skills</b>	<b>Key Skills</b>
Using formal elements of line, shape, form, pattern, and shade within their drawings. <b>Procedural knowledge:</b> Materials exploring: Working with pencil, pencil crayon activities – dry media	<i>Building prior skills on using formal elements such as: line, shape, form, tone, texture, pattern, colour, and composition</i> <b>Procedural Knowledge:</b> Materials exploring: Watercolour, pencil crayon, pencil techniques	<i>Techniques for landscape painting and perspective drawing and sketching for Architecture. Perspective drawings consist of foreground, middle ground, and background</i> <b>Procedural Knowledge:</b> Pencil drawing, pencil crayon effects, watercolour paint, acrylic paint.
<b>Study of an Artist</b>	<b>Study of an Artist</b>	<b>Study of an Artist</b>
<b>Introduction to the artist Hundertwasser, construct an artist information page</b> which, consist of information, facts based on artist and recreation of his work.	<b>Introduction to the artist Sarah Graham, Kathy Hildebrandt, or Jacqueline Poirier.</b> Build on an artist information page, which consist of information, facts based on artist and recreation of their work.	<b>Looking at both historical and contemporary artist styles Henri Rousseau and Andy Peutherer</b> on creating a fact file consisting of information on the styles of artist.
<b>Outcome / Assessment</b>	<b>Outcome / Assessment</b>	<b>Outcome / Assessment</b>
Develop a personal response; using formal elements and implementing them into a conclusion include the influence of artist Hundertwasser style of work.	To create a visually interesting arrangement that can be used to create a still life drawing, to produce a personal subject matter that consisting of either food or toys.	To establish in recreating your own landscape to admire key skills within your design.
<b>Year 7 Spring Term</b>	<b>Year 8 Spring Term</b>	<b>Year 9 Spring Term</b>
<b>Colour theory project</b>	<b>Portrait project</b>	<b>Surrealism</b>
Project based on either Natural forms or Still life such as shells, leaves, and flowers.	Looking at pupil's personal identity and implementing, portion and drawing skills to produce a personal portrait.	Developing on pupil's imagination skills Looking at hybrid animals, dreams, and nightmares as concepts
<b>Key skills</b>	<b>Key Skills</b>	<b>Key skills</b>

<p>Implementing and learning about term “hue” refers to pigment</p> <ul style="list-style-type: none"> <li>• Value is synonymous with “lightness”</li> <li>• Primary Colours: Red, Yellow, and Blue. ...</li> <li>• Secondary Colours: Green, Orange, and Violet. ...</li> <li>• Tertiary Colours. ...</li> <li>• Complementary Colours. ...</li> </ul> <p><b>Procedural Knowledge:</b> Drawing skills, pattern exploration, painting techniques and experimentation</p>	<p>Acquiring methods which involve grid drawing, symmetrical drawing, portions of face structure and face expressions.</p> <p><b>Procedural knowledge:</b> Drawing and mark making skills, Coffee painting, watercolour painting.</p>	<p><i>Surrealist Techniques are drawing, dislocation, metamorphosis, juxtaposition, scale, Repetition/pattern</i></p> <p><b>Procedural knowledge:</b> Drawing techniques and mark making, watercolour pencils, paint, and collage (paper, newspaper, tissue effects)</p>
<b>Study of an artist</b>	<b>Study of an artist</b>	<b>Study of an artist</b>
<p><b>Looking at Andy Warhol, Wassily Kandinsky or Vincent van Gogh.</b> Consist of information, facts based on artist and recreation of their work.</p>	<p><b>Study artist like Vincent Low, Chuck close or traditional artist like Leonardo da Vinci to utilize information along with portraits of their work.</b> <i>Optional Artists investigating – Kris Trappeniers</i></p>	<p><i>Look at the work of these contemporary surrealists; Rene Magritte, Salvador Dali or Giorgio Di Chirico, Vladimir Kush, Redmer Hoekstra</i></p>
<b>Outcome / Assessment</b>	<b>Outcome / Assessment</b>	<b>Outcome / Assessment</b>
<p>Develop a personal response, using colour theory elements and implementing them into an outcome including the influence of artist’s style of work and the key skills they have acquired.</p>	<p>Develop on a personal portrait considering styles or methods of artists studied.</p>	<p><i>Use your process Journals to demonstrate your creative thinking, to develop skills, and to extend your knowledge as you create and respond to artworks</i></p>
<b>Year 7 Summer Term</b>	<b>Year 8 Summer Term</b>	<b>Year 9 Summer Term</b>
<b>Mask Decoration 3D project</b>	<b>Graphics Street art</b>	
<p>Collaborating and using prior knowledge from previous projects to present a cultural Mask. This is Summative of the Procedural tasks that students have undertaken.</p>	<p>Looking at a modern form of art for street art which will lead on to the landscape project</p>	
<b>Key skills</b>	<b>Key skills</b>	<b>Key skills</b>
<p>Implementing knowledge on; masks; exhibitions; artefacts, Cross curricular links: History and Geography thinking skills; crafts and making skills, use of different surfaces</p> <p><b>Procedural Knowledge:</b></p>	<p>Project work may fall into categories such as race, gender, disability, health, and environment inhabiting various forms of graffiti methods, spray cans, stencils or 3d installations</p> <p><b>Procedural Knowledge:</b></p>	

<b>Study of an artist</b>	<b>Study of an artist</b>	<b>Study of an artist</b>
Diverse types of cultures could be studied from African cultures, day of dead Mexican to Baruca tribal rain forest masks. Information pages should consist of facts and drawings of these cultural or tribal masks.	<b>Considering studying local artist like Mohammed Ali graffiti style compared to a well know artist Banksy</b> <i>Looking into who these artists are and their styles of work</i>	
<b>Outcome / Assessment</b>	<b>Outcome / Assessment</b>	<b>Outcome</b>
Develop on creating an 3D influence cultural mask based on their findings.	To Progress into producing an outcome putting together individual styles to create a fusion.	

<b>Year 10 Autumn Term</b>	<b>Year 11 Autumn Term</b>
<b>GCSE Course work 60 %</b>	<b>AO2: Continue to explore with a range of materials</b> , refine ideas by experiment and selecting appropriate resources, media, materials, techniques, and processes.
<b>Researching a topic for their coursework</b>	<b>Development of ideas towards a Procedural/Substantive outcome</b>
<b>AO3: record, first hand observations drawing and insights relevant to intentions in visual other forms (25 marks)</b>	<b>AO4: Present a personal informed and meaningful response</b> demonstrating analytical and critical understanding, realising intentions and where appropriate making connections between visual, oral, written, and other elements. <b>(25 marks)</b>
<b>Year 10 Spring Term</b>	<b>Year 11 Spring Term</b>
<b>AO3: record</b> , continue with first hand observations drawing and insights relevant to intentions in visual other forms.	<b>Exam 40% Pupils to choose an exam question</b> Students are required to produce a unit of work over a fixed period. There will be a ten-hour exam where the student will create their final piece to this starting point.
<b>AO1: Develop ideas</b> through investigations informed by	<b>AO3: record</b> , first hand observational drawings and insights relevant to

<p>artists/photographers and other sources, demonstrating analytical and cultural understanding. <b>(25 marks)</b></p>	<p>intentions in visual other forms <b>(20 marks)</b> <b>(3-4 weeks)</b></p>
	<p><b>A01 Contextual studies of Art history</b></p> <p><b>Looking at various artist styles (3 weeks)</b></p> <p>Develop ideas through investigations informed by artists/photographers and other sources, demonstrating analytical and cultural understanding. <b>(20 marks)</b></p>
	<p><b>A02: Refine ideas by experiment and selecting appropriate resources, media, materials, techniques, and processes (20 marks)</b></p> <p><b>(3 weeks)</b></p>
	<p><b>Development of ideas towards an outcome</b></p> <p><b>A04: Present a personal informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate making connections between visual, oral, written, and other elements.</b></p> <p><b>(20 marks) (1 week)</b></p>
<p><b>Year 10 Summer Term</b></p>	<p><b>Year 11 Summer Term</b></p>
<p><b>A02: Refine ideas</b> by experiment and selecting appropriate resources, media, materials, techniques, and processes <b>(25 marks)</b></p>	