

## OCL Art Curriculum: Long Term Plan

### Brief overview

**Year 7: Experience, observe, understand. The formal elements - Developing art language to tell stories**



**'Learn the rules like a pro, so you can break them like an artist.' Pablo Picasso**

In Year 7, students arrive with a variety of art experience, skill, knowledge and understanding. This part of the learning journey is to embed foundational, technical skills in using different materials and processes in Art and Design through learning about observation. Students will learn and practise a range of technical skills in a variety of media with a focus on control and accuracy – manipulating the tools and materials to behave in the way that they want them to. Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills – observing, thinking, understanding and doing. Students will develop work in 2d (and 3d) from primary and secondary sources considering how their use of the formal elements and principles of design creates an outcome.

Students will be able to identify how formal elements are used to create accurate and engaging work through developing their own skills. Through studying initially more familiar, then increasingly less familiar and more complex works of art and artists\*, students will learn to appreciate the methods and ideas involved in creating work by others – how visual stories are told, whilst beginning to learn the language of visual culture. Students will develop complex and subject specific vocabulary that they will be able to use in describing work.

\*artists – a term used to include artists, designers, craftspeople, architects, photographers from different times and cultural heritages...

Term	Autumn	Spring	Summer
Unit title	T1 Formal elements: Line, tone and texture T2 Formal elements: Texture, Shape and Colour	Formal elements: Colour, pattern, composition	T1 Formal elements: Form, perspective (3D elements) T2 Formal elements: Form: simple relief
Big idea and core concepts	Foundations of Art #1 Artists tell stories #2 Artists follow (and break) rules	Foundations of Art #1 Artists tell stories #2 Artists follow (and break) rules #3 Artists play with ideas, materials and failure	Foundations of Art #1 Artists tell stories #2 Artists follow (and break) rules #3 Artists play with ideas, materials and failure
Relevant end points	Developing practice with formal elements-specifically <a href="#">Mark making</a> , <a href="#">Line</a> , <a href="#">Tone</a> , <a href="#">Texture</a> , <a href="#">Shape</a> , <a href="#">Colour</a> Learning to recognise a narrative(stories) in <b>familiar</b> artworks Learning rules by practising <b>accuracy, control and fluency</b>	Developing practice with <a href="#">Colour</a> , <a href="#">Pattern</a> , <a href="#">Composition</a> Learning to recognise a narrative(stories) in <b>less familiar</b> artworks Learning rules by practising <b>accuracy, control and fluency</b> Learning to <b>explore and use new materials and processes</b>	Developing practice with <a href="#">Form</a> , <a href="#">Perspective</a> Learning to recognise a narrative(stories) in <b>less familiar</b> artworks Learning rules by practising <b>accuracy, control and fluency</b> Learning to <b>explore and use new materials and processes</b>
Core substantive knowledge (what)	Formal elements: exploration of practice and application Line <ul style="list-style-type: none"> <li>a line that joins up is used to create a shape</li> <li>lines can be drawn in different ways to convey meaning. Lines can be gestural eg. A dark, heavy zig zag may demonstrate anger</li> </ul> Tone <ul style="list-style-type: none"> <li>tone makes objects appear 3d by creating volume</li> </ul> Texture <ul style="list-style-type: none"> <li>Texture is the way the surface on an object feels to the touch(actual/physical) OR looks as it may feel(implied/visual)</li> <li>Texture is made through mark making</li> </ul>	Formal elements: exploration of practice and application Colour <ul style="list-style-type: none"> <li>Colour wheel - primary/secondary (tertiary)</li> <li>Colour Theory - tint, hue, saturation</li> <li>Temperature, contrast - warm, cool</li> </ul> Pattern <p>A pattern sequence can be:</p> <ul style="list-style-type: none"> <li>Symmetrical</li> <li>Geometric</li> <li>Regular</li> </ul> <p>A pattern can be observed through repeated colour, line, shape etc</p> Composition	Formal elements: exploration of practice and application Form <ul style="list-style-type: none"> <li>Forms are 3D – they have height, width and depth</li> <li>In 2D works, the illusion of 3d form is conveyed through the use of tone, highlights and shadows OR can be conveyed through the use of perspective</li> </ul> Perspective <ul style="list-style-type: none"> <li>Perspective represents 3d objects or spaces in 2d creating an illusion of depth</li> <li>Linear perspective – uses lines which move closer together as they recede to meet at a vanishing point. Vertical lines remain vertical</li> </ul>

	<p>Shape</p> <ul style="list-style-type: none"> <li>• Shapes are created by enclosing a space with a line</li> <li>• Shapes are 2d – they have height and width</li> <li>• Shapes are geometric or organic (or somewhere in between!)</li> </ul> <p>Colour</p> <ul style="list-style-type: none"> <li>• Colour wheel - primary/secondary</li> <li>• Colour Theory - tint, hue, saturation</li> </ul>	<ul style="list-style-type: none"> <li>• Composition uses formal elements(the basic ingredients)</li> <li>• Composition is the arrangement of those elements</li> <li>• Successful arrangement uses principles of design - balance, contrast, emphasis, variety/unity, proportion, rhythm, movement, pattern</li> <li>• Composition uses rules</li> </ul>	<p>3D</p> <p>Maquettes (card)</p> <p>Clay – handbuilding – joining techniques</p>		
	<p>Materiality: properties and application of materials (<b>drawing, printmaking, (Horizons-digital application)</b>)</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• dry media – Pencil, coloured pencil, charcoal, graphite</li> </ul> <p>Digital</p> <ul style="list-style-type: none"> <li>• photography</li> </ul> <p>Printmaking</p> <ul style="list-style-type: none"> <li>• Monoprinting</li> </ul>	<p>Materiality: properties and application of materials (<b>painting and printmaking</b>)</p> <p>Drawing/painting</p> <ul style="list-style-type: none"> <li>• Wet media - Ink – pen and ink/brush and ink</li> <li>• Paint – watercolour/tempera</li> </ul> <p>Digital</p> <ul style="list-style-type: none"> <li>• Photography (Printmaking)</li> <li>• Collagraph</li> </ul>	<p>Materiality: properties and application of materials (<b>drawing, painting and printmaking</b>)</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Dry media – Pencil, coloured pencil, chalk, oil pastel, charcoal, graphite</li> </ul> <p>Digital</p> <ul style="list-style-type: none"> <li>• Photography</li> </ul> <p>Printmaking</p> <ul style="list-style-type: none"> <li>• Polyblock</li> </ul>	<p>Materiality: properties and application of materials (<b>drawing and maquette making</b>)</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Dry media – Pencil, coloured pencil, graphite</li> </ul> <p>Digital</p> <ul style="list-style-type: none"> <li>• Photography</li> </ul> <p>3D</p> <ul style="list-style-type: none"> <li>• Maquettes (card)</li> </ul>	<p>Materiality: properties and application of materials (<b>drawing and 3D handbuilding</b>)</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Dry media – Pencil, coloured pencil, graphite</li> </ul> <p>3D</p> <ul style="list-style-type: none"> <li>• Maquettes (clay)</li> </ul> <p>Digital</p> <ul style="list-style-type: none"> <li>• Photography</li> </ul>
Core disciplinary knowledge (how and why)	<p>Artists tell stories (explore works of Art from different artists, interpretation of Artists’ work: <b>familiar to unfamiliar</b>, developing narrative through use of formal elements)</p> <p>Learning to use tools and materials with <b>accuracy and control</b> (introduction to rules and processes, application of rules and processes dependent on context)</p>	<p>Artists tell stories (explore works of Art from different artists, interpretation of Artists’ work: <b>cultural starting point</b>, developing narrative through use of formal elements)</p> <p>Learning to use tools and materials with <b>accuracy and control</b> (introduction to rules and processes, application of rules and processes dependent on context)</p> <p>Learning to explore and experiment with tools and materials, <b>problem solving when things go wrong</b></p>	<p>Artists tell stories - <b>developing own narrative</b> through use of formal elements)</p> <p>Learning to use tools and materials with <b>accuracy and control</b> (introduction to rules and processes, application of rules and processes dependent on context)</p> <p>Learning to explore and experiment with tools and materials, <b>problem solving when things go wrong</b></p>		
	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>transfer of materials to different surfaces</b> and how these are reflected in the outcome dependent on the skill used)</p>	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>how different paints work in different ways</b> and how this is reflected in the outcome dependent on the skill used)</p>	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>how repetition of imagery is produced</b> and how these are reflected in the outcome dependent on the skill used)</p>	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>how things are made to look 3D</b> and how these are reflected in the outcome dependent on the skill used)</p>	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>how things are joined together</b> and how is are reflected in the outcome dependent on the skill used)</p>

Brief overview

**Year 8:** Investigate, explore, express. **Identity** – The language of expression – symbolism, culture, belonging and difference



**‘The thing that’s important to know is that you never know. You’re always sort of feeling your way.’ Diane Arbus**

This part of the learning journey is an opportunity for students to further develop technical skills with a variety of processes and materials considering how the ‘rules’ of art can be bent and stretched to begin to express their own ideas with purpose, realising intentions.

Students will be able to identify key elements and characteristics in Art from different genres and cultures exploring traditions, processes and meanings, which will allow them to explore ideas in their own work thinking about how differences in culture and heritage can influence the maker and the viewer. Students will learn how to apply the skills they learn to different types of work, to ‘play’ with purpose and consider how to creatively develop independent and personal ideas working in response to similar starting points. Students will investigate their responsibilities around sustainability and environment.

Students will develop complex and subject specific vocabulary that they will be able to use in analysing and evaluating work demonstrating and articulating how their work connects with and is inspired by the work of others.

Term	Autumn	Spring	Summer
<b>Unit title</b>	Culture, symbols, stories	The world and me	Making sense
<b>Big idea and core concepts</b>	Identity: Histories are told in different cultures through the art that is made using signs and symbols that represent specific things #4 Art has its own language #3 Artists play with ideas, materials and failure #1 Artists tell stories #6 Artists ask questions	Identity: We have a place in the world and that comes with rights and responsibilities #6 Artists ask questions #4 Art has its own language #5 Art engages in different ways	Identity: belonging and difference #6 Artists ask questions #5 Art engages in different ways #4 Art has its own language
<b>Relevant end points</b>	Developing practice with formal elements-specifically <a href="#">Line</a> , <a href="#">Tone</a> , <a href="#">Shape</a> , <a href="#">Colour</a> , <a href="#">Composition</a> and 2d relief making (printmaking)	Developing practice with <a href="#">Colour</a> , <a href="#">Pattern</a> , <a href="#">Composition</a> <a href="#">Drawing</a> , <a href="#">Painting</a> and making	Developing practice with <a href="#">Drawing</a> , <a href="#">Painting</a> , <a href="#">Colour</a> , <a href="#">3d</a> and <a href="#">digital making</a>
	Learning to <b>decode cultural artworks</b> using visual vocabulary that we know Learning to <b>explore and use new materials and processes</b> Learning to <b>recognise a narrative</b> (stories) in cultural artworks Learning to <b>ask questions about histories and ideas</b> that have gone before	Learning to <b>ask questions about histories and ideas</b> that have gone before Learning to <b>decode cultural artworks</b> using visual vocabulary that we know Learning to develop a <b>personal response</b>	Learning to <b>ask questions about histories and ideas</b> that have gone before Learning to develop a <b>personal response</b> Learning to <b>decode cultural artworks</b> using visual vocabulary that we know

Core substantive knowledge (what)	<p>Formal elements: exploration of practice and application</p> <p>Line</p> <ul style="list-style-type: none"> <li>• a line that joins up is used to create a shape</li> <li>• lines can be drawn in different ways to convey meaning. Lines can be gestural eg. A dark, heavy zig zag may demonstrate anger</li> </ul> <p>Tone</p> <ul style="list-style-type: none"> <li>• tone makes objects appear 3d by creating volume</li> </ul> <p>Shape</p> <ul style="list-style-type: none"> <li>• Shapes have a language</li> </ul> <p>Colour</p> <ul style="list-style-type: none"> <li>• Colour wheel - primary/secondary</li> <li>• Colour Theory - tint, hue, saturation</li> <li>• Psychology of colour – colour has different meaning in different places. Colour has a powerful influence on human behaviour</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>• Successful arrangement uses principles of design - balance, contrast, emphasis, variety/unity, proportion, rhythm, movement, pattern</li> <li>• Composition uses (or breaks) rules</li> </ul>		<p>Formal elements: exploration of practice and application</p> <p>Colour</p> <ul style="list-style-type: none"> <li>• Psychology of colour – colour has different meaning in different places. Colour has a powerful influence on human behaviour</li> </ul> <p>Pattern</p> <p>A pattern sequence can be:</p> <ul style="list-style-type: none"> <li>• Symmetrical</li> <li>• Asymmetrical</li> <li>• Geometric</li> <li>• Organic</li> <li>• Regular</li> <li>• Irregular</li> </ul> <p>A pattern can be observed through repeated colour, line, shape etc</p> <p>Composition</p> <ul style="list-style-type: none"> <li>• Successful arrangement uses principles of design - balance, contrast, emphasis, variety/unity, proportion, rhythm, movement, pattern</li> <li>• Composition uses (or breaks) rules</li> </ul>	<p>Formal elements: exploration of practice and application</p> <p>Line</p> <ul style="list-style-type: none"> <li>• a line that joins up is used to create a shape</li> <li>• lines can be drawn in different ways to convey meaning. Lines can be gestural eg. A dark, heavy zig zag may demonstrate anger</li> </ul> <p>Colour</p> <ul style="list-style-type: none"> <li>• Psychology of colour – colour has different meaning in different places. Colour has a powerful influence on human behaviour</li> </ul> <p>Composition</p> <ul style="list-style-type: none"> <li>• Successful arrangement uses principles of design - balance, contrast, emphasis, variety/unity, proportion, rhythm, movement, pattern</li> </ul>
	<p>Materiality: properties and application of materials (<b>drawing, collage</b>), (Horizons-digital application))</p> <p>Drawing/Painting</p> <ul style="list-style-type: none"> <li>• Dry media – Pencil, coloured pencil, chalk, oil pastel, charcoal, graphite – line/tone</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Mixed media</li> <li>• Papier colle</li> </ul>	<p>Materiality: properties and application of materials (<b>drawing/2d relief/3d Making,(printmaking)</b>)</p> <p>2D relief/3D</p> <ul style="list-style-type: none"> <li>• Maquettes (card)</li> <li>• Clay – handbuilding – joining techniques</li> <li>• Clay – surface decoration techniques</li> </ul> <p>Printmaking</p> <ul style="list-style-type: none"> <li>• drypoint</li> </ul>	<p>Materiality: properties and application of materials (<b>drawing, painting</b>)</p> <p>Drawing/Painting</p> <ul style="list-style-type: none"> <li>• Dry media – Pencil, coloured pencil, chalk, oil pastel, charcoal, graphite – line/tone/contour/continuous/gestural mark making/representational(observational)/thumbnail sketches</li> <li>• Wet media - Ink – pen and ink/brush and ink</li> <li>• Paint Watercolour/tempera</li> </ul>	<p>Materiality: properties and application of materials (<b>drawing, painting, digital</b>)</p> <p>Drawing/Painting</p> <ul style="list-style-type: none"> <li>• Dry media – Pencil, coloured pencil</li> <li>• Paint gouache/acrylic</li> </ul> <p>Digital</p> <ul style="list-style-type: none"> <li>• Photography</li> <li>• Video</li> <li>• Manipulation of imagery</li> </ul> <p>3D/sculpture</p> <ul style="list-style-type: none"> <li>• wire</li> </ul>

Core disciplinary knowledge (how and why)	<p>Learning to <b>decode</b> familiar <b>symbols, signs and elements</b> so that we can learn to decode work from other <b>cultures</b> and times</p> <p>Learning to explore and experiment with tools and materials, <b>problem solving when things go wrong</b></p> <p>Artists tell stories (explore works of Art from different artists, interpretation of Artists' work: <b>cultural starting point</b>, developing narrative through use of formal elements)</p> <p>Learning to <b>ask questions</b> about work and ideas so that we can make decisions with purpose</p>		<p>Learning to <b>ask questions</b> about work and ideas so that we can make decisions with purpose</p> <p>Learning to <b>decode</b> familiar <b>symbols, signs and elements</b> so that we can learn to decode work from other <b>cultures</b> and times</p> <p>Learning to <b>engage</b> all of our senses in making work so that we can <b>express</b> ourselves and <b>make with purpose</b></p>		<p>Learning to <b>ask questions</b> about work and ideas so that we can make decisions with purpose</p> <p>Learning to <b>engage</b> all of our senses in making work so that we can <b>express</b> ourselves and <b>make with purpose</b></p> <p>Learning to <b>decode</b> familiar <b>symbols, signs and elements</b> so that we can learn to decode work from other <b>cultures</b> and times</p>	
	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>how different materials work with different tools in different ways</b> and how these are reflected in the outcome dependent on the skill used)</p>	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>transfer of materials to different surfaces</b> and how these are reflected in the outcome dependent on the skill used)</p>	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>how different materials work with different tools in different ways</b> and how these are reflected in the outcome dependent on the skill used)</p>	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>how media can be mixed and collaged</b> and how these are reflected in the outcome dependent on the skill used)</p>	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>how things are made to look 3D</b> and how these are reflected in the outcome dependent on the skill used)</p>	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>transfer of materials to different surfaces</b> and how these are reflected in the outcome dependent on the skill used)</p>

**Brief overview**



**Year 9: Discover, decide, demonstrate. The Big Questions – the story of art – a window on the world**

**‘Everything we hear is an opinion, not a fact. Everything we see is a perspective, not the truth.’ Marcus Aurelius**

Here, the structure aims to give students the tools and the confidence to ask the big questions, rigorously interrogate tradition and challenge accepted notions of art and its histories. Students will further develop their technical skills with a variety of processes, materials and ways of working, exploring how their ideas can tell stories, change opinions and translate experiences.

Students will investigate how Art has a number of histories in which the relative value of artists and art works is contested, is changeable and is valued today. Students will be exposed to how art has been used through time for different purposes and consider how their own work is perceived.

Students will be able to articulate how their work connects with and is inspired by the work of others responding to ideas, events and context.

Term	Autumn	Spring	Summer
<b>Unit title</b>	<b>Value in unequal measure</b>	<b>Context is everything</b>	<b>A sense of place</b>
<b>Big idea and core concepts</b>	The Big questions #6 Artists ask questions #7 Art has value in unequal measure	The Big questions #8 Art is not fixed in meaning-context is everything #7 Art has value in unequal measure #6 Artists ask questions	The Big questions #9 Art is powerful #8 Art is not fixed in meaning-context is everything
<b>Relevant end points</b>	Developing practice with formal elements-specifically <a href="#">Mark making</a> , <a href="#">Line</a> , <a href="#">Tone</a> , <a href="#">Composition</a>	Developing practice with <a href="#">Colour</a> , <a href="#">Pattern</a> , <a href="#">Composition</a>	Developing practice with <a href="#">Form</a> , <a href="#">Perspective</a>
	Learning to <b>ask questions about histories and ideas</b> that have gone before Learning to <b>question</b> what gives work its <b>value</b>	Learning to understand how <b>context</b> changes what we <b>know, think and feel</b> about a work Learning to <b>question</b> what gives work its <b>value</b> Learning to <b>ask questions about histories and ideas</b> that have gone before	Learning how art can <b>change perception</b> of the world Learning to understand how <b>context</b> changes what we <b>know, think and feel</b> about a work
<b>Core substantive knowledge (what)</b>	Formal elements: exploration of practice and application Mark making Different mark making techniques are used for different purposes. The marks we make have a direct impact on the way the artwork is read Line <ul style="list-style-type: none"> <li>lines can be drawn in different ways to convey meaning. Lines can be gestural eg. A dark, heavy zig zag may demonstrate anger</li> </ul> Tone <ul style="list-style-type: none"> <li>tone makes objects appear 3d by creating volume</li> <li>tone is an important tool in producing contrast within a work, creating a sense of opposition and tension between different elements or placing focus on particular parts of a composition</li> </ul> Composition	Formal elements: exploration of practice and application Colour <ul style="list-style-type: none"> <li>Colour combinations - analogous(harmonious)/complementary</li> <li>Temperature, contrast - warm, cool</li> </ul> Pattern A pattern sequence can be: <ul style="list-style-type: none"> <li>Symmetrical</li> <li>Asymmetrical</li> <li>Geometric</li> <li>Organic</li> <li>Regular</li> <li>Irregular</li> </ul> Composition <ul style="list-style-type: none"> <li>Composition uses formal elements(the basic ingredients)</li> </ul>	Formal elements: exploration of practice and application Form <ul style="list-style-type: none"> <li>Forms are 3D – they have height, width and depth</li> <li>In 2D works, the illusion of 3d form is conveyed through the use of tone, highlights and shadows OR can be conveyed through the use of perspective</li> </ul> Perspective Perspective represents 3d objects or spaces in 2d creating an illusion of depth 3D <ul style="list-style-type: none"> <li>Maquettes (card)</li> <li>Other media – handbuilding – joining techniques</li> </ul>

	<ul style="list-style-type: none"> <li>• Composition uses formal elements(the basic ingredients)</li> <li>• Composition is the arrangement of those elements</li> <li>• Successful arrangement uses principles of design - balance, contrast, emphasis, variety/unity, proportion, rhythm, movement, pattern</li> </ul> <p>Composition uses (and breaks)rules</p>	<ul style="list-style-type: none"> <li>• Composition is the arrangement of those elements</li> <li>• Successful arrangement uses principles of design - balance, contrast, emphasis, variety/unity, proportion, rhythm, movement, pattern</li> </ul> <p>Composition uses (and breaks)rules</p>			
	<p>Materiality: properties and application of materials (<b>drawing, printmaking</b>, (Horizons-digital application))</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• dry media – Pencil, coloured pencil, charcoal, graphite</li> </ul> <p>Digital</p> <ul style="list-style-type: none"> <li>• photography</li> </ul> <p>Printmaking</p> <p>lino(stencil screen printing)</p>	<p>Materiality: properties and application of materials (<b>drawing, painting and printmaking, digital</b>)</p> <p>Drawing/painting</p> <ul style="list-style-type: none"> <li>• dry media – Pencil, coloured pencil, chalk, oil pastel, charcoal, graphite</li> <li>• Wet media - Ink – pen and ink/brush and ink</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Mixed media</li> <li>• montage</li> </ul> <p>Digital</p> <ul style="list-style-type: none"> <li>• photography</li> <li>• manipulation</li> </ul> <p>Printmaking</p> <ul style="list-style-type: none"> <li>• monoprinting(2 colour)</li> </ul>	<p>Materiality: properties and application of materials (<b>drawing and maquette making, 3D handbuilding</b>)</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• dry media – Pencil, coloured pencil, charcoal, graphite</li> </ul> <p>Digital</p> <ul style="list-style-type: none"> <li>• photography</li> </ul> <p>3D</p> <p>Maquettes (card) (clay)</p>		
Core disciplinary knowledge (how and why)	<p>Learning to <b>ask questions about histories and ideas</b> that have gone before</p> <p>Learning to <b>question</b> what gives work its <b>value</b></p>		<p>Learning to understand how <b>context</b> changes what we <b>know, think and feel</b> about a work</p> <p>Learning to <b>question</b> what gives work its <b>value</b></p> <p>Learning to <b>ask questions about histories and ideas</b> that have gone before</p>	<p>Learning how art can <b>change perception</b> of the world</p> <p>Learning to understand how <b>context</b> changes what we <b>know, think and feel</b> about a work or idea</p>	
	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>mark making is used for different purposes</b> and how this is reflected in the outcome dependent on the skill used)</p>	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>transfer of materials to different surfaces</b> and how this is reflected in the outcome dependent on the skill used)</p>	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>how media can be mixed and collaged</b> and how these are reflected in the outcome dependent on the skill used)</p>	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>how media can be mixed and collaged</b> and how these are reflected in the outcome dependent on the skill used)</p>	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>how things are made to look 3D</b> and how these are reflected in the outcome dependent on the skill used)</p>

Brief overview

**Year 10: Cogitate, create, communicate. Humans and the Environment – interconnected relationships**



**'That's what I'm interested in: the space in between, the moment of imagining what is possible and yet not knowing what that is.'** Julie Mehretu

The beginning of the GCSE learning pathway aims to build on the thinking, exploring, recording and making investigated earlier. Its purpose is to consolidate prior learning and understanding of techniques, skills, knowledge and the key concepts and re-interpret these ideas in their own work with increasing independence making work that records their own personal journey.

Students will understand contextual references and use critical thinking skills to enable them to access assessment objective 1 through studying the work of a diverse range of artists/designers and craftspeople, comparing genres and making connections between their work and the work of others. Students will be able to decode and encode visual language.

Students will consolidate technical skills with a variety of processes and materials to access assessment objective 2 through immersion in a wide range of 2D and 3D disciplines, beginning to specialise in their favoured media and ways of working over time, considering purpose and intention.

Students will consolidate drawing and recording skills for assessment objective 3 through learning how to present ideas in a journal/sketchbook or other appropriate means, evaluate and refine methods and consider audience.

Students will continue to refine and review work to develop relevant outcomes to access assessment objective 4 through guided sessions building towards an independent and personal response over time.

The work will be relevant to the title selected in the academy ([Art, craft and design Fine art](#) [Graphic communication](#) [Textile design](#) [Three-dimensional design](#) [Photography](#)) and each portfolio must include at least two areas of study within each title. There must be evidence of drawing for intention and appropriate written annotation within each portfolio submission.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title</b>	<b>Investigating</b>	<b>Exploring</b>	<b>Connecting</b>	<b>Developing</b>	<b>Refining</b>	<b>Resolving</b>
<b>Big idea and core concepts</b>	Investigating relationships (between work and ideas) #1 Artists tell stories #10 Art is contradictory and complex	Exploring relationships (between work and ideas) #4 Art has its own language #3 Artists play with ideas, materials and failure #2 Artists follow (and break) rules	Connecting work and ideas #6 Artists ask questions #5 Art engages in different ways #7 Art has value in unequal measure	Developing new ideas #8 Art is not fixed in meaning-context is everything #9 Art is powerful	Refining new ideas #1 Artists tell stories #10 Art is contradictory and complex	Resolving ideas – personal response #4 Art has its own language #3 Artists play with ideas, materials and failure #2 Artists follow (and break) rules
<b>Relevant end points</b>	Developing practice with formal elements using accuracy and expression to develop own narrative		Developing practice with formal elements using accuracy and expression to develop own narrative		Developing practice with formal elements using accuracy and expression to develop own narrative	
	Learning to <b>decode</b> and <b>express a narrative</b> (stories) in <b>unfamiliar</b> artworks Learning that art can be more than one thing at a time – it may contain <b>different narratives at the same time</b>	Learning to <b>decode a narrative in artworks</b> using visual vocabulary that we know and therefore make <b>connections</b> between ideas Learning to <b>independently explore and use new materials and processes</b> Learning to explore and push the boundaries of rules by practising <b>accuracy, control and fluency and develop ideas with purpose</b>	Learning to <b>ask questions about histories and ideas</b> that have gone before Learning to develop a <b>personal response</b> Learning to <b>question</b> what gives work its <b>value</b>	Learning to understand how <b>context</b> changes what we <b>know, think and feel</b> about a work or idea Learning how art can <b>change perception</b> of the world	Learning to <b>decode</b> and <b>express a narrative</b> (stories) in <b>unfamiliar</b> artworks Learning that art can be more than one thing at a time – it may contain <b>different narratives at the same time</b>	Learning to <b>decode a narrative in artworks</b> using visual vocabulary that we know and therefore make <b>connections</b> between ideas Learning to <b>independently explore and use new materials and processes</b> Learning to explore and push the boundaries of rules by practising <b>accuracy, control and fluency and develop ideas with purpose</b>
<b>Core substantive knowledge</b>	Formal elements: exploration of practice and application Mark making Line/shape Tone/form Colour/texture/pattern Composition/perspective		Formal elements: exploration of practice and application Mark making Line/shape Tone/form Colour/texture/pattern Composition/perspective		Formal elements: exploration of practice and application Mark making Line/shape Tone/form Colour/texture/pattern Composition	



	<p>Materiality: properties and application of materials (<b>drawing, printmaking, painting</b>) (Horizons-digital application))</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• dry media – Pencil, coloured pencil, charcoal, graphite</li> </ul> <p>Digital</p> <ul style="list-style-type: none"> <li>• photography</li> <li>• manipulation</li> </ul> <p>Printmaking</p> <ul style="list-style-type: none"> <li>• Monoprinting</li> <li>• lino(etching)</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Mixed media</li> <li>• montage</li> </ul>		<p>T3 Materiality: properties and application of materials (<b>appropriate to selected artist</b>)</p> <p>T4 (<b>drawing, printmaking</b>, (Horizons-digital application))</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>• dry media – Pencil, coloured pencil, charcoal, graphite</li> </ul> <p>Digital</p> <ul style="list-style-type: none"> <li>• photography</li> </ul> <p>Printmaking</p> <ul style="list-style-type: none"> <li>• Monoprinting</li> </ul> <p>lino(etching)</p>		<p>Materiality: properties and application of materials (<b>painting and printmaking, digital</b>)</p> <p>Drawing/painting</p> <ul style="list-style-type: none"> <li>• Wet media - Ink – pen and ink/brush and ink</li> <li>• Paint – acrylic</li> </ul> <p>Digital</p> <ul style="list-style-type: none"> <li>• Photography</li> <li>• manipulation</li> </ul> <p>Printmaking</p> <ul style="list-style-type: none"> <li>• Monoprinting</li> <li>• lino(etching)</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Mixed media</li> <li>• Montage</li> </ul> <p>Materiality: properties and application of materials (<b>appropriate to selected artist</b>)</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Core disciplinary knowledge (how and why)</p>	<p>Learning to <b>decode</b> and <b>express a narrative</b>(stories) in <b>unfamiliar</b> artworks Learning that art can be more than one thing at a time – it may contain <b>different narratives at the same time</b></p>	<p>Learning to <b>decode a narrative in artworks</b> using visual vocabulary that we know and therefore make <b>connections</b> between ideas Learning to <b>independently explore and use new materials and processes</b> Learning to explore and push the boundaries of rules by practising <b>accuracy, control and fluency and develop ideas with purpose</b></p>	<p>Learning to <b>ask questions about histories and ideas</b> that have gone before Learning to develop a <b>personal response</b> Learning to <b>question</b> what gives work its <b>value</b></p>	<p>Learning to understand how <b>context</b> changes what we <b>know, think and feel</b> about a work Learning how art can <b>change perception</b> of the world</p>	<p>Learning to <b>decode</b> and <b>express a narrative</b>(stories) in <b>unfamiliar</b> artworks Learning that art can be more than one thing at a time – it may contain <b>different narratives at the same time</b></p>	<p>Learning to <b>decode a narrative in artworks</b> using visual vocabulary that we know and therefore make <b>connections</b> between ideas Learning to <b>independently explore and use new materials and processes</b> Learning to explore and push the boundaries of rules by practising <b>accuracy, control and fluency and develop ideas with purpose</b></p>
	<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>mark making is used for different purposes/ transfer of materials to different surfaces</b> and how this is reflected in the outcome dependent on the skill used)</p>		<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>how media can be mixed and collaged/ how media can be combined and used for different purposes</b> and how these are reflected in the outcome dependent on the skill used)</p>			<p>Material properties and application (how different processes and materials produce different outcomes e.g. <b>how different surfaces affect how materials work</b> and how these are reflected in the outcome dependent on the skill used)</p>

Brief overview

Year 11: Reflect, refine, resolve. **The Cusp – an individual perspective** 

**‘I saw the angel in the marble and I carved until I set him free.’ Michelangelo**

Students will be able to demonstrate a level of mastery in understanding of contextual references and critical thinking skills to enable access to assessment objective 1 through studying the work of a diverse range of artists/designers and craftspeople relevant to their starting points and personal journey.

Students will be able to show independence in using technical skills with a variety of processes and materials to access assessment objective 2 through selecting appropriate tools and processes from a range of 2D and 3D disciplines relevant to their personal response.

Students will be able to demonstrate fluency, control and mastery in drawing and recording skills for assessment objective 3 through presenting ideas in a sketchbook or other relevant mediums, evaluating and refining methods and considering audience and intention.

Students will be able to produce relevant outcomes to access assessment objective 4 building a personal and reasoned response.

**Students will be prepared for the externally assessed component (exam) showing independence and mastery in completing a unit of work from start to finish (10hr exam).**

**The work will be relevant to the title selected in the academy ([Art, craft and design Fine art](#) [Graphic communication](#) [Textile design](#) [Three-dimensional design](#) [Photography](#)) and each portfolio must include at least two areas of study within each title. There must be evidence of drawing for intention and appropriate written annotation within each portfolio submission and externally set assignment.**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<b>Unit title</b>	<b>Consolidation of coursework elements – drawing, painting, printmaking</b>	<b>Consolidation of coursework elements – making, analysis and evaluation</b>	<b>Externally set assignment (exam) paper - investigating and recording</b>	<b>Externally set assignment (exam) paper – developing and recording</b>	<b>Externally set assignment exam sessions held</b>
<b>Big idea and core concepts</b>	Connecting work and ideas #6 Artists ask questions #5 Art engages in different ways #7 Art has value in unequal measure	Developing new ideas #8 Art is not fixed in meaning-context is everything #9 Art is powerful	Investigating relationships (between work and ideas) #1 Artists tell stories Exploring relationships (between work and ideas) #4 Art has its own language #3 Artists play with ideas, materials and failure	Connecting work and ideas #6 Artists ask questions #9 Art is powerful	
<b>Relevant end points</b>	Developing practice with formal elements using accuracy and expression to develop own narrative	Developing practice with formal elements using accuracy and expression to develop own narrative	Developing practice with formal elements using accuracy and expression to develop own narrative	Developing practice with formal elements using accuracy and expression to develop own narrative	Independent personal response to starting point on exam paper in 10 hr exam
	Learning to <b>ask questions about histories and ideas</b> that have gone before Learning to develop a <b>personal response</b> Learning to <b>question</b> what gives work its <b>value</b>	Learning to understand how <b>context</b> changes what we <b>know, think and feel</b> about a work Learning how art can <b>change perception</b> of the world	Learning to <b>decode</b> and <b>express a narrative</b> (stories) in <b>unfamiliar</b> artworks Learning to <b>decode a narrative in artworks</b> using visual vocabulary that we know and therefore make <b>connections</b> between ideas Learning to <b>independently explore and use new materials and processes</b>	Learning to <b>ask questions about histories and ideas</b> that have gone before Learning how art can <b>change perception</b> of the world	
<b>Core substantive knowledge (what)</b>	Formal elements: exploration of practice and application Mark making Line/shape Tone/form Colour/texture/pattern Composition/perspective		Formal elements: exploration of practice and application Mark making Line/shape Tone/form Colour/texture/pattern Composition/perspective		

	Materiality: properties and application of materials ( <b>dependent on personal response</b> )		Materiality: properties and application of materials ( <b>appropriate to selected artist</b> )		Materiality: properties and application of materials ( <b>appropriate to selected artist/ideas and starting point</b> )
Core disciplinary knowledge (how and why)	Learning to <b>ask questions about histories and ideas</b> that have gone before Learning to develop a <b>personal response</b> Learning to <b>question</b> what gives work its <b>value</b>	Learning to understand how <b>context</b> changes what we <b>know, think and feel</b> about a work Learning how art can <b>change perception</b> of the world	Learning to <b>decode</b> and <b>express a narrative</b> (stories) in <b>unfamiliar</b> artworks Learning to <b>decode a narrative in artworks</b> using visual vocabulary that we know and therefore make <b>connections</b> between ideas Learning to <b>independently explore and use new materials and processes</b>	Learning to <b>ask questions about histories and ideas</b> that have gone before Learning how art can <b>change perception</b> of the world	
	Material properties and application (how different processes and materials produce different outcomes e.g. <b>how media can be combined and used for different purposes</b> and how these are reflected in the outcome dependent on the skill used)		Material properties and application (how different processes and materials produce different outcomes e.g. <b>how media can be combined and used for different purposes from different starting points</b> and how these are reflected in the outcome dependent on the skill used)		