

Term: 5 & 6

Year: 7

Subject: Art & Design

WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A scheme of work that focuses on the mastery of using other artist's work and mythology to inspire new designs:</p> <ul style="list-style-type: none">• Introduction to Myths and Legends• Creating Artist research pages• Introduction into collage, hybrid creatures, gargoyles and text• Analysis of artists use of symbolism• Introduction into mask making/sculpting	<ul style="list-style-type: none">• Live TEAMS lessons as per the timetable – either whole classes or a whole year approach• Remote learning resources linked to Term 5&6 Curriculum content shared via CC and TEAMS• Narrated PowerPoints for skills-based work where applicable	<ul style="list-style-type: none">• Live TEAMS lessons as per the timetable – either whole classes or a whole year approach• Remote learning resources linked to Term 5&6 Curriculum content shared via CC and TEAMS• Narrated PowerPoints for skills-based work where applicable	<ul style="list-style-type: none">• Work will be put on TEAMS with an overview of learning from the week, the in-class PowerPoint plus resources will be uploaded• Narrated PowerPoints for skills-based work will be uploaded where applicable	<p>Knowledge:</p> <ul style="list-style-type: none">• Recall tests will be completed• Skills based passport to be regularly updated and signed off by student and teacher <p>Depth:</p> <ul style="list-style-type: none">• Drawing/Design based assessment to be completed in colouring pencil

Term: 5&6

Year: 8

Subject: Art & Design

WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A scheme of work that focuses on the investigation of and around the Abstract and Impressionism Art Movements:</p> <ul style="list-style-type: none">• Introduction of Abstract and Impressionism and the artists that feature in the movement• Analysis of artists work, media, skill & technique• Design work based around inspiration from key artists• Introduction into ready mix paint and the different applications of it• Health and Safety around paint work• Creation of large Abstract paintings	<ul style="list-style-type: none">• Live TEAMS lessons as per the timetable – either whole classes or a whole year approach• Remote learning resources linked to Term 5&6 Curriculum content shared via CC and TEAMS• Narrated PowerPoints for skills-based work where applicable	<ul style="list-style-type: none">• Live TEAMS lessons as per the timetable – either whole classes or a whole year approach• Remote learning resources linked to Term 5&6 Curriculum content shared via CC and TEAMS• Narrated PowerPoints for skills-based work where applicable	<ul style="list-style-type: none">• Work will be put on TEAMS with an overview of learning from the week, the in-class PowerPoint plus resources will be uploaded• Narrated PowerPoints for skills-based work will be uploaded where applicable	<p>Knowledge:</p> <ul style="list-style-type: none">• Recall tests will be completed• Skills based passport to be regularly updated and signed off but student and teacher <p>Depth:</p> <ul style="list-style-type: none">• Drawing/Design based assessment to be completed in pencil and colouring pencil

Term: 5&6

Year: 9

Subject: Art & Design

WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A scheme of work that focuses on the use of Text in art:</p> <ul style="list-style-type: none">• Introduction on typography• Debates, discussion and written work based on whether pieces of art can be classed as 'art' and what this means• Introduction into a selection of ways to create art based around text• In depth research into the use of text in art, key artists and blackout poetry• Design work with the concept of their chosen theme• Final outcomes created in the style of artists using paint	<ul style="list-style-type: none">• Live TEAMS lessons as per the timetable – either whole classes or a whole year approach• Remote learning resources linked to Term 5&6 Curriculum content shared via CC and TEAMS• Narrated PowerPoints for skill- based work where applicable	<ul style="list-style-type: none">• Live TEAMS lessons as per the timetable – either whole classes or a whole year approach• Remote learning resources linked to Term 5&6 Curriculum content shared via CC and TEAMS• Narrated PowerPoints for skills-based work where applicable	<ul style="list-style-type: none">• Work will be put on TEAMS with an overview of learning from the week, the in-class PowerPoint plus resources will be uploaded• Narrated PowerPoints for skills-based work will be uploaded where applicable	<p>Knowledge:</p> <ul style="list-style-type: none">• Recall tests will be completed• Skills based passport to be regularly updated and signed off but student and teacher <p>Depth:</p> <ul style="list-style-type: none">• Drawing/Design based assessment to be completed in pencil and colouring pencil

Term: 5&6

Year: 10

Subject: Art & Design GCSE – Fine Art

WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A number of weeks on workshop based lessons around the starting point of <i>'Inspired by Nature'</i>:</p> <ul style="list-style-type: none">• Observational drawing• Mono-Printing• Lino cutting and printing• String painting• Bubble printing• Acrylic paint mastery• Watercolour mastery• Clay tile making <p>Independent work on concepts including:</p> <ul style="list-style-type: none">• Artists research, analysis, and creating work in the style of• Continued experimentation of media, size and materials• Refinement of media, technique, skills and concept• Development of a core concept based on the starting point of <i>'Inspired by Nature'</i>• Final outcome for concept <p>Students will be introduced to a new starting point and will spend a number of weeks on refining skills and knowledge in:</p> <ul style="list-style-type: none">• Observational drawing	<ul style="list-style-type: none">• Live TEAMS session slots (2-3 students in a session) for clinic style sessions• Narrated PowerPoints or hybrid lessons on TEAMS for skills-based lessons• Use of other platforms to aid learning where appropriate (Youtube, ThisIsColossal)• Individual to-do lists to be created to ensure independent study continues effectively	<ul style="list-style-type: none">• Live TEAMS session slots (2-3 students in a session) for clinic style sessions• Narrated PowerPoints or hybrid lessons on TEAMS for skills-based lessons• Use of other platforms to aid learning where appropriate (Youtube, ThisIsColossal)• Individual to-do lists to be created to ensure independent study continues effectively	<ul style="list-style-type: none">• Work will be put on TEAMS with an overview of learning from the week• Narrated PowerPoints or hybrid lessons on TEAMS for skills based work will be uploaded where applicable• Individual to-do lists to be created to ensure independent study continues effectively	<p>Knowledge:</p> <ul style="list-style-type: none">• Recall tests will be completed• Skills based passport to be regularly updated and signed off but student and teacher <p>Depth:</p> <ul style="list-style-type: none">• Skill from workshop based learning to be executed without guidance

<ul style="list-style-type: none"> • Photography • Photography manipulation • Collage • Printing methods • Mind-mapping • Annotation • Acrylic Paint • Watercolour • Colouring pencil • Lino cutting and printing • Sculptural work • Concept development • Inspiration generation • Researching • Analysis of artist's work, their own and others 				
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Term: 5&6 Year: 11 Subject: Art & Design GCSE – Fine Art				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
A series of lessons to aid the production of a new project titles ' <i>Fragments</i> ':	<ul style="list-style-type: none"> • Live TEAMS session slots (2-3 students in a session) for clinic style sessions 	<ul style="list-style-type: none"> • Live TEAMS session slots (2-3 students in a session) for 	<ul style="list-style-type: none"> • Work will be put on TEAMS with an overview of learning from the week 	Knowledge: <ul style="list-style-type: none"> • Recall tests will be completed • Skills based passport to be

<ul style="list-style-type: none"> • The importance of annotation and continuing to explain thought processes, change of ideas or styles. • Continued workshops on how to annotate your work – choosing artistic vocabulary to clearly express your thoughts, ideas and concepts toward a piece of work, how to pin point key parts that are successful and being able to express how/why, how to pin point key parts that are less successful and being able to express how/why and how one could fix these, the importance of linking your work to the research you have done toward a specific artist • Continued encouragement for students to produce ‘to do’ lists to help with self-regulation and to enable productivity in lessons • Refining skills/execution of media and techniques • Development of ideas, skills, techniques and knowledge to work towards a final outcome • Continued encouragement on exploring new artists, media and techniques to strengthen portfolio <p>Students will continue to:</p> <ul style="list-style-type: none"> • Be selective in media they use to show proficiency, skill and refinement • Be selective in the artists they research and gain inspiration from to strengthen portfolios • Refine concept ideas through analysis of materials, artists work, articles etc 	<ul style="list-style-type: none"> • Narrated PowerPoints or hybrid lessons on TEAMs for skills-based lessons • Use of other platforms to aid learning where appropriate (Youtube, ThisIsColossal) • Individual to-do lists to be created to ensure independent study continues effectively 	<p>clinic style sessions</p> <ul style="list-style-type: none"> • Narrated PowerPoints or hybrid lessons on TEAMs for skills-based lessons • Use of other platforms to aid learning where appropriate (Youtube, ThisIsColossal) • Individual to-do lists to be created to ensure independent study continues effectively 	<ul style="list-style-type: none"> • Narrated PowerPoints or hybrid lessons on TEAMs for skills-based work will be uploaded where applicable • Individual to-do lists to be created to ensure independent study continues effectively 	<p>regularly updated and signed off but student and teacher</p> <p>Depth:</p> <ul style="list-style-type: none"> • Skill from workshop-based learning to be executed without guidance
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<ul style="list-style-type: none">• Develop a strong concept and body of work around the starting point of <i>'Fragments'</i>• Work towards creating and finishing a final outcome for <i>'Fragments'</i>				
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