

Kettlethorpe High School

'Together, be the best we can be.'

Present

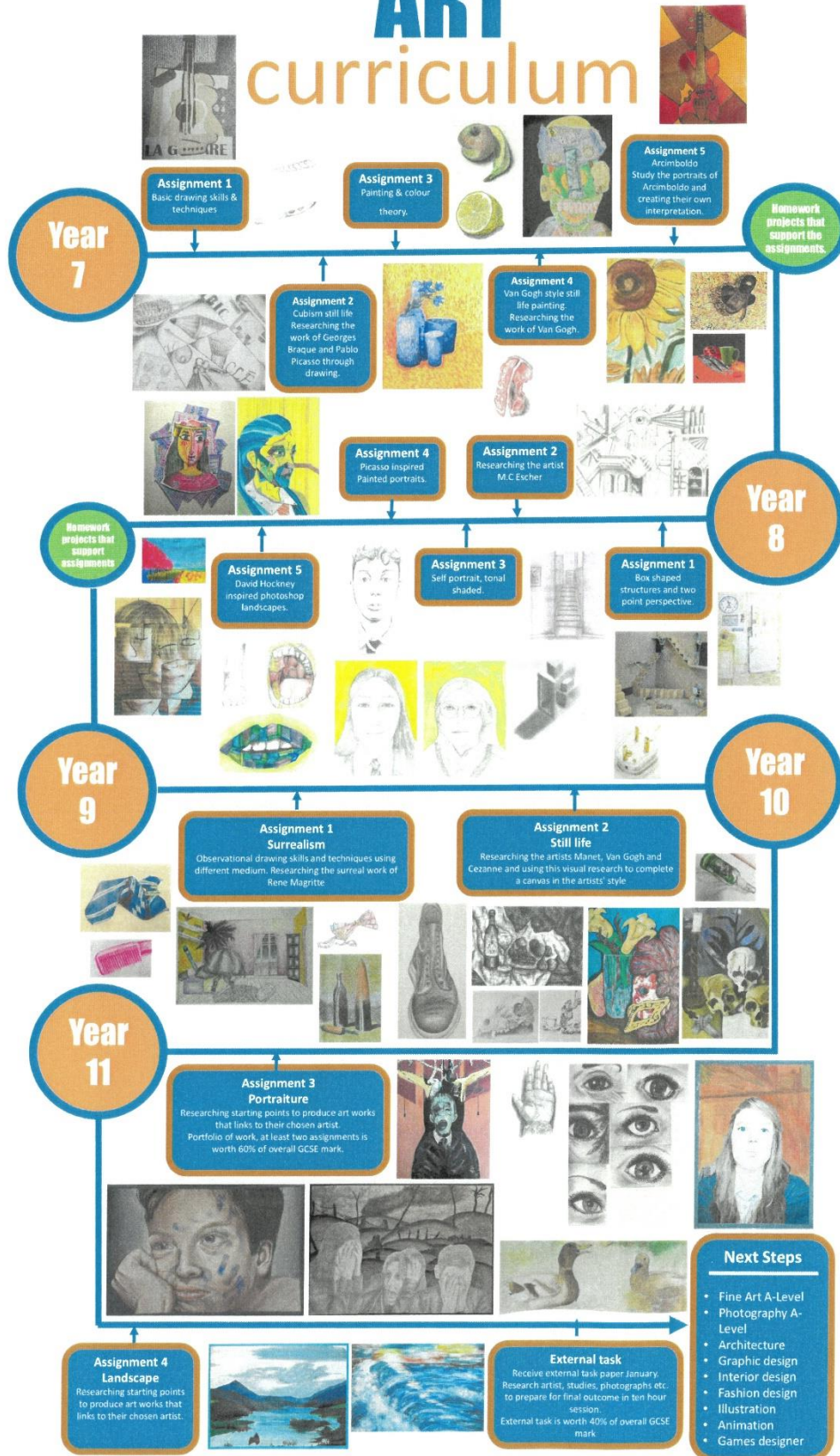
Achieving

Excelling

Art and Design Curriculum

Subject Quote	"Creativity takes courage." - Henri Matisse.
Curriculum Summary	At Kettlethorpe High School, we have a whole-school holistic curriculum model which seeks to plan for, teach, and assess progress against our core mission for pupils, our vision and ethos, as well as our cross-curricular 'golden threads' and our identified subject-specific knowledge and skills. Through our carefully planned curriculum maps, knowledge and skills are explicitly planned and taught in coherent and progressive steps. As pupils make progress through the curriculum, this is the main measure of success in Art and Design is a practical and creative subject that aims to develop the fine art skills and techniques of pupils alongside building their knowledge of different artists' works. The art and design curriculum commits to fulfilling the 7 whole-school curriculum principles ensuring that what we deliver, and pupils receive is:
	<ul style="list-style-type: none">• Broad and Balanced• Engaging• Personalised• Transformational• Inclusive• Aspirational• Values-Based
Links to Life and Future Destinations (Careers)	Leeds university of art extended diploma in creative art. Fashion designer, graphics designer, Theatre designer, Animator, Video game designer, Illustrator, Museum curator, photographer, Architecture, Product design, textiles design, ceramics, advertising, publishing, interior design, fashion and media journalism, hair and make-up design, retail design, exhibition design, jewellery design, artist, visual media, teaching.

ART curriculum



Art and Design – Curriculum Overview

All pupils will study art in Year 7 and 8 and many then choose to study Art and Design (Fine Art) GCSE.

Pupils learn to produce portfolios of work that aim to demonstrate:

- Varied use of different medium and media
- Independent and creative ideas presented showing thought processes
- Show understanding of how artists' work has influenced their own work.
- Pupils learn basic drawing and painting skills and techniques.
- They are encouraged to develop these skills in producing pieces of work that reflect their understanding of the world around them.
- Pupils are encouraged to build upon these basic skills and develop them using sculpture, Photoshop and other medium that suit the final outcome.

Curriculum Overview:

Key stage 3:

Pupils develop a portfolio of work that is broken up into assignments. Each assignment is assessed on individual pieces and pupils are given regular feedback and advice to act upon. Pupils also produce homework projects for each assignment that gives them the opportunity to use any media or medium they wish to e.g. video, Photoshop, photography, printing etc.

Year 7 assignments include:

- Introduction to observational drawing and different types of shading.
- Braque and Picasso cubist still-life.
- Introduction to the painting techniques and understanding the use of colour.
- Van Gogh Still-life paintings.
- Arcimboldo portraits

Year 8 assignments include:

- Two point perspective and optical illusions.
- Creating work based on the artist M.C. Escher.
- Developing portraiture looking at realistic pencil portraits,
- Painted cubist portraits based on 'weeping woman'.
- David Hockney Photoshop landscapes.

Key stage 4:

AQA Art and Design (Fine Art) GCSE

- Pupils are encouraged to develop a portfolio of work based around the three key subjects in art; still-life, portrait and landscape.
- Pupils are given starting points to create pieces of work that show their understanding of different artists' and cultures' work.
- Art skills and techniques are explored, pupils have access to cameras, Photoshop, acrylic paint, inks, pastels etc.
- Pupils are encouraged to be independent and creative in their final outcomes.
- Pupils with complete assignments that fulfil the four assessment objectives set by the AQA assessment criteria.
- Work is mounted and presented with annotation. This is worth 60% of the total marks for the pupil's grade.
- An external task is worth 40%, where the pupils investigate a question using their acquired art skills and techniques and produces a final piece for assessment.

Art and design knowledge and skills

Art and design	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Assignment 5
Year 7	<p>Types of shading and cylinder- shaped objects: Developing basic observational drawing skills and introducing the three different types of shading. Introduce pupils to creating an observational drawing of cylinder shaped objects. Use of Size, shape and shadow. Use of appropriate medium for the type of shading they use.</p> <p>Linked to AO2 and AO3 of GCSE assessment criteria.</p>	<p>Cubism still life: To create an A3 composition that shows an understanding of Cubist still life using the observational drawing skills they have learnt previously. To show a basic understanding of the cubist style and the works of Braque and Picasso in this style. To be able to reflect and rework pieces of art to show improvement.</p> <p>Links with AO1, AO2, AO3 and AO4 of the GCSE criteria.</p>	<p>Colour theory and use of paints: To understand basic painting skills and colour theory. To show an understanding of complementary colours and how this affects the use of colour. Familiarize pupils with the use of coloured pencils in a layering process of different hues. To apply this knowledge to observational drawing skills.</p> <p>Links to AO2, AO3 of GCSE assessment criteria.</p>	<p>Van Gogh still life painted: To create an A3 composition of a cylinder shaped still life painted in the style of Van Gogh. To show an understanding of Van Gogh's still life work and basic information about his life and impact on the art world.</p> <p>Links with AO1, AO2, AO3 and AO4 of GCSE assessment criteria.</p>	

Art and design	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Assignment 5
Year 8	<p>Developing observational drawing skills of box shaped objects. Understanding 2-point perspective. How light effects shading exploring graduated tonal shading techniques.</p> <p>Linked to AO2, AO3 of GCSE assessment criteria.</p>	<p>To create an A3 composition that demonstrates an understanding of Escher's relativity, creating their own interpretation in pencil drawing upon their skills and techniques developed previously on box shaped structure, 2 point perspective and optical illusions. To show an understanding of M.C Escher's prints, drawings and use of mathematics with basic information about his life and impact on the art, media and maths world.</p> <p>Links with AO1, AO2, AO3 and AO4 of GCSE assessment criteria.</p>	<p>To understand the structure of the human face in recreating a self-portrait. Use measurement based on their eye to show awareness of how the human face develops and grows. Use tonal shading to show light and tone and 3 dimensional qualities. Introduce pupils to artists who have completed self portraits both historical and contemporary.</p> <p>Links to AO1, AO2, AO3, AO4</p>	<p>To be introduced to the portraiture work of Pablo Picasso. To challenge pupils to paint in either powder paints or acrylic depending on the style of work they chose. To show an understanding of his use of different view-points. Show their understanding of his portraiture work by producing their own interpretation in paints and an interpretation for homework using any medium that they wish to use.</p> <p>Links to AO1, AO2, AO3 and AO4 of the GCSE assessment criteria.</p>	

Fine art	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Assignment 5
GCSE	<p>Surrealism: To introduce pupils to the work of Rene Magritte. For them to investigate his connection to surrealism. To use the piece 'personal value' and produce their own interpretation. To use different medium and techniques to do the observational drawings to cover all four assessment objectives.</p> <p>Links to AO1, AO2, AO3 and AO4 of the GCSE assessment criteria.</p>	<p>Still life: To research the artists Manet, Van Gogh or Cezanne and create a painting on canvas in the style of the artist using objects that they photographed themselves. To produce an assignment that shows understanding of the starting point through artist copies, research, experimentation, observational drawing and annotation explaining their journey.</p> <p>Links to AO1, AO2, AO3 and AO4 of the GCSE assessment criteria.</p>	<p>Portraiture: To introduce portrait artists and using starting points to complete independent compositions. Pupils to explore and research the different artistic techniques and styles to produce their own portrait composition in appropriate medium to the artist and starting point they research. To mount and annotate all studies, artist copies and research to support their journey to create their composition.</p> <p>Links to AO1, AO2, AO3 and AO4 of the GCSE assessment criteria.</p>	<p>Landscape: To create a landscape using one of seven starting points. To produce an assignment that shows understanding of the starting point through artist copies, research, experimentation, observational drawing and annotation explaining their journey. Pupils to work independently and be in control of their portfolio of work. Managing their time effectively.</p> <p>Links to AO1, AO2, AO3 and AO4 of the GCSE assessment criteria.</p>	<p>External task: 40% of the overall marks for the final grade. To use their prior knowledge, skills and techniques to work independently to complete preparatory studies, research and annotation answering one starting point from their external task paper. To complete 10 hours supervised time to produce a final outcome.</p> <p>Links to AO1, AO2, AO3 and AO4 of the GCSE assessment criteria.</p>

Art and Design – Golden Threads Mapping

SMSC				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Cubism still life project/ Van Gogh project artist research, group work, sharing of skills and knowledge. 	<ul style="list-style-type: none"> Self-portrait project and cubism: artist research, group work, sharing of skills and knowledge. 	<ul style="list-style-type: none"> Understanding Rene Magritte, social and historical context. Values of surrealists and implications to today's society. 	<ul style="list-style-type: none"> Understanding the artist, they choose context to social, emotional wellbeing. How their spiritual/moral compass effects their work. 	<ul style="list-style-type: none"> Understanding the artist, they choose context to social, emotional wellbeing. How their spiritual/moral compass effects their work.
Personal Development				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Being independent in development their creative ideas. Responding to feedback and acting upon it. 	<ul style="list-style-type: none"> Understanding the development of their bodies with the self-portraits. Being independent in development their creative ideas. Responding to feedback and acting upon it. 	<ul style="list-style-type: none"> Surrealism assignment. Understanding what objects are personal to them and how these fit in their world around them. Being independent in development their creative ideas. Responding to feedback and acting upon it. 	<ul style="list-style-type: none"> Being independent in development their creative ideas. Responding to feedback and acting upon it. 	<ul style="list-style-type: none"> Independent studies and learning to create their own response to an external task starting point.
Numeracy				
Year 7 Use of ruler and measurements Paper sizes Pencil grades	Year 8 Esher project two-point perspective Tessellations Boxed shaped structures Measurements	Year 9 As with year 7 and 8. Using grid to enlarge images that they draw. Scaling and two point perspective	Year 10 Depending on chosen artists the numeracy element may be advanced mathematical skills needed. Sol Wit, Bridget Riley.	Year 11 AS year 10
Cultural Capital				
Year 7	Year 8	Year 9	Year 10	Year 11

Changing views on mental health. Van Gogh project Religious influence on art.	<ul style="list-style-type: none"> Self portraits Women in art Chuck Close and Stephen Wiltshire artists with disabilities. Artwork inspired by African culture 	<ul style="list-style-type: none"> Understanding the social links to surrealism. How they responded to politics and women. 	<ul style="list-style-type: none"> Portraiture pupils can explore any cultural link and interpretation. 	<ul style="list-style-type: none"> External task allows pupils to link their work to any culture.
Substantive Knowledge				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Cubism movement Post impressionist movement Arcimboldo portraits 	<ul style="list-style-type: none"> Optical illusions M.C Escher's work relativity Pablo Picasso art movements David Hockney digital landscapes. 	<ul style="list-style-type: none"> Rene Magritte The artwork 'personal values' The still life work of Manet. Van Gogh or Cezanne 	<ul style="list-style-type: none"> The knowledge of the artists' work that they have chosen to interpret for their portrait assignment 	<ul style="list-style-type: none"> The knowledge of the artists' work that they have chosen to interpret for their landscape assignment
Disciplinary Knowledge				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Reworking and improving art pieces Understanding different types of shading. Practicing painting skills using painting exercises in colour theory lessons Practicing drawing skills Use of videos and teacher demonstration to support this, Creating a still life composition 	<ul style="list-style-type: none"> Reworking and improving art pieces Two-point perspective Practicing painting skills Practicing drawing skills Drawing of the face and other facial parts. Use of videos and teacher demonstration to support this. Using photography and digital skills. 	<ul style="list-style-type: none"> Perspective Acrylic painting skills Mounting and displaying work Ink wash Pen work Watercolours Pastels Charcoal Photography set up and composition Editing photography Canvas painting 	<ul style="list-style-type: none"> Reworking and improving art pieces Perspective Acrylic painting skills Mounting and displaying work Ink wash Pen work Watercolours Pastels Charcoal Photography set up and composition Editing photography Canvas painting 	<ul style="list-style-type: none"> Applying the knowledge and skills to their external task.

Subject-specific Skills				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Observational drawing skills Shading techniques Cylinder shaped structures Composition Colour theory lessons Painting with powder paints Artist research 	<ul style="list-style-type: none"> Observational drawing skills Shading techniques, understanding how light and shadow creates three-dimensional illusion. Self-portraiture Acrylic paints Basic digital art Artist research 	<ul style="list-style-type: none"> GCSE fine art assessment objectives Artist research and understanding Developmental work and use of different mediums Direct observation in drawing, photographic and written form Personal and meaningful response to a starting point. 	<ul style="list-style-type: none"> GCSE fine art assessment objectives Artist research and understanding Developmental work and use of different mediums Direct observation in drawing, photographic and written form Personal and meaningful response to a starting point. 	<ul style="list-style-type: none"> GCSE fine art assessment objectives Artist research and understanding Developmental work and use of different mediums Direct observation in drawing, photographic and written form Personal and meaningful response to a starting point.
British Values				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Van Gogh look at discrimination against mental health. How mental health is now perceived in Britain to the time when Van Gogh was alive. 	<ul style="list-style-type: none"> Pablo Picasso's Guernica story. Looking at the political and discrimination that caused the mass killing. 	<ul style="list-style-type: none"> Looking at the effects of social values and discrimination in the surrealism art movement. 	<ul style="list-style-type: none"> Pupils encouraged to look at artists social and historic context. How discrimination and lack of democracy can affect how the artist produced their work. 	
Life Skills				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Cubism/Van Gogh artist research group activity and given rolls and responsibilities. Helping each other to tidy up resources Independent learning 	<ul style="list-style-type: none"> Escher/Picasso artist research group activity and given rolls and responsibilities. Helping each other to tidy up resources Independent learning 	<ul style="list-style-type: none"> Organisational skills Independent learning 	<ul style="list-style-type: none"> Organisational skills Independent learning 	<ul style="list-style-type: none"> Organisational skills Independent learning
Careers				

	Destination evening Videos and information that links with destinations. Chuck Close his career as an artist.		Start to show pupils the extended diploma courses and Leeds arts university. Promote open days.	Help pupils with applications to Leeds arts university.
Literacy				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Oracy group work researching Cubism and Van Gogh. Peer assessment 	<ul style="list-style-type: none"> Oracy group work researching Escher and Pablo Picasso Peer assessment 	<ul style="list-style-type: none"> Annotation Peer assessment Artist research Using the photocopier to enlarge images and drawings. How to scan images to computer. 	<ul style="list-style-type: none"> Annotation Peer assessment Artist research 	<ul style="list-style-type: none"> Annotation Peer assessment Artist research
Digital Literacy (to engage confidently with technology, the various digital platforms, and the vast amount of online information which now exists)				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Understanding how to collect images from the internet that are the right size and copy and paste. Understand how to access and use office365. 	<ul style="list-style-type: none"> Use of photoshop in the Hockney assignment. 	<ul style="list-style-type: none"> Research artists using the correct search engines. Collecting images. Using digital art software to produce pieces Manipulating images Use of digital cameras 	<ul style="list-style-type: none"> Research artists using the correct search engines. Collecting images. Using digital art software to produce pieces Manipulating images Use of digital cameras 	<ul style="list-style-type: none"> Research artists using the correct search engines. Collecting images. Using digital art software to produce pieces Manipulating images Use of digital cameras

Art and Design– KS3 Assessment

ASSESSMENT KS3

Pupils will have a baseline assessment at the beginning of year 7. This is a drawing a of shoe and is kept in their assessment folder throughout their time in art/ textiles.

Pupils regularly give written feedback for self and peer assessment. Teacher written feedback is on the same sheets. Pupils must act upon advice given and this is reflected in their work. Use of purple zone for pupils to act upon advice given.

Lessons built into the curriculum for pupils to rework and improve pieces of work.

Pupils are encouraged to use their portfolio of work and assessment sheets in aiding their independent learning. A major part of this is verbal feedback that is given to the pupils.

Pupils' projects are assessed using the assessment criteria in year 7 and year 8. Exceptional-Excellent-Highly developed-consistent-moderate ability –some ability.

Four times a year the pupils will have tests that reflect their understanding of art theory, artists they have been researching and their drawing skills. These are marked as a percentage and standardized. The marks are then placed on a tracker to establish the progress the pupils have made.

Year 7 assessed work using percentages:

Base line assessment: shoe drawing, Highlighter pen tonal shaded: cubism still life main piece: Art theory: Pencil case drawing

Year 8 assessed work using percentages:

Van Gogh still life painting: 2-point perspective tonal shaded pencil sharpener drawing: Escher style main piece: Matchbox drawing

Art and Design – KS4 Assessment

Students must demonstrate the ability to:

- develop their ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant practices in the creative and cultural industries to their work
- refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:
 - media
 - materials
 - techniques
 - processes
 - technologies
- use drawing skills for different needs and purposes, appropriate to context
- realise personal intentions through sustained application of the creative process.

Pupils are then assessed against these four assessment objectives:


- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.




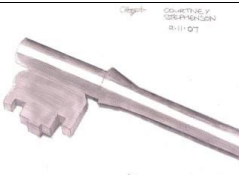
Year 7 Curriculum drawing skills

Purpose of Study

Developing basic observational drawing skills and introducing the three different types of shading. Introduce pupils to creating an observational drawing of cylinder shaped objects. Use of Size, shape and shadow. Use of appropriate medium for the type of shading they use.

[Linked to AO2 and AO3 of GCSE assessment criteria.](#)

Skills, techniques and knowledge	Learning intentions and Steps to success	Homework (All homework reinforces skills and techniques covered in lesson)	AfL TEACHER PEER	Weeks	Exemplar
Baseline assessment drawing of a shoe.	Understand what level of drawing skills the pupils have already acquired to be used in their assessment folder as an indication of their progress throughout their time learning art.	Collation of required resources – PP pupil's resources are provided.		1 Lesson	
Understanding tonal shading, gradation of pencils, paper sizes, and art basic terminology for drawing.	Pupils to develop tonal shading, cross-hatching and pointillism as an exercise to show a basic understanding of basic art terminology relating to paper size and pencil drawing.	Toothbrush tonal shaded.		2	

Observational drawings of basic cylinder shaped objects using tonal shading, angles, ellipses and perspective.	To develop a tonal shaded drawing of a pen from direct observation. To understand the 4 S's (Size, Shape, Shading, Shadow).	Pen with a lid tonal shaded.		3	
Understanding the use of pointillism. Introduced to artists who use the pointillist technique. Use of different medium.	To create an observational drawing of a pointillism pen using fine liner. To understand the graduated shading of pointillism in their work.	Small object enlarged using pointillism.		4	
Understanding the cross-hatching technique. Introduced to artists who use the cross-hatching technique. Use of different medium.	To create an observational drawing of a cross-hatched compass using biro. To understand the graduated and layered shading of cross-hatching in their work.	Small object enlarged using cross-hatching.		5	
To understand how tonal shading works when drawing shiny surfaces. Understanding thickness lines, angles and perspective.	Observational drawing of a key using the 4 S's and showing understanding of the tonal shading technique.	Bunch of keys tonal shaded.	Expectation of teacher written feedback	6	
Acting independently on peer and teacher feedback to improve	To use feedback sheets and reworking booklets to improve individual pieces of	Choose one piece of work to improve from feedback given.		7/8	

initial observational drawings.	work from week 2 to week 6.				
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NOTE: All homeworks and classworks are graded with STEPS by teacher. Differentiated folder in each classroom as examples of previous pupil's homeworks and classworks of high quality. Also teacher's demonstrations and outlines that can be photocopied to support pupils in succeeding in drawing as well as guidance sheets giving step by step advice. If pupils produce good homework weekly, this is displayed on 'homework of the week' boards in classrooms.


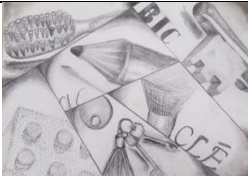

Year 7 Curriculum cubist still life

Purpose of Study

To create an A3 composition that shows an understanding of Cubist still life using the observational drawing skills they have learnt previously. To show a basic understanding of the cubist style and the works of Braque and Picasso in this style. To be able to reflect and rework pieces of art to show improvement.



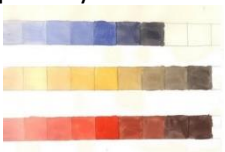


[Links with AO1,AO2,AO3 and AO4 of the GCSE criteria.](#)





Skills, techniques and knowledge	Learning intentions and Steps to success	Homework (All homework reinforces skills and techniques covered in lesson)	AfL TEACHER PEER	Weeks	Exemplar
To be introduced to the Cubist work of Braque and Picasso. To understand how to use their work to create a plan.	To create a plan using observational drawings of a Cubist still life for their main composition.	Research 5 pieces of information or images of Cubism still life. (Braque and Picasso).		9	
Developing group planning and oracy skills using their understanding of their research.	To work in groups to create a visual and oral presentation. Pupils to act upon the roles that are allocated to show independence, resilience and teamwork. To present their presentation to the whole class.	To research French and Spanish words of the observational drawings they have done. To experiment with typography in drawing or ICT.		10	

Creating an A3 main composition showing an understanding of Cubist still life and shading skills acquired.	Use of a plan to develop composition. Developing tracing skills. Practising typography to fit with composition and art style. Acting regularly on feedback given from teacher and peers.	4-6 week homework. Pupils to create a Cubist still life using any medium or media. Working independently or in pairs (adult or peer).	Expectation of teacher and peer feedback.	11-16	
Use STEPS criteria to assess and give feedback to peers.	Both homework project and main composition will be assessed against STEP criteria. Pupils are encouraged to write in full sentences and to discuss their opinions with each other using correct art terminology.	To rework any of their portfolio of work.	Expectation of teacher and peer feedback. Teacher gives initial STEP.	17-18	
Acting independently on peer and teacher feedback to improve their homework project or main composition.	To use feedback sheets and STEP criteria to rework and improve.			19-20	

NOTE: All homeworks and classworks are graded with STEPS by teacher. Differentiated folder in each classroom as examples of previous pupil's homeworks and classworks of high quality. Also teacher's demonstrations and outlines that can be photocopied to support pupils in succeeding in drawing as well as guidance sheets giving step by step advice. Letters sent home to celebrate pupil's homework projects and postcards sent home for effort.

Year 7 Curriculum colour theory

Purpose of Study To understand basic painting skills and colour theory. To show an understanding of complementary colours and how this affects the use of colour. Familiarize pupils with the use of coloured pencils in a layering process of different hues. To apply this knowledge to observational drawing skills. Links to AO2, AO3 of GCSE assessment criteria.					
Skills, techniques and knowledge	Learning intentions and Steps to success	Homework (All homework reinforces skills and techniques covered in lesson)	AfL TEACHER PEER	Weeks	Exemplar
Using a paint brush correctly to mix paints consistently. To understand basic colour theory. To understand the colour tonal shading technique.	To paint a colour wheel showing understanding of primary and secondary colours. In written and verbal forms, show an understanding of the theory. 	To complete a colour tonal shaded whole fruit.		1	
To be able to add dark and light tones to primary colours.	To paint tonal shaded grid using the three primary colours. 	To complete a colour tonal shaded whole vegetable.		2	

To understand complementary colours.	To complete the painting exercise of complementary colours. 	To complete a colour tonal shaded drawing of half a fruit. Pupils are encouraged to use complementary coloured backgrounds.		3	
Acting independently on peer and teacher feedback to improve painting exercises and homeworks.	To use feedback sheets to show improvement from their initial drawings and exercises.	To complete a colour tonal shaded drawing of half a vegetable. Pupils are encouraged to consider adding to the composition. I.E – knife, chopping board, etc.	Expectation that there will be teacher written feedback.	4/5	 



NOTE: All homeworks and classworks are graded with STEPS by teacher. Differentiated folder in each classroom as examples of previous pupil's homeworks and classworks of high quality. Also teacher's demonstrations and outlines that can be photocopied to support pupils in succeeding in drawing as well as guidance sheets giving step by step advice. Letters sent home to celebrate pupil's homework projects and postcards sent home for effort.


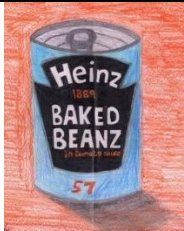


Year 7 Curriculum Van Gogh Project


Purpose of Study

To create an A3 composition of a cylinder shaped still life painted in the style of Van Gogh. To show an understanding of Van Gogh's still life work and basic information about his life and impact on the art world.

[Links with AO1, AO2, AO3 and AO4 of GCSE assessment criteria.](#)

Skills, techniques and knowledge	Learning intentions and Steps to success	Homework (All homework reinforces skills and techniques covered in lesson)	AfL TEACHER PEER	Weeks	Exemplar
Observational drawing skills using, line, cylinder, ellipses, symmetry and pencil technique	<p>To produce a sketch of a composition of cylinder shaped objects. Understand placement of objects and how to step by step produce a composition.</p> 	<p>Sauce bottle tonal shaded in colour/ Collate information and images relating to Vincent Van Gogh</p>		1/2	

<p>Developing group planning and oracy skills using their understanding of their research.</p>	<p>To work in groups to create a visual and oral presentation. Pupils to act upon the roles that are allocated to show independence, resilience and teamwork. To present their presentation to the whole class.</p> 	<p>Tin or can tonal shaded in colour</p>		<p>3</p>	
<p>Painting in dashes, using complementary colours, mixing paint showing variation of tones. Creating an individual composition.</p>	<p>To produce a final composition, painted in the style of Van Gogh. Pupils to add their own observational drawing of fruit or vegetable to their final composition.</p>	<p>To produce an interpretation of a Van Gogh still life in any media or medium. Pupils can work independently or in pairs.</p>	<p>Expectation that teacher will give at least one written feedback</p>	<p>4/10</p>	
<p>Use STEPS criteria to assess and give feedback to peers.</p>	<p>Both homework project and main composition will be assessed against STEP criteria. Pupils are encouraged to write in full sentences and to discuss their opinions with each other using correct art terminology.</p>	<p>To rework and improve homeworks.</p>	<p>Teacher written feedback and initial STEP.</p>	<p>11/12</p>	

Acting independently on peer and teacher feedback to improve their homework project or main composition.	To use feedback sheets and STEP criteria to rework and improve.			13/14	
Year 7 art test written and drawing elements.	To use test to indicate progress of learning.			During GCSE external task week	


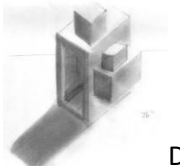

NOTE: All homeworks and classworks are graded with STEPS by teacher. Differentiated folder in each classroom as examples of previous pupil's homeworks and classworks of high quality. Also teachers' demonstrations and outlines that can be photocopied to support pupils in succeeding in drawing as well as guidance sheets giving step by step advice. If pupils produce good homework weekly, this is displayed on 'homework of the week' boards in classrooms.





Year 8 Curriculum Box shaped structures

Purpose of Study

Developing observational drawing skills of box shaped objects. Understanding 2-point perspective. How light effects shading exploring graduated tonal shading techniques.

[Linked to AO2, AO3 of GCSE assessment criteria.](#)

Skills, techniques and knowledge	Learning intentions and Steps to success	Homework (All homework reinforces skills and techniques covered in lesson)	AfL TEACHER PEER	Weeks	Exemplar
Angles, parallel lines, 2 point perspective. How light and shade is demonstrated in tonal shading.	Drawing of a 3 dimensional box, differentiated to show various light source points depending on pupil's target STEP.	Observational drawing of a mobile device, tonal shaded showing shadow and light source.		1	
2 point perspective, optical illusions, angles, lines, tonal shading. Use of a 4B pencil, eraser and clear ruler to tonal shade. Understand how light affects objects shading.	 Drawing of a box on a box, demonstrating understanding of light source and shadows.			2	

Understand how to rework and complete pieces of work.	To continue the two exercises and rework and improve previous homework.	Tonal shade drawing of a cereal box. Ensuring the box is placed at an angle to demonstrate understanding of two point perspective.		3	
Two point perspective and the use of vanishing points. Correct use of clear rulers. Thickness lines and 3 dimensional object drawing.	To draw the exercise using two point perspective and vanishing points of the open doorways. Challenge and differentiate with doorway being open inwards and outwards. Create a complete composition.	Observational drawing of an open doorway. Tonal shaded. Thinking about the composition.	Expectation of teacher written feedback	4	
Two point perspective and vanishing points to create a staircase from various viewpoints.	To draw the exercise using two point perspective and vanishing points of the staircase. Challenge and differentiate with staircases at different angles. Create a complete composition. 	To draw an observational view of a staircase, tonal shaded.		5	

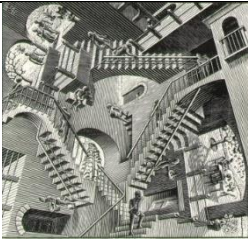
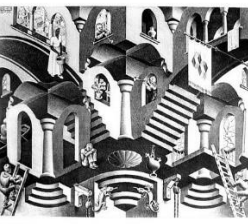
Acting independently on peer and teacher feedback to improve initial observational drawings.	To use feedback sheets and reworking booklets to improve individual pieces of work from week 1 to week 5.	Choose one piece of work to improve from feedback given.	Expectation of teacher written feedback	6/7	
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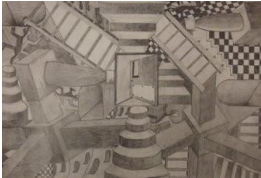


NOTE: All homeworks and classworks are graded with STEPS by teacher. Differentiated folder in each classroom as examples of previous pupil's homeworks and classworks of high quality. Also teachers' demonstrations and outlines that can be photocopied to support pupils in succeeding in drawing as well as guidance sheets giving step by step advice. If pupils produce good homework weekly, this is displayed on 'homework of the week' boards in classrooms.


Year 8 Curriculum Escher project

Purpose of Study To create an A3 composition that demonstrates an understanding of Escher's relativity, creating their own interpretation in pencil drawing upon their skills and techniques developed previously on box shaped structure, 2-point perspective and optical illusions. To show an understanding of M.C Escher's prints, drawings and use of mathematics with basic information about his life and impact on the art, media and maths world.

[Links with AO1, AO2, AO3 and AO4 of GCSE assessment criteria.](#)

Skills, techniques and knowledge	Learning intentions and Steps to success	Homework (All homework reinforces skills and techniques covered in lesson)	AfL TEACHER PEER	Weeks	Exemplar
You are to create a room that no matter which way the paper is it has doorways, staircases. Showing understanding of Escher's print work Relativity. Videos to his work.	To create a plan, design of what they want to produce for their main composition. Practise different elements of Escher's work and reference to the previous box structure drawings and two point perspective exercises.	To collect at least 5 pieces of information of M.C.Escher and images.		1	
Developing group planning and oracy skills using their understanding of their research.	To work in groups to create a visual and oral presentation. Pupils to act upon the roles that are allocated to show independence, resilience and teamwork. To present	Collect images that will help in creating your Escher. Staircases, ladders, windows etc.		2	

	their presentation to the whole class.				
You are to create a room that no matter which way the paper is it has doorways, staircases. And references to 2 point perspective, optical illusions and has reference to Escher's relativity print. Use of tracing paper, vanishing points. To show techniques and development of shading and use of light sources.	To start their main composition.  Develop their drawing and tonal shade.	To create a second Escher style room, but using any medium. For example; collage, ict, sculpture, printing Or a mix of different mediums. Work alone or in pairs. 4 -6 weeks to complete.	Expectation of teacher written feedback	3-8	
Use STEPS criteria to assess and give feedback to peers.	Both homework project and main composition will be assessed against STEP criteria. Pupils are encouraged to write in full sentences and to discuss their opinions with each other using correct art terminology.	To rework any of their portfolio of work.	Expectation of teacher and peer feedback. Teacher gives initial STEP.	9-10	

Acting independently on peer and teacher feedback to improve their homework project or main composition.	To use feedback sheets and STEP criteria to rework and improve.			11-12-13	
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NOTE: All homeworks and classworks are graded with STEPS by teacher. Differentiated folder in each classroom as examples of previous pupil's homeworks and classworks of high quality. Also teacher's demonstrations and outlines that can be photocopied to support pupils in succeeding in drawing as well as guidance sheets giving step by step advice. If pupils produce good homework weekly, this is displayed on 'homework of the week' boards in classrooms.

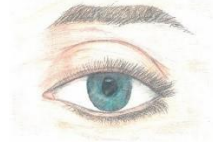
Pupils have access to copies of Escher's work in a booklet that aid them with ideas and demonstrates how to draw some optical illusion aspects of his work. They also have an art mathematics sheet that explains the mathematical terms for the various tessellations and optical illusions that Escher creates.





Year 8 Curriculum self portraits


Purpose of Study

To understand the structure of the human face in recreating a self-portrait. Use measurement based on their eye to show awareness of how the human face develops and grows. Use tonal shading to show light and tone and 3 dimensional qualities. Introduce pupils to artists who have completed self portraits both historical and contemporary.

[Links to AO1, AO2, AO3, AO4](#)

Skills, techniques and knowledge	Learning intentions and Steps to success	Homework (All homework reinforces skills and techniques covered in lesson)	AfL TEACHER PEER	Weeks	Exemplar
To understand proportions of the facial features using their eyes as measurement. To be aware facial features are different in adults and children and the reasons why. To use observational drawing skills , measurement and tonal shading to recreate the A3 black and white photography of themselves into a A3 tonal shaded composition.	Initial base line drawing on A5 paper of a head, neck, shoulders and facial features with no aid from teacher. Draw a portrait in proportion using tonal shading. LEARNING OUTCOMES... All: Will understand the proportions of a portrait and draw the basic shape. Most: Will draw the features, eyes, ears, clothes etc. Some: Will start to tonal shade the	Tonal shaded observational drawing of their eye.		1	

	portrait to make it look 3D.				
		Drawing of a HAND tonal shaded		2	
To be introduced to Picasso's abstract portraits so that pupils have a basic familiarisation of his work before they create their own.	<p>Developing tonal shading using erasers and paper towels. Using peer assessment to rework and improve areas. On going copy of Picasso's cubist portraits differentiated to challenge pupils. This is to be completed alongside self-portrait and to be done in coloured pencils.</p> 	Realistic drawing of an open mouth.		3-5	

Have an understanding that self- portraits by different artists come in different art forms and use of medium.	To have discussion about self- portraits with peers and have an understanding of their work. To continue developing their self- portrait.	Find five pieces of information on Pablo Picasso's Different styles of art work.		6-7	
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NOTE: All homeworks and classworks are graded with STEPS by teacher. Differentiated folder in each classroom as examples of previous pupil's homeworks and classworks of high quality. Also teacher's demonstrations and outlines that can be photocopied to support pupils in succeeding in drawing as well as guidance sheets giving step by step advice. If pupils produce good homework weekly, this is displayed on 'homework of the week' boards in classrooms.




Year 8 Curriculum cubist portrait





Purpose of Study


To be introduced to the portraiture work of Pablo Picasso. To challenge pupils to paint in either powder paints or acrylic depending on the style of work they chose. To show an understanding of his use of different view- points. Show their understanding of his portraiture work by producing their own interpretation in paints and an interpretation for homework using any medium that they wish to use.

[Links to AO1, AO2, AO3 and AO4 of the GCSE assessment criteria.](#)

Skills, techniques and knowledge	Learning intentions and Steps to success	Homework (All homework reinforces skills and techniques covered in lesson)	AfL TEACHER PEER	Weeks	Exemplar
<p>To understand that Picasso throughout his life time create portraits in various styles and art forms. To discuss his work in groups and show an understanding of the differences in the art styles. Early works, Analytical cubism, synthetic cubism, abstract, blue period and rose period.</p>	<p>To be given a task in groups to sort Picasso's art work into the various styles and art forms.</p> <div style="display: flex; flex-direction: column; align-items: center;">   </div>	<p>Cubist style hand. Tonal shaded in tones of one colour only blues or warm colours to match Rose or blue period.</p>		1	

<p>To look at two main styles of Picasso's portraiture style...either analytical cubism or abstract 'weeping woman'. To then use the painting technique that goes alongside the chosen style.</p>	<p>Trace your original tonal shaded portrait onto A3 paper. Look at the copy of Picasso they have completed in coloured pencil and use these in establishing which style they wish to develop for their own self portrait.</p> <p>Make a choice to do analytical cubist style or weeping woman style.</p>  	<p>Cubist style mouth. Tonal shaded in tones of one colour only.</p>		<p>2</p>	
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<p>To use painting techniques relevant to their chosen paint. To do an interpretation of one of Picasso's portraits alongside this. To show an understanding of the artists use of abstract proportions and facial features.</p>		<p>Cubist style eye using coloured pencils, paints or ink wash.</p>		<p>3</p>	
	<p>Continued development of their portrait painting. Continue to act upon peer assessment and teacher assessment.</p>	<p>Create a 'Picasso style' cubist portrait using any medium/materials' They could use collage, IT manipulated images, printing, 3D sculpture or a mix of different materials</p> <p>The work must be based on a photograph, image or observation of an actual person. It must be at least A4 size, but could be larger. The work must demonstrate an understanding of Picasso's cubist portraits and the idea of creating an image</p>		<p>4-7</p>	


		from different view - points. They can work alone or in pairs. 4 weeks to complete this piece of work.			
To rework and improve using feedback homeworks.	To use booklets, help sheets and various resources to rework and improve homeworks.			8	
Use STEPS criteria to assess and give feedback to peers.	Both homework project and main composition will be assessed against STEP criteria. Pupils are encouraged to write in full sentences and to discuss their opinions with each other using correct art terminology.	To rework any of their portfolio of work.			
Acting independently on peer and teacher feedback to improve their homework project or main composition.	To use feedback sheets and STEP criteria to rework and improve.		Expectation of teacher written feedback	9/10	
Art test showing understanding of tonal shading, two point perspective	A drawing of a match box showing the typography on a surface plane of the match box, tonal shading, thickness lines			During the GCSE art external task week	


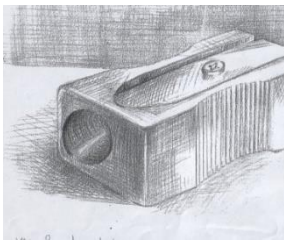

	and two point perspective.				
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NOTE: All homeworks and classworks are graded with STEPS by teacher. Differentiated folder in each classroom as examples of previous pupil's homeworks and classworks of high quality. Also teacher's demonstrations and outlines that can be photocopied to support pupils in succeeding in drawing as well as guidance sheets giving step by step advice. If pupils produce good homework weekly, this is displayed on 'homework of the week' boards in classrooms. Pupils will receive postcards and letters home if they produce work that demonstrates exceptional ability.




Year 9 Curriculum Magritte assignment

Purpose of Study To introduce pupils to the work of Rene Magritte. For them to investigate his connection to surrealism. To use the piece 'personal value' and produce their own interpretation. To use different medium and techniques to do the observational drawings to cover all four assessment objectives.

Skills, techniques and knowledge	Learning intentions and Steps to success	Homework (All homework reinforces skills and techniques covered in lesson)	AfL TEACHER PEER	Weeks	Exemplar
To introduce the pupils to the work 'personal value' by Rene Magritte. To introduce the concept of Surrealism.	To start to understand what Surrealism is. To be introduced to the painting 'personal values' by Rene Magritte. Start a copy of his work.	To take a photograph of a bedroom. Observational skill. Photograph must show three walls.		1	

Sketching bedroom and thinking about composition.	Continue the copy of Magritte's personal values. Attempt to draw out a plan on A3 paper using the photo image of their bedroom Experiment with different medium	Collect images of outside views. They can be photographs or images from the web. Ensure website address is collected.		2	
To be shown different skills and techniques to use effectively for the backgrounds chosen. AO2 assessment To manage your work effectively for independent learning.	To experiment with different mediums to create the outside coming inside. Use images of outside views and see which will work best for your room. To still be working on their plan/ copy of Magritte.	To do a drawing of an object that has meaning to the pupil.		3	
To learn to work independently. Organise the work you do in a lesson Use skills acquired and apply them to your work Advice you on your classwork and homework to improve the level.	Develop your plan for Magritte's personal values. Add your background wall that should be the outside coming inside. Use relevant and appropriate medium. Experiment with different medium before you use it on your main piece.	To draw a second object that has meaning to the pupil.		4	


To relate to AO2/3 of the GCSE criteria.					
Continue to work on your interpretation of Magritte's Personal Values. Using the skills and techniques that you have acquired.	Complete background for bringing outside in. Use any medium. Make sure the room is shaded and complete before you start the objects.	A third object drawn that has value to the pupil		5	
Continue to work on your interpretation of Magritte's Personal Values. Using the skills and techniques that you have acquired.	To continue to develop their main outcome showing understanding of Magritte's personal values.	Copy of Rene Magritte's work in any media or medium	Expectation of teacher written feedback	6/7	
To do artist research on Rene Magritte.	To show an understanding of the life and work of Magritte. Show an understanding of surrealism. Use you tube and internet references.	To continue research		8	




Continue to work on your interpretation of Magritte's Personal Values. Using the skills and techniques that you have acquired.	To continue to develop their main outcome showing understanding of Magritte's personal values.	Second Copy of Rene Magritte's work in any media or medium		9/10	
Acting independently on peer and teacher feedback to improve their portfolio of work.	To continue to rework, improve and act upon advice given to complete their current portfolio of work. This includes; A2 main piece, interpretation of 'personal values, 3 observational drawings of objects, copy of personal values, copy of another Magritte, artist research. Experimentation work and photography.			11/12	
To show skills in mounting and presenting their portfolio of work. To introduce the use of annotation using GCSE help sheets and knowledge organisers.	To present this work with annotation that explains how you produced your observational drawings and copies of Lichtenstein.	Drafting annotation for mounted portfolio of work.		13-18	


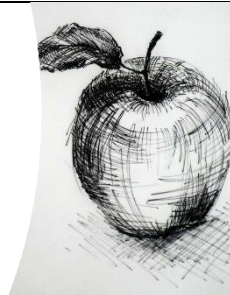
Year 9 -10 Curriculum still life assignment





Purpose of Study To introduce three artists that have painted still-life compositions. Pupils to explore and research the different painting techniques and styles to produce their own still-life composition painted in acrylics on canvas. To mount and annotate all studies, artist copies and research to support their journey to create their composition.




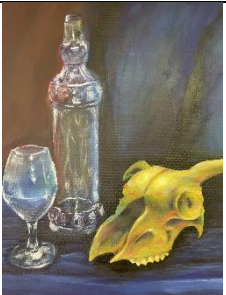

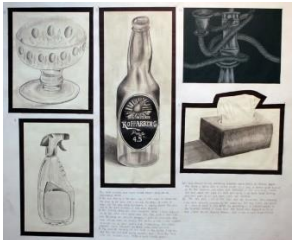
This covers AO1.AO2, AO3, and AO4 of the GCSE assessment criteria.

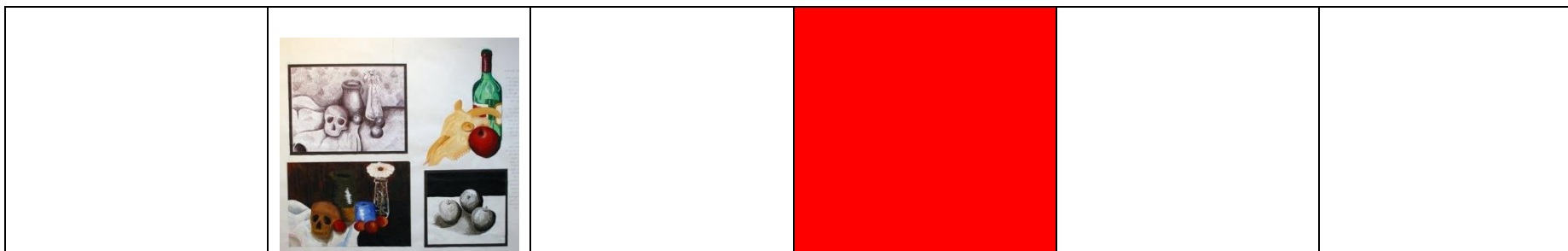
Skills, techniques and knowledge	Learning intentions and Steps to success	Homework (All homework reinforces skills and techniques covered in lesson)	AfL TEACHER PEER	Weeks	Exemplar
<p>To use new skills to draw a cylinder shaped object onto A2 sized paper.</p> <p>To work independently</p>	<p>Pupils to work from direct observation of a bottle, showing understanding of tonal shading when light reflects on an glass object.</p> <p>To demonstrate an understanding of cylinder structure and form in their work.</p> <p>To start a copy of artist alongside this.</p>	<p>A copy of artist either Manet, Van Gogh or Cezanne a 2 week homework</p>		1	
<p>To develop technique of using colours on black card</p> <p>To start to manage their portfolio of work</p>	<p>To draw a colourful or shiny object on black card.</p> <p>Use white coloured pencil to sketch.</p> <p>Use coloured pencil.</p>	<p>A copy of artist either Manet, Van Gogh or Cezanne</p>		2	

<p>for independent learning.</p> <p>To demonstrate how to set up a still life for photography. Use of digital cameras, lighting and manipulating images using photoshop.</p>	<p>Pupils to manage their work. Rework and improve homework.</p>				
<p>Rework and improve the work by acting upon advice given.</p> <p>To create a practise composition based on the observational photography they have taken.</p> <p>To understand how to use artcyclopedia to collect artists images of still life paintings.</p>	<p>All to have improved and reworked at least one piece of work.</p> <p>Some to have collected Van Gogh and Cezanne still life images using Artcyclopedia</p> <p>To do their photography for the composition.</p>	<p>To complete a painting of one of the artists that have chosen to research.</p> <p>Manet, Van Gogh or Cezanne. To think about the use of colour by the artist and the various ranges of composition.</p>		3/4	 
<p>Work independently on their portfolio of work.</p> <p>Rework and act upon advice given</p> <p>To use paints</p>	<p>For all to have reworked and improved at least one piece of work.</p> <p>Some to have sketched out practise main piece.</p> <p>Some to have collected images of Van Gogh</p>	<ul style="list-style-type: none"> • Week 5 on your homework sheet. • An observational drawing in pencil of one of the objects on your plan of your main 		5	

To collect Van Gogh's and Cezanne's still life work	and Cezanne still life work. A few to start painting a copy of still life.	piece(canvas composition)			
Work independently on their portfolio of work. Rework and act upon advice given. Prep their canvas ready for painting. To use paints correctly developing technique in the style of the artist they have chosen.	To use new skills in painting on your practise main piece. Check homework and give advice. Continue independent learning. Chose the canvas size and prep for painting.	Drawing of a cylinder shaped object being used for main piece in coloured pencil. On appropriately sized paper.		6	
Work independently on their portfolio of work. Start the sketching out of their composition onto a canvas. Rework and act upon advice given To use paints correctly developing technique	To use new skills in painting to develop your practise main composition and your main composition on canvas. Continue independent learning.	An observational drawing of one of your objects in pen/fine liner.	Expectation of teacher written feedback	7	

in the style of the artist they have chosen.					
<p>Work independently on their portfolio of work.</p> <p>Start the sketching out of their composition onto a canvas.</p> <p>Rework and act upon advice given</p> <p>To use paints correctly developing technique in the style of the artist they have chosen.</p>	 <p>Developing portfolio of work and continuing canvas composition.</p>	Two developmental studies in paint of objects for your final composition.		8/9	 
Continue to develop and show an understanding of painting a composition in the style of their chosen artist. Show independence in their work.	<p>To use new skills in painting on your main piece. Onto canvas.</p> <p>To develop portfolio of work.</p>	<p>Make two further developments of your main piece idea</p> <p>One in colour and the other in your choice of medium.</p>		10/11	 

		A still life picture of your main piece- A3 size – in pen, ink or pen wash.		12/13	
		Research on your chosen artist. It must include your personal opinion of the artists' work and how their style has effected your art work		14/15	
	Continue to develop the Main piece and studies for still life assignment.	Rework and improve pieces for assignment for their portfolio of work.		16-18	
Presentation of work for an audience. Annotation relevant to the work produced.	Mount up all the assignment and annotate.			19-22	




NOTE: Differentiated folder in each classroom as examples of previous pupil's homeworks and classworks of high quality. Also teacher's demonstrations and outlines that can be photocopied to support pupils in succeeding in drawing as well as guidance sheets giving step by step advice.

All pupils have a booklet with assessment criteria linking to GCSE, framework for annotation, literacy terminology and word bank, how to use VLE to support their learning. Knowledge organiser sheets to support pupils' learning.

Year 10 -11 Curriculum portrait assignment

Purpose of Study To introduce portrait artists and using starting points to complete independent compositions. Pupils to explore and research the different artistic techniques and styles to produce their own portrait composition in appropriate medium to the artist and starting point they research. To mount and annotate all studies, artist copies and research to support their journey to create their composition.


[This covers AO1.AO2, AO3, and AO4 of the GCSE assessment criteria.](#)

Skills, techniques and knowledge	Learning intentions and Steps to success	Homework (All homework reinforces skills and techniques covered in lesson)	AfL TEACHER PEER	Weeks	Exemplar
<p>To establish what a portrait assignment can consist of.</p> <p>To ensure you understand the starting points and start to work on one.</p>	<p>Demonstrate your skills in drawing hands. Drawings of your own hand</p> <p>In different positions.</p> <p>On A2 sized paper.</p> <p>All work counts towards your final grade.</p> 	<p>Week 1 on your people/portraits homework sheet.</p> <p>Make a drawing of an interesting, characterful face; one with strong, emotional impact- laughing, crying, looking sad or similar. Use a black and white image or photograph. Work with 3B or 4B and draw on either A3 or A4 white paper. Tonal shade.</p>		1	<p>Pupils will be shown examples of previous pupils' portrait assignments. They will be challenged to assess the work using the success criteria.</p> <p>There is also available in each art room a folder with over 100 photographs of previous pupils' main pieces and studies.</p>

<p>To use starting points to choose an artist that they wish to work on.</p>	<p>Continue independent learning. Develop your own studies for portfolio of work. Hands, artist copies, own studies based on images you have collected from homework.</p>	<p>Make five or more studies (finished drawings not sketches) taken from at least 3 different view points of the human eye – your own and those of at least two other people. To be drawn from direct observation with each drawing enlarged to at least A6 size – use either biro, a fibre felt tipped pen or ink and wash. Drawn on A3 white paper.</p>		2	
<p>Continue individual learning developing your studies using new and acquired skills and techniques.</p>	<p>Hands, copy of artist, own studies based on images, reworking home works. All relate to the starting point the pupil has chosen.</p>	<p>Make a copy of artist size appropriate that relates to your initial idea for your main picture. Two weeks allowed for this piece</p>		3/4	
<p>Work independently on their portfolio of work.</p> <p>Rework and act upon advice given .</p>	<p>To act upon advice given to rework and improve their portfolio of work and start the plan of their main composition. Pupils to use success criteria to enforce their consistency in the studies the produce.</p>	<p>Make another copy of a different portrait painting by either the same or a different artist. Again this should be about A3 or A4 size. This homework is to be completed in two weeks.</p>		5/6	

<p>Work independently on their portfolio of work.</p> <p>Rework and act upon advice given.</p>	<p>To use new skills relating to their starting point and chosen artist on your practise main piece.</p> <p>Everyone needs to have started their plan of their main piece</p> <p>Check homework and give advice.</p> <p>Continue independent learning.</p>	<p>Make two developments- variations in colour of your initial designs for your main piece. Size appropriate. Relate your work and style to that of your chosen artist(s). Two weeks allowed for this homework.</p>		7/8	
<p>Work independently on their portfolio of work.</p> <p>Start main piece.</p> <p>Rework and act upon advice given</p>	<p>To start Main piece. You should have an idea what your piece should look like. Keep developing practise main piece.</p>	<p>Background research on the artist you have chosen. Must be in your own words and you must state why you like the artist's style. Use the help sheet to aid you.</p>	Expectation of teacher written feedback	9	
<p>Work independently on their portfolio of work.</p> <p>Rework and act upon advice given</p>	<p>Developing portfolio of work. Working on main piece.</p>	<p>Make two further developments of your main piece idea. One in colour and the second in any choice of medium or mixed media. The work needs to be size appropriate. Two weeks allowed for the</p>		10/11	

		completion of this homework, but bring the work to school after the first week for advice.			
To use assessment objective AO2 show their understanding of experimentation and developmental studies towards their portfolio of work.	<p>To rework and use feedback on two pieces of developing from homework set. They are two developments of your main piece. GCSE booklet will be used for feedback.</p> 	Final copy of artist that relates to main piece.		12/13	
To work independently on their portfolio of work, referring to the assessment objects of the GCSE success criteria.	Continue to develop the Main piece and studies for Portrait assignment.	<p>Rework and improve pieces for assignment for their portfolio of work.</p> <p>Draft annotation for teacher to check.</p>		14-18	


<p>Presentation of work for an audience. Annotation relevant to the work produced.</p>	<p>Mount up all the assignment and annotate.</p>	<p>Continue to rework and improve portfolio of work pieces</p>	<p>Pupils will have two assignments assessed against the success criteria to establish if they work on improving existing assignments or move to landscape.</p>	<p>19-22</p>	
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NOTE: Differentiated folder in each classroom as examples of previous pupil's homeworks and classworks of high quality. Also teacher's demonstrations and outlines that can be photocopied to support pupils in succeeding in drawing as well as guidance sheets giving step by step advice.

All pupils have a booklet with assessment criteria linking to GCSE, framework for annotation, literacy terminology and word bank, how to use VLE to support their learning. Knowledge organiser sheets to support pupils' learning.

Year 11 Curriculum Extension assignment Landscape

Purpose of Study To introduce landscape artists and using starting points to complete independent compositions. Pupils to explore and research the different artistic techniques and styles to produce their own landscape composition in appropriate medium to the artist and starting point they research. To mount and annotate all studies, artist copies and research to support their journey to create their composition. **Only pupils who have fully completed their still life and portrait assignment will be doing this assignment.**
 This covers AO1.AO2, AO3, and AO4 of the GCSE assessment criteria.

Skills, techniques and knowledge	Learning intentions and Steps to success	Homework (All homework reinforces skills and techniques covered in lesson)	AfL TEACHER PEER	Weeks	Exemplar
To establish what a landscape assignment can consist of. To ensure you understand the starting points and start to work on one. Pupils to understand the artist and their choice of medium.	Pupils to use internet to research the different starting points and artists. To make a choice to reflect the use of medium. To be shown examples and to work out the marks for each assessment objective using the success criteria.	To continue to research the artists and starting points.		1	On landscape powerpoints. Pupils will be shown past examples by previous students with an indication of the marks for each assessment objective.
To use skills and techniques to copy an artists' landscape in their chosen medium.	To start a copy of artist relating to the starting point they have chosen. Need to select media and medium to represent their work.	To collate photographs that they have taken themselves of landscapes.		2	

Continue individual learning developing your studies using new and acquired skills and techniques.	To continue copy of artist and for some pupils to start studies based on their photography.	Make a second copy of artist size appropriate that relates to your initial idea for your main picture.		3	
Work independently on their landscape assignment.	To act upon advice given to rework and improve their portfolio of work. To start the plan of their main composition. Ensuring it links with the starting point and shows research into the artist/artists studied.	To make at least two further developments of their idea for their main piece.		4	
To work independently on their landscape assignment. Continue to develop studies, artist copies whilst working on their final outcome (main piece).	To start main piece and work alongside on studies, plan and artist copies. Use assessment objectives and success criteria to ensure consistency across the assignment.	Artist research, developments and studies.	Artist research to be SPAG marked.	5/8	
Presentation of work for an audience. Annotation relevant to the work produced.	Mount up all the assignment and annotate.	Ensure all annotation completed.	Teacher assessment against success criteria	9/10	On landscape powerpoints. Pupils will be shown past examples by previous students with an indication of the marks for each assessment objective.

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NOTE: Differentiated folder in each classroom as examples of previous pupil's homeworks and classworks of high quality. Also teacher's demonstrations and outlines that can be photocopied to support pupils in succeeding in drawing as well as guidance sheets giving step by step advice.

All pupils have a booklet with assessment criteria linking to GCSE, framework for annotation, literacy terminology and word bank, how to use VLE to support their learning. Knowledge organiser sheets to support pupils' learning.

Department has a bank of previous pupils full assignments and a folder of photographs of pupils work covering all 3 assignments. There is a copy of the photographs in a folder in each classroom.