ART SECONDARY CURRICULUM PLAN 2022-23

Year 7 HT1 Elements of Art	Year 7 HT2 Elements of Art	Year 7 HT3 Cultural Masks	Year 7 HT4 Cultural Masks	Year 7 HT5 Bugs and Butterflies	Year 7 HT6 Bugs and Butterflies
Art, Craft and Design Links: • Piet Mondrian • Michael Craig-Martin • Barbara Hepworth **Knowledge/Skill Focus:** • Observational Drawing • 3D • Colour theory • Paint mixing and application • Use of materials • Analysing artists work • Developing ideas, transforming shapes **Creative Outcomes:** **Introduction to Elements of Art** Introduce formal elements and complete test on prior knowledge and understanding (to be repeated at end of scheme of work to monitor learning and track progress) **Forms** Shape and form lesson – look at basic shapes and how they can be transformed from 2D into 3D by using tonal shading techniques Shading forms – demonstrate how the use of tone can make them appear 3D. Use of contour lines to shade rounded objects **Colour** Introduction to colour theory, basics of primary and secondary colours. Powder paints to mix colours and complete colour wheel. Reference made to Mondrian, complete Mondrian style painting **Shape** Simple objects drawn in the style of Michael Craig Martin. Revisit colour theory and produce painting using powder paints **Space** Introduction to Barbara Hepworth. Create design using 3D forms and produce Plasticine mini sculptures.	**Art, Craft and Design Links:** • Rembrandt • Alberto Giacometti • Claire Youngs **Knowledge/Skills Focus:** • Observational Drawing • Use of tone • Blending • Use of materials • Analysing artists work • Developing ideas, transforming shapes • Pattern and mark making **Creative Outcomes:** **Tone** Introduction to Rembrandt Complete pastel shading and blending task to make forms appear 3D using Chiaroscuro technique **Line** Introduction to Giacometti. Composition of basic forms in black pen mark making. Straw and string mini-sculptures based on shape and form. **Texture/Pattern** Produce work inspired by Claire Youngs. Create a repeated pattern design using texture and mark making **Sketchbooks:** Work completed and evidenced in sketchbooks each lesson **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Mexican Culture • Mayan Culture • Day of the Dead **Knowledge/Skills Focus:** • Drawing • Researching a culture • Developing ideas • Designing **Creative Outcomes:** **Introduction to Mexican Cultural Art and Day of the Dead** Create a visual information page with keywords, drawings and symbols **Tonal drawing** Observational tonal pencil drawing of traditional Mayan masks Explore contrasting features of different Mayan and Mexican masks **Design** Create quick individual mask designs in pencil with labelling **Sketchbooks:** Work completed and evidenced in sketchbooks each lesson **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Mexican Culture • Mayan Culture • Day of the Dead **Knowledge/Skills Focus:** • Designing • Researching a culture • Application of colour/decoration in paint and pastel • Developing ideas • Cardboard relief • Paper Mache **Creative Outcomes:** **Final Design** Finalise design choice drawn in colour pencil to show detail and pattern Begin to create mask base using card and 2D relief **Create Mask** Begin to build up mask using 2D relief and paper pulp techniques Add coloured tissue paper mache to base Decoration Add decorative patterns and detail in black and white using paint or black pen **Sketchbooks:** Work completed and evidenced in sketchbooks each lesson **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Abby Diamond **Knowledge/Skills Focus:** • Observational drawing • Painting • Application of colour • Developing ideas • Press printing • Colour mood **Creative Outcomes:** **Colour Theory** Complimentary colours and colour moods Draw a simplified bug with background pattern Paint bug with power paints in cool colours using a range of tints and tones. Paint background using warm colours, tints and tones **Abby Diamond** Introduction to artist. Produce drawing of bug in black pen using mark making. Abby Diamond inspired watercolour background using warm/cool colours **Press Print** Produce design for print based on bug drawing using mark making to create pattern and texture. Transfer design on to polystyrene and create prints in one or two colours **Sketchbooks:** Work completed and evidenced in sketchbooks each lesson **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Claire Brewster • Christopher Marley **Knowledge/Skills Focus:** • Drawing • Designing • Paper cut-out • Collage • Colour mood **Creative Outcomes:** **Christopher Marley** Reference made to Christopher Marley's photography. Create composition inspired by CM using their cut-out press prints **Collage** Introduction to Claire Brewster. Create A5 collage using tissue paper and maps. Consider specific colour mood. **Cut-out** Draw bug simple bug from observation. Cut out with a craft knife **Sketchbooks:** Work completed and evidenced in sketchbooks each lesson **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses

Sketchbooks: Work completed and evidenced in sketchbooks each lesson **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses					

ART SECONDARY CURRICULUM PLAN 2022-23

Year 8 HT1 Architecture	Year 8 HT2 Architecture	Year 8 HT3 Architecture	Year 8 HT4 Zoo Animals	Year 8 HT5 Zoo Animals	Year 8 HT6 Zoo Animals
Art, Craft and Design Links: • Gothic Architecture • Antoni Gaudi **Knowledge/Skill Focus:** • Pen drawing, mark-making, tone, pen and wash • Designing • Clay modelling • Collage • Watercolour **Creative Outcomes:** **Gothic Architecture** Introduction to Gothic Architecture Observational drawing of Gothic building using pen and mark making techniques Identify the key features of Gothic Architecture Draw one architectural feature **Clay modelling** Observational drawing of a gargoyle in tonal pencil Design own gargoyle inspired by images. Make gargoyle thumb pot **Antoni Gaudi** Introduction to Gaudi, identify key features of buildings. Using collage, add colour to one half of Gaudi chimney. **Gaudi watercolour** Complete half of Gaudi feature using watercolour paints **Sketchbooks:** Work completed and evidenced in sketchbooks each lesson **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Gothic Architecture • Antoni Gaudi • Bauhaus **Knowledge/Skill Focus:** • Mono-printing • Drawing • Designing **Creative Outcomes:** **Bauhaus** Introduction to Bauhaus. Compare and contrast different architectural styles. Record facts and key features. Create dry mono-print using oil pastel/graphite **Ink mono-printing** Create two ink mono-prints using a Bauhaus image. Opportunity to create a ghost print **Design Ideas** Develop three quick ideas for a unique building taking inspiration from each style studied. Review and refine ideas to develop final idea **Press Printing** Copy design onto polystyrene and make a press print with two or three colours. Add further mark-making between each colour. **Sketchbooks:** Work completed and evidenced in sketchbooks each lesson. Prints on separate paper. **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Gothic Architecture • Antoni Gaudi • Bauhaus **Knowledge/Skill Focus:** • Collage • Collograph printing • Drawing • Designing • Rubbings **Creative Outcomes:** **Collograph Printing** Begin to create textured collage to be used as Collograph plate. Use mixture of found materials. **Printing** Produce Collograph prints **Rubbings** Create a series of rubbings using metallic crayons and graphite **Presentation of work** Collate best work and present in creative and organised way. **Sketchbooks:** Work completed and evidenced in sketchbooks each lesson. Prints on separate paper. **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Various cultures of students' choice • Animal photography **Knowledge/Skill Focus:** • Observational drawing • Application of colour and tone – pencil/oil pastel/coloured pencils • Watercolour /Powder Painting **Creative Outcomes:** **Animal Skin Studies** Draw three different animal skins from close observation focusing on texture and pattern using different dry materials **Animal Portraits** Begin observational pencil line drawing of animal head focusing on proportion and accuracy **Portrait Painting** Begin to add base colours in a range of tones. **Portrait Painting – detail** Complete tonal work and begin to add texture, pattern and detail with fine brushstrokes **Sketchbooks:** Work completed and evidenced on paper **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Animal photography **Knowledge/Skill Focus:** • 3D making – paper mache • Paper pulp • Sculpture **Creative Outcomes:** **Basic Construction** Begin building animal figure/head. Use scrunched paper and tape to create 3D shape. Add additional details or features in cardboard. **Continued Construction** Build up detail using paper pulp and refine the shape of the animal. **Complete Construction** Complete pulp detail, cover in smooth layer of paper to secure shape. Add first layer of paper mache. **Paper mache** Complete at least three layers of paper mache, make it smooth and secure to enhance the shape of the animal **Sketchbooks:** 3D sculpture. Additional work on paper as necessary. **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Various cultures of students' choice • Animal photography **Knowledge/Skill Focus:** • Designing • Surface pattern • Painting • Colour **Creative Outcomes:** **Surface Pattern Design** Taking inspiration from cultural research homework, create a design for the surface of the animal sculpture to reflect its' geographic and cultural heritage. **Preparing to Paint** Transfer design on to the animal sculpture using pencil. Begin to paint the design on to the surface using appropriate colours **Painting Detail** Continue to paint, adding finer details to represent chosen culture. Review and refine work as it progresses and modify as necessary

ART SECONDARY CURRICULUM PLAN 2022-23

YEAR 9 CAROUSEL WEEK 1 & 2 21st Century Tales – Alter-ego	YEAR 9 CAROUSEL WEEKS 3 & 4 21st Century Tales – Alter-ego	YEAR 9 CAROUSEL WEEK 5 & 6 21st Century Tales – Alter-ego	YEAR 9 CAROUSEL WEEK 7 & 8/9 21st Century Tales – Alter-ego
Art, Craft and Design Links: • Rankin **Knowledge/Skill Focus:** • Introduction to photography • Research, analysis and collection of ideas • Physical manipulation techniques using photography **Creative Outcomes:** **Introduction to Alter Ego theme** Introduce and explore the concept of alter-ego. Create a photoshoot plan for collecting imagery related to alter-ego. **Explore Rankin** Create visual mood-board of ideas Explore Rankin's Destroy project Produce work in the style of Rankin using simple manipulation techniques ***Photoshoot created for homework*** **Sketchbooks:** All work to be evidenced in sketchbooks **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Grayson Perry **Knowledge/Skill Focus:** • Drawing • Collage • Research and analysis • Pen and wash **Creative Outcomes:** **Portraiture** Create a half and half portrait – learn how to draw an accurate portrait. One half of portrait to be created using collage. **Explore Grayson Perry** Introduction to Grayson Perry, research and analysis task. Pen and wash drawing of G.P's alter-ego 'Claire' ***Gridded portrait to be produced for homework*** **Sketchbooks:** All work to be evidenced in sketchbooks **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Technique based • Grayson Perry **Knowledge/Skill Focus:** • Sgrafitto • Image transfer techniques • Clay **Creative Outcomes:** **Sgrafitto** Create a scraperboard word based on alter-ego character. Create word design. Use oil pastels to make black scraperboard and scratch away to reveal colour and detail. **Explore Image Transfer** Introduction to various transfer techniques. Select an image and transfer using both Sellotape and emulsion methods. **Ceramics** Produce mini coil pot inspired by G.P. and traditional Greek vessels. ***Typography research to be produced for homework*** **Sketchbooks:** All work to be evidenced in sketchbooks **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Grayson Perry • Rankin **Knowledge/Skill Focus:** • Drawing • Design • Concept Character Design • Experimental Techniques **Creative Outcomes:** **Figure Drawing** Introduction to proportional figure drawing. Draw clothed figure considering body position and poses. Build up detail and show influence of G.P **Design** Create a design for a final piece including alter-ego character. Refer back to alter-ego mood-board for ideas **Final Piece** Create large scale final piece using a range of techniques and processes studied previously. **Sketchbooks:** All work to be evidenced in sketchbooks **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses

ART SECONDARY CURRICULUM PLAN 2022-23

YEAR 10 HT1 **Sea Life**	YEAR 10 HT2 **Sea Life**	YEAR 10 HT3 **Sea Life**	YEAR 10 HT4 **Fragments**	YEAR 10 HT5 **Fragments**	YEAR 10 HT6 **Fragments**
Art, Craft and Design Links: • Sea life theme **Knowledge/Skill Focus:** • Visual research (AO1&3) • Tonal drawing (AO3) • Photography (AO3) • Research (AO1) • Recording (AO3) • Use of colour (AO2) **Creative Outcomes:** **Tonal Drawing** Direct observational tonal drawings of a range of sea life objects **Colour Studies** Colour studies of sections of sea life creatures. Focus on recording pattern, texture and colour. Using watercolour, pencil crayon, oil pastel and acrylic paint **Presentation of work** All work is presented on colour washed sheets **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Sea life theme • Kate Malone **Knowledge/Skill Focus:** • Visual research (AO1&3) • Tonal drawing (AO3) • Photography(AO3) • Research (AO1) • Recording (AO3) • Use of colour (AO2) • Experimentation with techniques (AO2) • Designing (AO1 & AO4) **Creative Outcomes:** **Kate Malone** Produce a research sheet on the work of Kate Malone. Include facts, information, drawing studies in colour of examples of her work. Include decorative keywords. **Tonal drawings of ceramic objects** Create a research page of observations of found examples of a broad range of ceramic objects. **Initial Design Ideas** Develop at least 6 initial design ideas for a sea life inspired vessel made up of elements studied previously. **Presentation of work** All work is presented on colour washed sheets **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Sea life theme • Kate Malone **Knowledge/Skill Focus:** • Drawing (AO3) • Design development • Use of colour (AO2) • Experimentation with techniques (AO2) • Ceramics (AO4) **Creative Outcomes:** **Final Design** Develop a final design for a ceramic vessel incorporating drawings from several different viewpoints, annotation, artist links, final colour choice. **Experiment with Clay Techniques** Produce three tile samples in clay using various techniques: impressing, applying and a combination of both. **Experiment with Glazing Techniques** Explore different techniques for adding colour to tiles: oxiding, under glaze, clear and coloured glazes. **Making Ceramic Vessel** Make ceramic vessel/object, modify and refine work during the making process. Refer to design and evaluate success. **Glaze Ceramic Vessel** Apply colour and glaze as planned Evaluation Produce a detailed evaluation of your outcome. Include photos of your vessel. **Presentation of work** All work is presented on colour washed sheets **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Fragments theme – choice of portraits or everyday objects • Cubism **Knowledge/Skill Focus:** • Drawing and Recording (AO3) • Develop and explore theme using a range of materials and techniques (AO2) • Photography (AO3) • Digital editing (AO2) • Research and analysis (AO1) **Creative Outcomes:** **Mind-map and Visual mood-board** Explore chosen theme **Explore Cubism** Research Cubism and complete digital Cubist recreation. Create 3 copies of Cubism pieces using watercolour, pencil crayon, oil pastel ***Photoshoot 1 of chosen theme (homework)*** **Visual Studies** Create 3 drawings based on different fragmentation techniques using appropriate materials. Base work on own photography **Presentation of work** All work is presented in A4 or A3 sketchbooks. **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Fragments theme – choice of portraits or everyday objects • Alan Burr Johnson • Elise Whele • Derek Gorres **Knowledge/Skill Focus:** • Drawing and Recording (AO3) • Develop and explore theme using a range of materials and techniques (AO2) • Photography (AO3) • Collage (AO2) • Paper cut out (AO2) • Research and analysis (AO1) **Creative Outcomes:** **Artist 1 Derek Gorres** **Artist 2 Alan Burr Johnson** **Artist 3 Elise Whele** Research on each artist. Include information, analysis, images. Relevant presentation method. **Artist 1 Recreation** Create a collage over one of own photographs using fragments of paper from magazines/newspapers **Artist 2 Recreation** Create a fragmented piece using edited photography in the style of the artist. Include pen/pen and wash observational studies. **Artist 3 Recreation** Create cut out wok using own photos. Cut out pattern to be inspired by Elsie Whele. **Presentation of work** All work is presented in A4 or A3 sketchbooks. **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Fragments theme – choice of portraits or everyday objects • Alan Burr Johnson • Elise Whele • Derek Gorres **Knowledge/Skill Focus:** • Develop and explore theme using a range of materials and techniques (AO2) • Photography (AO3) • Collage (AO2) • Paper cut out (AO2) • Evaluate and annotate (AO1) • Digital editing techniques (AO2) • Designing (AO1 & AO4) **Creative Outcomes:** **Initial Ideas** Develop a series of 3 initial ideas. Final piece to be either: a painting, a digital or a mixed piece. **Development of Ideas** Develop two ideas, selecting most successful elements of initial ideas and responding to the theme of Fragments Demonstrating links with artists studied. ***Create mock-up of final design idea for summer homework*** **Presentation of work** All work is presented in A4 or A3 sketchbooks. **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses

ART SECONDARY CURRICULUM PLAN 2022-23

ART SECONDARY CURRICULUM PLAN 2022-23

Year 11 HT1 **Fragments**	Year 11 HT2 **Street Art**	**Year 11 HT3** Exam	**Year 11 HT4** Exam	**Year 11 HT5** Completion of coursework	**Moderation to take place**
Art, Craft and Design Links: • Fragments theme – choice of portraits or everyday objects • Alan Burr Johnson • Elise Whele • Derek Gorres **Knowledge/Skill Focus:** • Develop and explore theme using a range of materials and techniques (AO2) • Photography (AO3) • Collage (AO2) • Paper cut out (AO2) • Evaluate and annotate (AO1) • Digital editing techniques (AO2) • Designing (AO1 & AO4) • Making (AO4) **Creative Outcomes:** **Final Piece Development** Finalise design, plan and mock-up of final piece **Final Piece Making** Begin to create final piece with reference to design and prep work. **Presentation of work** Final pieces produced in line with each individual's idea. **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Art, Craft and Design Links:** • Street Art – various artists • 'My Leeds' theme • Shepard Fairey **Knowledge/Skill Focus:** • Develop and explore theme using a range of materials and techniques (AO2) • Photography (AO3) • Paper cut out and stencilling(AO2) • Drawing and recording using dry materials (AO3) • Digital editing techniques (AO2) • Designing (AO1 & AO4) • Making (AO4) **Creative Outcomes:** **Ideas and exploration of 'My Leeds' theme** Produce mind-map/visual mood-board. Select the meaning of the chosen message pupils wish to convey. **Shepard Fairey research** Research on artist. Include information, analysis, images. Relevant presentation method. **Recreation** Produce stencil piece based on Leeds theme **Leeds Street Art Trip** Take photos of local street art on a walking tour around Leeds city centre **Observational Drawings** Produce a series of drawings based on sections/copies of own photos using a variety of dry materials ***Research artist of own choice for homework*** **Design Idea** Produce an idea for a final piece based on Leeds theme, personal message and chosen artist **Making final piece** Produce a detailed final composition based on all research and experimentation. **Digital Final Piece**	Externally set task Exam paper released January pupils given approximately 12 weeks to produce preparation work.	Pupils to sit 10 hour controlled test		

	Develop further to produce digital final piece **Presentation of work** Work presented on A1 sheet **<u>Evaluate:</u>** **<u>Know:</u>** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses				

ART SECONDARY CURRICULUM PLAN 2022-23

YEAR 12 HT1 **OPPOSITES THEME 1** **Light/Dark**	YEAR 12 HT2 **OPPOSITES THEME 2** **Interior/Exterior**	YEAR 12 HT3 **OPPOSITES THEME 3** **Real/Abstract**	YEAR 12 HT4 **OPPOSITES THEME 4** **Old/Young**	YEAR 12 HT5 **OPPOSITES THEME 5** **Concealed/Revealed**	YEAR 12 HT6 **Personal Investigation**
Component 1 **Art, Craft and Design Links:** • Opposites theme – Light and Dark • Artists: Blossfeldt, Sugimoto, Hopper, Levin, Caravaggio, Giacometti, Kollwitz, Berrien **Knowledge/Skill Focus:** • Visual research (AO1&3) • Tonal drawing (AO3) • Photography (AO3) • Research (AO1) • Recording (AO3) • Experimental Mark-making (AO2) • Charcoal/ Graphite reduction (AO2 & 3) • Digital Editing (AO3) • Line and Tone **Creative Outcomes:** • Visual mind-map • Range of photos • Experimental drawing • Observational drawing • Charcoal carving/reduction technique • Artist research **Presentation of work** All work is presented on A1 boards **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Component 1** **Art, Craft and Design Links:** • Opposites theme – Interior/Exterior • Artists: Ian Murphy, Elizabeth Ockwell, Bauhaus **Knowledge/Skill Focus:** • Visual research (AO1&3) • Tonal drawing (AO3) • Photography (AO3) • Research (AO1) • Recording (AO3) • Print making techniques (AO2) • Design (AO1&3) • Pattern and Shape **Creative Outcomes:** • Visual mind-map • Range of photos • Mono-printing from photos • Design and for create collograph print • Design and create screen print • Design and create press print • Image transfer techniques • Artist research **Presentation of work** All work is presented on A1 boards **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Component 1** **Art, Craft and Design Links:** • Opposites theme – Real/Abstract • Artists: Hockney, Van Gogh, Monet, Turner, Cezanne, Constable, Scully, Cubism **Knowledge/Skill Focus:** • Visual research (AO1&3) • Photography (AO3) • Research (AO1) • Recording (AO3) • Painting techniques: watercolour, oils, acrylics (AO2) • Design (AO1&3) • Blending and colour mixing (AO2) • Colour and Texture **Creative Outcomes:** • Visual mind-map • Range of photos • Experimental paint samples • Oil paint sample • Abstract watercolour piece • Realism acrylic painting • Artist research **Presentation of work** All work is presented on A1 boards **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Component 1** **Art, Craft and Design Links:** • Opposites theme – Real/Abstract • Artists: Florian Nicolle, Mark Powell, John Clang, Sally Mankus **Knowledge/Skill Focus:** • Visual research (AO1&3) • Photography (AO3) • Research (AO1) • Recording (AO3) • Design (AO1&3) • Drawing techniques (AO2) • Mixed media (AO2) • Space and Composition • Final outcome (AO4) **Creative Outcomes:** • Visual mind-map • Range of photos • Tonal self-portrait (half young/half old • Distress techniques • Mini-designs • Mixed media portrait outcome **Presentation of work** All work is presented on A1 boards **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Component 1** **Art, Craft and Design Links:** • Opposites theme – Concealed/Revealed • Artists: Christo and Jean Claude, Randall-Page, Damien Hirst, Haleema Cassell, Citizen Kane, Sugimoto **Knowledge/Skill Focus:** • Visual research (AO1&3) • Photography (AO3) • Research (AO1) • Drawing and Recording (AO3) • Design (AO1&3) • 2D relief • 3D • Mixed media (AO2) • 3D Form and Texture • Ceramics • Final outcome (AO4) **Creative Outcomes:** • Visual mind-map • Range of photos • Figure and life drawing in various materials • Produce a clay bodice • Clay tile samples • Impressing, applying, sgrafitto clay techniques **Presentation of work** All work is presented on A1 boards **Evaluate:** **Know:** • How to reflect on their own work and work of others • How to describe and analyse artists' work • How to review and refine work as it progresses	**Component 1** Practical project – an in-depth study consolidating all skills, knowledge and understanding gained throughout Year 12. There must be a specific focus reflecting own personal interests and enthusiasms. Practical project is supported by a written reflection of between 1000 and 3000 words Work should include: • Exploration of chosen theme • Initial photoshoot • Observational drawing • Artist studies • Detailed recording and experimentation • Stating intentions • Development of ideas • Final piece • Essay/written reflection

ART SECONDARY CURRICULUM PLAN 2022-23

Year 13 HT1 **Personal Investigation**	Year 13 HT2 **Personal Investigation**	Year 13 HT3 **Personal Investigation**	Year 13 HT4 **Controlled Test**	Year 13 HT5 **Controlled Test**	**Moderation to take place**
Component 1 Practical project – an in-depth study consolidating all skills, knowledge and understanding gained throughout Year 12. There must be a specific focus reflecting own personal interests and enthusiasms. Practical project is supported by a written reflection of between 1000 and 3000 words Work should include: • Exploration of chosen theme • Initial photoshoot • Observational drawing • Artist studies • Detailed recording and experimentation • Stating intentions • Development of ideas • Final piece • Essay/written reflection	**Component 1** Practical project – an in-depth study consolidating all skills, knowledge and understanding gained throughout Year 12. There must be a specific focus reflecting own personal interests and enthusiasms. Practical project is supported by a written reflection of between 1000 and 3000 words Work should include: • Exploration of chosen theme • Initial photoshoot • Observational drawing • Artist studies • Detailed recording and experimentation • Stating intentions • Development of ideas • Final piece • Essay/written reflection	**Component 1** Practical project – an in-depth study consolidating all skills, knowledge and understanding gained throughout Year 12. There must be a specific focus reflecting own personal interests and enthusiasms. Practical project is supported by a written reflection of between 1000 and 3000 words Work should include: • Exploration of chosen theme • Initial photoshoot • Observational drawing • Artist studies • Detailed recording and experimentation • Stating intentions • Development of ideas • Final piece • Essay/written reflection	**Component 2** Externally set task Exam paper released February pupils given approximately 12 weeks to produce preparation work.	**Component 2** Pupils to sit 15 hour controlled test	