



# Medium Term Planning – AC1

***Excellence.  
No Excuses.***

## Curriculum: Art and Design

Year	Topic Detail and Sequence	Pre-requisite Knowledge	Key Vocabulary	Demonstrable Skills
7	<p>Topic overview-Drawing basic skills (everyone can draw)</p> <ul style="list-style-type: none"> <li>Learn the basic foundations of the subject. What are the visual/formal elements. Examples of how the elements fit into the subject.</li> <li>Learn how to create a basic drawing. Breaking down the shapes, connecting the shapes together</li> <li>What is Tone</li> <li>How to create Tone</li> <li>How tone adds depth</li> <li>Different tonal variations</li> <li>Discussion of different pencil grades and how to use them</li> <li>Baseline drawing</li> <li>Think about backgrounds/midground/foreground</li> <li>Different drawing techniques</li> <li>Create your own drawing tool</li> </ul>	<p>Year 7 basic prior knowledge from primary school – teacher will assess this knowledge at the beginning of the year with targeted questioning.</p> <p>Tone/shading Basic shapes</p> <p>Develop their opinion on artists work Think about their descriptive skills and build on them</p>	<ul style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Form</li> <li>Tone</li> <li>Texture</li> <li>Pattern</li> <li>Colour</li> <li>Composition (visual/formal elements)</li> <li>Detail</li> <li>Success</li> <li>Visual</li> <li>Primary observation</li> <li>Secondary observation</li> </ul>	<p>NC links:</p> <ul style="list-style-type: none"> <li>✓ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>✓ to increase their proficiency in the handling of different materials</li> <li>✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul> <p>By the end of the unit pupils will have learned:</p> <ul style="list-style-type: none"> <li>How to draw simple shapes</li> <li>How to break down shapes to create drawings</li> <li>Each visual element and how to fits into the subject</li> <li>Development of vocabulary, descriptive responses and opinion.</li> <li>How to create tone to add depth</li> <li>How to use observation (80/20 rule) to be more accurate.</li> <li>Drawing with tools other than a pencil and how that changes the work.</li> </ul>



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8	<p>Topic Overview: Steam punk – Bugs and Butterflies print and drawing project</p> <ul style="list-style-type: none"> <li>Develop drawing skills, students will begin to measure so that they are able to draw in proportion.</li> <li>Develop use of colour, thinking about different painting techniques</li> <li>Develop printmaking techniques-mono printing, collagraph, and poly block printing.</li> <li>Students will learn how to layer prints</li> <li>Students will learn how to use steam punk imagery to layer over prints to connect with the art movement</li> <li>Students to use alternative media to create drawings such as biro and fine liners. Students will explore the use of inks and bleeding out pen lines.</li> <li>Students to develop through their mistakes and the unpredictability of the media.</li> </ul>	<p>Students will have developed their vocabulary in year 7. They will be able to give opinions on the work of their peers as well as artists.</p> <p>Students will be able to pick out shapes and create basic drawings. Students will have an understanding of tone and shape and how tone adds depth to shapes and makes them look more realistic. Students will know about primary and secondary observation.</p> <p>Students will build upon that knowledge and begin to measure and create drawings which are in proportion.</p>	<ul style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Form</li> <li>Tone</li> <li>Texture</li> <li>Pattern</li> <li>Colour</li> <li>Composition (visual/formal elements)</li> <li>Proportion</li> <li>Measure</li> <li>Steam punk</li> <li>Visually interesting</li> <li>Printmaking</li> <li>Mark making</li> <li>Crosshatching</li> <li>Poly block print</li> <li>Collagraph</li> <li>monoprint</li> </ul>	<p>NC links</p> <ul style="list-style-type: none"> <li>✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>✓ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>✓ to use a range of techniques and media, including painting</li> <li>✓ to increase their proficiency in the handling of different</li> <li>✓ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ul> <p>By the end of the AC pupils will have learned: Development of vocabulary, descriptive responses and opinion. Links to numeracy with measuring and thinking about space and shape. How to produce a successful observational drawing of bugs using the formal elements. To develop a range of drawing techniques To study and investigate the work of contemporary artists Lucy Arnold and Christopher Marley and use their work as inspiration for their own. How to use both print and collage successfully to produce a final composition that has used the artists as its inspiration, looking particularly at his use of pattern. An understanding of the importance of presentation</p>



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9	<p>Topic Overview: Jon Burgerman - illustration and animation project Students need to be able to develop their own ideas for GCSE. They need to be able to consider a starting point and then the end outcome and go through the process of thinking about skills and development. This project will enable this.</p> <p>To provide opportunities for pupils to: Explore the work of Jon Burgerman delving into his way of working and techniques he uses, making informed decisions and judgements with reasoning. Exploring drawing from imagination and experience, answering questions about the starting points for their work and developing ideas throughout. Investigate the possibilities of a range of materials and processes trying out techniques and applying them to materials and processes. Explore the visual, tactile elements including the visual elements in their work and others work. Develop skills with alternative animation media such as animation pens, fine liners and drawing tablets Using drawings to create moving animations and develop their skills with stop motion animation.</p>	<p>Students will have developed knowledge in year 7 and 8 thinking about line and tone and texture and colour. Students will be able to work from observation and know what primary and secondary observation is. Students will need to think about the details of their work from years 7/8 in order to make mature decisions about their work in this project as the project is so free.</p>	<ul style="list-style-type: none"> <li>• Line</li> <li>• Shape</li> <li>• Form</li> <li>• Tone</li> <li>• Texture</li> <li>• Pattern</li> <li>• Colour</li> <li>• Composition (visual/formal elements)</li> </ul>	<p>NC links</p> <ul style="list-style-type: none"> <li>✓ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> <li>✓ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>✓ to use a range of techniques and media, including painting</li> <li>✓ to increase their proficiency in the handling of different</li> <li>✓ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ul> <p>By the end of the unit pupils will have learned: Development of vocabulary, descriptive responses and opinion. How to make reasoned judgements. To improve annotation skills To improve compositional skills To learn printing skills Improve literacy skills Improve drawing skills Gain an understanding of Visual elements of drawing and apply these skills to the work. To loosen up drawing skills To learn how to draw from imagination and experience. To learn expressive drawing skills Explore the possibilities of materials Development of illustrative drawing techniques Development of animation skills including</p>



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10	<p><b>Topic Overview: AO3</b></p> <p>Centre set theme e.g. ‘Individuals and their Environment’, ‘Natural, Rural and Organic Forms’, ‘Personal Objects and Belonging.’</p> <p><b>Recording ideas:</b></p> <ol style="list-style-type: none"> <li>Title page of chosen theme/sub-theme</li> <li>Mind map and mood-board exploring chosen theme</li> <li>A range of drawings (observational and expressive) this could include pen and ink, stitch drawing, mixed media, biro, colour study using watercolour paint, oil pastels, pencil crayons. This is not limited and should work to the students’ strengths. A minimum of 3 final drawings are required (1 x observational pencil or pen drawing)</li> <li>Photography A minimum of 10 photographs which explore chosen theme. Presented with reflective annotation.</li> </ol>	<ul style="list-style-type: none"> <li>Drawing skills (accurate shape, detail, proportion and use of at least 3 tones.)</li> <li>Knowledge and understanding of the formal elements; line, shape, form, tone, texture, pattern, colour and composition.</li> <li>Ability to analyse an Artist’s work and show understanding through a written and practical response.</li> <li>Ability to experiment with different media whilst observing shapes and/or pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Form</li> <li>Tone</li> <li>Texture</li> <li>Pattern</li> <li>Colour</li> <li>Composition</li> <li>Background-The part of a composition that appears to be furthest away from the viewer.</li> <li>Foreground-The part of a composition that appears to be closest to the viewer.</li> <li>Medium-The material used to create a piece of art or design, e.g. pencil, watercolour or ceramic. Media is the plural.</li> <li>Style-A distinctive type of interpretation in art or design. For example the Cubist style can be identified by fragmented, geometric appearance and use of multiple viewpoints.</li> <li>Subject matter-The topic or objects chosen for representation in an expressive artwork. In portraiture, the person represented is referred to as the ‘subject’ or ‘sitter’.</li> <li>Technique-The method used to create something, e.g. cross-hatching is a technique used to create tone in a drawing.</li> <li>Viewpoint-The place or position from which the artwork was created. Examples include eye level, from an elevated position and bird's eye view.</li> </ul>	<p><b>AO3</b> Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Students should be able to;</p> <ul style="list-style-type: none"> <li>Research a chosen theme and record their ideas through</li> </ul> <ol style="list-style-type: none"> <li>Drawing</li> <li>First-hand imagery</li> <li>Second-hand imagery</li> <li>Annotation (referencing the formal elements.)</li> </ol>
11	<p>Topic Overview: <b>Review of AO1-AO3, Final Piece(s)</b></p> <ol style="list-style-type: none"> <li>Improvements and refinement to portfolios (refinement, greater contextual links added in, development Artist included if appropriate for the student, <i>*pushing for a Grade 8-9-students will be asked to create a Design Idea 3 if needed to meet assessment criteria.</i>)</li> <li>Final piece(s) planning page (written reflection, images, contextual links and Artists links, sketched plan and samples if appropriate)</li> <li>Final piece(s)</li> <li>Final piece(s) written evaluation referencing the formal elements.</li> </ol>	<ul style="list-style-type: none"> <li>Understand and know how to refine work</li> <li>Know how to plan for a final piece, combining previous ideas together.</li> <li>Reflect effectively on the success of previous development pieces and ability to plan a final piece which recognises the ‘best’ of a student (plays to strengths.)</li> </ul>	<ul style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Form</li> <li>Tone</li> <li>Texture</li> <li>Pattern</li> <li>Colour</li> <li>Composition</li> <li>Refine-improve initial work taking into account feedback and aims.</li> </ul>	<p><b>AO1</b> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><b>AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p><b>AO4</b> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p>Students should be able to;</p> <ul style="list-style-type: none"> <li>Explain the refinements that need to be made to improve their portfolio.</li> <li>Undertake these refinements to improve their work.</li> <li>Plan a final piece linking to Artists and research explored in portfolio.</li> <li>Create a final piece(s) which is personal, meaningful response which realises intentions.</li> </ul>