



# Medium Term Planning – AC3

## Curriculum: Art and Design

**Excellence.  
No Excuses.**

Year	Topic Detail and Sequence	Pre-requisite Knowledge	Key Vocabulary	Demonstrable Skills
7	<p>Topic Overview: Introduction to texture and mark making - Cultural project. Links to BAME – Links to black culture.</p> <p>During this project students will:</p> <ul style="list-style-type: none"> <li>• Introduction to texture and mark making and how it links to cultural art – BAME links and black culture.</li> <li>• Develop presentation skills, developing a research page - links to GCSE including a representation of work.</li> <li>• Artist connection to cultural art for inspiration</li> <li>• Create rubbings outside to show textures and how they add depth</li> <li>• Develop drawing skills to create design ideas</li> <li>• Students to pick a cultural focus</li> <li>• Develop a design</li> <li>• Develop an outcome – 2D or 3D depending on ability level, differentiated outcome.</li> <li>• Mask creation</li> <li>• Boomerang outcome</li> <li>• Tattoo design</li> </ul>	<p>Students will have started to develop their drawing skills. They will have used colour, have knowledge of colour theory, colour mixing and colour application.</p> <p>Students will have started to develop their vocabulary and have started to create opinions and will be able to give successful feedback to their peers using pre selected vocab.</p> <p>Students will have some knowledge of artists.</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>• Depth</li> <li>• Detail</li> <li>• BAME</li> <li>• Mark making</li> <li>• Crosshatching</li> <li>• Scribble hatch</li> <li>• Layers</li> <li>• Expressive</li> <li>• Contour</li> <li>• Linear</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>✓ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</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 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> <p>About other cultures, with links to BAME and black culture. Struggles of black artists.</p> <p>How to identify texture and how it develops a piece of art work</p> <p>How to use texture to add depth</p> <p>How to use mark making to add depth and how the element can fit into the subject.</p> <p>Development of vocabulary, descriptive responses and opinion.</p>



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8	<p>Topic Overview: Mexican day of the dead</p> <p>During this project students will:</p> <ul style="list-style-type: none"> <li>Learn about a cultural celebration – Mexican day of the dead. Thinking about how the cultural celebration fits into modern society.</li> <li>Develop skills with pattern and detail – creating their own patterns and symbols collected to their own personal ideas</li> <li>Make creative decisions</li> <li>Develop use of colour theory and colour application – mix colours thinking about Tints and shades. Successfully use block colours as well as colour blends.</li> <li>Develop composition skills to create their own outcome using their own ideas and symbols they have developed.</li> <li>Develop design into an outcome that is alternative. Could be a sugar skull, mask or tattoo.</li> <li>Students will create a 3D outcome</li> </ul>	<p>Students will have developed their vocabulary and will be able to use more sophisticated language to discuss artists and also to give opinions to their peers.</p> <p>Students will have knowledge of drawing, painting, sculpture and 3D techniques. Students will be starting to develop more knowledge of pattern and presentation skills.</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>Cultural</li> <li>Festival</li> <li>Pattern</li> <li>Detail</li> <li>Colour</li> <li>Application</li> <li>Colour theory</li> <li>Tint</li> <li>Shade</li> <li>Hue</li> <li>Contour</li> <li>Decorative</li> <li>Layering</li> <li>3D</li> <li>Sculpture</li> <li>Sugar skull</li> <li>Successful</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 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 materials</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:</p> <p>Development of vocabulary, descriptive responses and opinion.</p> <p>About the cultural celebration day of the dead and the symbols and imagery which go with it</p> <p>How to make decisions about their own art work and learn from their mistakes</p> <p>How to develop their opinions using in depth vocabulary</p> <p>How to bring together a design</p> <p>How to draw decorative designs</p> <p>How to build using card board and clay</p> <p>How to use wire in a proficient way</p> <p>How to select linked colours and imagery to create their own designs</p> <p>How to select relevant colour creating</p>



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9	<p>Topic Overview:            Alternative art techniques – linked to careers.            Alternative drawing techniques            Colour theory linked to skin            Special effects make up            Rologore            Jenny Savile            Alberto Giacometti            Tracy Emin</p> <p>During this project students will:</p> <ul style="list-style-type: none"> <li>• Learn about careers in art and design and how they can link their knowledge learned over the past 3 years into a career that is becoming very popular. SFX, stage make up, stage production and design, animation and illustration all popular careers.</li> <li>• Project will be taught in a GCSE format. Begin with mind maps and research pages, artist research,</li> <li>• Learn about expressive drawing techniques – quick sketches</li> <li>• Artist workshop lessons. Techniques to be taught =</li> <li>• Layering drawings</li> <li>• Continual line</li> <li>• Clay in the style of Alberto Giacometti</li> <li>• Wire sculptures</li> <li>❖ Scar wax, basic wound</li> <li>❖ Bruising</li> <li>❖ Polymorph plastic to create props</li> <li>❖ Open wound</li> <li>❖ Burn</li> <li>❖ Raised scar</li> <li>❖ Infected wound</li> </ul>	<p>Students will now be able to work in a much more independent way. Students will have knowledge in all areas of the subject and will be able to give in depth opinions as well as analyse art in an in depth way. Students will be able to build on knowledge and refine skills and start to think about presenting projects in more of a GCSE structured way. Students will be able to freely discuss artists and feel confident.</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>• Brief</li> <li>• Typography</li> <li>• Acrylic paint</li> <li>• Success</li> <li>• Graffiti</li> <li>• Curve</li> <li>• Layout</li> <li>• Detail</li> <li>• Stencil</li> <li>• Printmaking</li> <li>• Screen printing</li> <li>• Colour mixing</li> <li>• Alternative</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 materials</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 research existing products and realise a gap in the market            Work through the design process incorporating a chosen theme            Produce designs related to the theme.            Look closely into typography and design a typo to fit the theme chosen.            Explore and experiment with the use of collage, paint and drawing.            Work to a set brief for a client, with a time limit.            How to set out a GCSE project from start to finish            Manage their time effectively.</p>



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10	<p><b>Topic Overview: AO1, AO2</b></p> <p><b>Development of Ideas:</b></p> <ol style="list-style-type: none"> <li>1. Artist choice depending on strength of student (drawing, painting, printmaking, textiles, 3D, paper cutting, collage etc.) A minimum of 1 Artist. Teacher to guide but develop student independence.</li> <li>2. <b>Development Review</b> (written review of project, drawing of combined response plan and samples).</li> <li>3. <b>Contextual links</b> to external influences (e.g. climate change, political, human rights, current news articles etc.)</li> <li>4. <b>Combined response</b> (a response created by combining at least 2 Artists previously studied to create a personal and meaningful response.)</li> </ol>	<ul style="list-style-type: none"> <li>• Knowledge of how to choose an Artist to (based on strengths) research and respond to.</li> <li>• Develop an Artist response in greater depth (further response or developed response.)</li> <li>• Add wider contextual links to a project.</li> <li>• Ability to analyse an Artist's work and show understanding through a written and practical response.</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>• Explore-try out the qualities of materials, techniques and processes through practical investigation, with some record of results.</li> <li>• Contextual-connections made to the work of other Artists from different and similar times, places and cultures as well as links made from a wider context (newspaper articles, historical events, scientific discoveries etc.)</li> </ul>	<p><b>AO1</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Students should be able to;</p> <ul style="list-style-type: none"> <li>• Select most successful Artists</li> <li>• Plan to combine 2 Artists together in a personal and meaningful way (linking to theme)</li> <li>• Execute the above</li> <li>• Evaluate combined response (referencing the formal elements.)</li> </ul>
11	<p>Topic Overview: <b>Development and Final Piece Exam</b></p> <ol style="list-style-type: none"> <li>1. Drawing and purposeful sampling to plan, experiment and refine throughout.</li> <li>2. Design ideas (x 2) and a final piece plan (including written review, sketch of plan, samples and relevant contextual links.)</li> <li>3. Examination procedures and rules. How to plan effectively for exam – i.e. step by step, organization of materials / resources.</li> <li>4. Ability to select and develop most successful ideas into final outcome(s) Organization. Mastery of chosen specialist areas, using Artists explored to inspire. Add contextual links.</li> <li>5. <b>Exam (10 hours)</b> to create a personal and meaningful response which realises intentions</li> </ol>	<ul style="list-style-type: none"> <li>• How to sketch to plan/design</li> <li>• Know how to develop ideas by combining Artists explored and bringing in ideas developed from wider contextual links.</li> <li>• Ability to select most successful responses.</li> <li>• Create a final piece plan which takes into account the time limit (10 hours.) Students must have practiced and be able to plan and work within a time limit.</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>• Synthesise-put together or combine into a complex whole.</li> <li>• Evaluate-Bring together all information and review it to form a conclusion, drawing on evidence of strengths, weaknesses, alternative actions, relevant data or information.</li> </ul>	<p><b>AO1</b> Develop ideas through investigations, demonstrating critical understanding of sources. <b>AO2</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. <b>AO3</b> Record ideas, observations and insights relevant to intentions as work progresses. <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>• 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>