



# Medium Term Planning – AC4

Curriculum: Art and Design

***Excellence.  
No Excuses.***

Year	Topic Detail and Sequence	Pre-requisite Knowledge	Key Vocabulary	Demonstrable Skills
7	<p>Topic Overview: Draw to tell a story - Illustration project. Literacy. CC with English and Drama.</p> <p>Tim Burton</p> <p>In this project students will make connections to English and Drama and start to use more of their own ideas and identity in their work.</p> <p>Skills to learn</p> <ul style="list-style-type: none"> <li>• Students to look at the work of Alice in Wonderland and create continuous line drawings of clips. Comparing the book and film.</li> <li>• Students to find their own identify.</li> <li>• Students to develop their opinions and analyse artists using select vocab.</li> <li>• Develop drawing skills</li> <li>• Experiment with paper cutting.</li> <li>• Students will understand how to create an illusion in art, looking at artists but comparing it to the illusions in Alice in Wonderland.</li> </ul>	<p>Students will now be able to give a basic opinions using select vocab. They will be able to identify artists work and connect it to the project. Students will be able to give feedback to their peers using select targets and success criteria.</p> <p>Students will have knowledge of drawing, painting, colour theory, colour mixing, colour application, 3D techniques.</p> <p>Students will be able to be more confident with selecting materials and also creating successful presentation in their sketchbooks.</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>• Expressive</li> <li>• Detail</li> <li>• Line</li> <li>• Scale</li> <li>• Independent</li> <li>• Success</li> <li>• Tone</li> <li>• Tint</li> <li>• Shade</li> <li>• Colour theory</li> <li>• Colour mixing</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> </ul> <p>By the end of the unit pupils will have learned:</p> <p>How to develop ideas into drawings through a process</p> <p>Links to literature</p> <p>Drawing to portray their own perception of an idea</p> <p>Selecting and experimenting with relevant materials</p> <p>To take risks and learn from mistakes</p> <p>Development of vocabulary, descriptive responses and opinion.</p>



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8	<p>Topic Overview: Jim Dine Jim Dine – artist connection Claes Oldenburg</p> <p>Students to learn printmaking and sculpture skills. Skills to learn:</p> <ul style="list-style-type: none"> <li>• Monoprinting</li> <li>• Polyblock printing</li> <li>• collagraph printing</li> <li>• Drawing in proportion</li> <li>• Layering</li> <li>• Scraffito</li> <li>• Presentation of backgrounds, thinking about texture and detail.</li> <li>• Final piece which takes 3 of the techniques and ties them together.</li> <li>• Clay outcome</li> </ul> <p>All outcomes will link to the work of Jim Dine and other artists from the pop art and modern art movements,</p> <p>Students will start to develop opinions and connections to art movements and use vocab to descriptive art work and use it in discussion.</p>	<p>From year 7 and 8 students will have experience of drawing and painting, be able to give opinions on their own work and the work of their peers. They will be able to identify artists and think about how their work inspires their outcomes. Students will be able to use drawing and painting skills in this project as they will develop their printmaking knowledge.</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>• Make</li> <li>• Design</li> <li>• Ideas</li> <li>• Creativity</li> <li>• Materials</li> <li>• Media</li> <li>• 2D</li> <li>• 3D</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:</p> <ul style="list-style-type: none"> <li>Development of vocabulary, descriptive responses and opinion.</li> <li>How to use charcoal and chalk in a proficient way</li> <li>How to Mono print and identify the areas for improvement</li> <li>How to Poly block print in a proficient way</li> <li>How to use clay to build a sculpture thinking about ceramic techniques</li> <li>How to think about mixed media work in a creative way</li> <li>How to draw in proportion</li> </ul>



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9	<p>Topic Overview:</p> <p>Topic overview: GCSE style project – Identity theme</p> <p>By the end of the unit pupils will have learned</p> <ul style="list-style-type: none"> <li>• How to access a theme and research the possibilities - creating a mindmap and research page</li> <li>• Create a successful mood board and ideas page</li> <li>• Research artists related to the theme – artists given or independently selected</li> <li>• Take some initial photographs which link to the theme – guided on composition, detail, viewpoints. Studio session in school</li> <li>• Create some drawings from the photographs – alternative drawing techniques</li> <li>• Explore skills and techniques - a variety of skills shown</li> <li>• Select materials which suit their needs</li> <li>• Develop ideas linking to artists and development</li> <li>• Create a final outcome which realises their intentions</li> <li>• Links to GCSE Art, Craft and Design - AO1/2/3/4</li> </ul>	<p>Students will have a vast knowledge of skills and materials which they will have acquired from years 7 and 8 as well as the work they have completed in year 9. Students will have an understanding of Drawing, Painting and colour theory and will know how to incorporate the visual elements into their work.</p> <p>Students will have worked independently and will have researched ideas, created mind maps and ideas pages and well as started to get used to the process of development.</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> </ul> <p>By the end of the unit pupils will have learned: Development of vocabulary, descriptive responses and opinion.</p>



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10	<p>Topic Overview: <b>AO1, AO2, AO4</b></p> <p><b>Produce work inspired by development of ideas:</b></p> <ol style="list-style-type: none"> <li>Design one planning page (journey so far, contextual links, images, sketch and samples)</li> <li>Design one created with written evaluation (referencing formal elements.)</li> <li>Design two planning page (journey so far, contextual links, images, sketch and samples)</li> <li><b>Mock exam</b> TBC-Design two created in this exam (5 hours)</li> <li>Design two written evaluation (referencing formal elements.)</li> </ol> <ul style="list-style-type: none"> <li>TRIP to visit galleries/exhibition/gain inspiration TBC (supports AO1 and AO3) Gallery visit page(s) created in response to the trip/experience</li> </ul>	<ul style="list-style-type: none"> <li>Know and demonstrate how to combine 2 or more Artists together to create a personal and informed response.</li> <li>Evaluate work produced to move the project on (both written and visual.)</li> <li>Confidence to record ideas through drawing and annotation to enable a student to record effectively on a gallery/location trip.</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>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> <li>Synthesise-put together or combine into a complex whole.</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>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>Select most successful Artists</li> <li>Plan to combine Artists together in a personal and meaningful way (linking to theme)</li> <li>Execute the above</li> <li>Evaluate design ideas (referencing the formal elements.)</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>
11	<p>Topic Overview:</p> <p><b>All work moderated and submitted</b></p> <p><b>GCSE and A Level Art exhibition</b></p>	-	-	-